

Fieldwork Manual
For Students and Educators
Occupational Therapy Assistant Program



Arkansas State University
Department of Occupational Therapy
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Forward: A Note from the Academic Fieldwork Coordinator

Dear Fieldwork Educators and Students,

Welcome to the Fieldwork Experience for the Associate Degree of Applied Science in Occupational Therapy Assistant (OTA) Program at Arkansas State University (A-State)! We look forward to an exciting time of experiential learning in Occupational Therapy practice! We hope you find this manual useful and informative as you embark on the variety of clinical experiences our program has to offer. Inside, you will find a thorough description of our curriculum that will assist you in conceptualizing the meaning and purpose behind each clinical experience. The fieldwork rotations themselves are also described in detail in terms of sequence, purpose, and tie to the curriculum design. You will also find a detailed listing and description of all of the essential procedures and policies you need to be aware of related to fieldwork experiences, along with a compilation of forms and assessments utilized during the various levels of fieldwork experience.

Thank you for taking the time to review these important materials. Please don't hesitate to contact me at any time with your questions, concerns, or feedback on our program.

Regards,



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Section I

General Information Arkansas State University

Arkansas State University

Mission Statement

The mission of the Arkansas State University System is to contribute to the educational, cultural, and economic advancement of Arkansas by providing quality general undergraduate education and specialized programs leading to certificate, associate, baccalaureate, masters, professional and doctoral degrees; by encouraging the pursuit of research, scholarly inquiry, and creative activity; and by bringing these intellectual resources together to develop the economy of the state and the education of its citizens throughout their lives. Each component of the Arkansas State University System will be characterized by:

- A supportive learning environment; personal development, leadership, and service opportunities; and facilities, technologies and support necessary to meet the needs of students, faculty, and staff;
- Racial, ethnic, gender and cultural diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society;
- Instructional techniques, student support services, and on-line and distance education to advance the purposes of teaching and learning;
- A commitment to share human, physical, information, and other resources among system components, and with state agencies, schools, and higher education institutions, to expand and enhance programs and services available to the citizens of Arkansas.

Vision Statement

The Arkansas State University System will create better educated citizens prepared for a global and technological society by providing quality undergraduate and graduate education, useful research, and dedicated public service.

Overview and History of Arkansas State University

Arkansas State University (A-State) is a public institution located in the northeastern region of Arkansas in an urban setting about 80 miles from Memphis, Tennessee. A-State was founded in 1909 and is accredited by the Higher Learning Commission North Central Association. The campus is located on 1,376 acres and has 145 buildings. A-State has more than 14,000 students currently enrolled in one of its 11 colleges and over 1,500 faculty and staff that provide support in helping these students achieve their academic goals.

Currently A-State offers a variety of non-degree (i.e., certificate programs) and degree options (i.e., associate, bachelor, master, and doctorate) to meet the needs of its diverse student population. Specifically, A-State has more than 40 degree programs in about 160 undergraduate and graduate fields of study. A-State offers approximately 130 online courses and more than 180 evening classes. In addition, the University offers an optional Structured Learning Assistance (SLA) program to help support students in difficult classes.

Overview of the College of Nursing and Health Professions

The College of Nursing and Health Professions (CNHP) offers a variety of degree plans ranging from certificate programs to doctorate level degrees in the following fields: Addiction Studies, Adult Health Nursing, Aging Studies, Clinical Laboratory Science, Communication Disorders, Dietetics, Disaster Preparedness/Emergency Management, Family Nurse Practitioner, Healthcare Emergency Management, Healthcare Management, Health Sciences, Health Sciences Education, Health Studies, Homeland Security

and Disaster Preparedness, Nurse Anesthesia, Nursing, Occupational Therapy, Physical Therapy, Radiologic Sciences and Social Work. Each of our degree programs has a moderate to high market demand which generates much student interest. The college is clinically affiliated with over 500 health facilities across the region including hospitals, rehabilitation facilities, public schools, outpatient facilities, sports health agencies, extended care facilities, private practice clinics, industrial settings, wellness clinics, health maintenance organizations and government agencies.

Section II

Occupational Therapy
Department
Arkansas State University

Overview of the Occupational Therapy Department

The Occupational Therapy Department was created in January of 2015 in order to meet a significant need for Occupational Therapy services in the Jonesboro, Arkansas community and surrounding areas. The Northeast Arkansas region is generally underserved due to the shortage of Occupational Therapy practitioners in the area. One reason for this shortage is the low prevalence and location of institutions of higher learning that offer degrees in either Occupational Therapy Assistant or Occupational Therapy. A-State strives to meet that need by offering an Associate Degree in Applied Science: OT Assistant (AAS), as well as an Entry-Level OT Doctorate (OTD). Both the Occupational Therapy Assistant program and Occupational Therapy Doctorate programs are housed in the Occupational Therapy Department. The Chair of the Occupational Therapy Department is Dr. M. Tracy Morrison, OTD, OTR/L who also serves as the Director of the Occupational Therapy Doctorate Program.

Arkansas State University is committed to upholding the highest standards of professionalism and ethics. The Occupational Therapy Department will follow all requirements set forth by the Accreditation Council for Occupational Therapy Education (ACOTE) and the American Occupational Therapy Association (AOTA).

The Arkansas State University OTA Program has applied for accreditation and has been granted Pre-Accreditation Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at:

ACOTE
4720 Montgomery Lane
Suite 200,
Bethesda, MD 20814-3449.

ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org.

The program must complete an on-site evaluation and be granted Accreditation Status before its 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, all 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.

The OTA program is a lock-step program. Students must maintain satisfactory grades in each semester; otherwise the student can either be placed on probation or dismissed from the program. If a student is placed on probation and continues to have unsatisfactory grades during the following semester, then the student will be withdrawn from the program. The OTA Program requires timely completion of the all degree requirements, including all didactic coursework, Level I and Level II Fieldwork rotations. Graduation requirements of the program can be found on page 47-48 of the OTA Student Handbook and in the A-State Undergraduate Bulletin at [2016-17 Undergrad Bulletin](#). Students have up to 24 months after completion of the didactic coursework to complete both Level II Fieldwork rotations. Timely completion of the program is monitored by the student and his/her faculty advisor using the OTA Program Graduation Check Sheet.

Curriculum Design

Mission

The mission of the occupational therapy assistant program is to provide quality education to students in the profession of occupational therapy assistant. The program will assess the attainment of this mission in terms of the contributions its graduates make to health care in the Delta region and beyond.

Philosophy

The occupational therapy assistant program holds the belief that all people have the right to live life to its fullest, and to engage in all occupations that meet their wants and needs. Humans are active beings whose development over time is influenced by the use of meaningful and goal-directed activities. Through the use of meaningful and goal directed activities along with humans' innate capacity for intrinsic motivation and ability to adapt, humans are able to influence their physical, mental, and spiritual health and well-being as well as their social and physical environments.

Just as occupations are influenced by temporal and cultural contexts, so too is the profession of occupational therapy. While the profession continues to uphold its central belief in the therapeutic value of everyday occupations, the profession also embraces the need to constantly develop new knowledge and approaches that support the use of occupation to elicit maximum functional independence. This evolution of ideas, knowledge, and approaches allows the profession to remain relevant, science-driven, evidence-based, and client-centered in the constantly changing landscape of today's society. Therefore, occupational therapy educational activities and learning experiences must be purposeful and relevant for the student. They must involve active learning and critical inquiry in a collaborative environment that promotes teamwork and respect for the individual.

Educational Goals:

Students who have successfully completed the OTA Program at Arkansas State University will be able to:

- Demonstrate **professional practice** through the use of **scientific and creative technologies** that increase accessibility for clients.
- Articulate how **occupational performance** influences health, wellness and quality of life across the lifespan and describe the **professional practices** used to support these outcomes.

- Articulate and demonstrate the scope of the occupational therapy assistant's **professional practice** in clinical and societal environments.
- Demonstrate **professional practice** through person-first language that communicates respect of person, ability level and environment.
- Demonstrate **professional preparation** through entry-level clinical competency for the use of **scientific and creative technology** throughout the therapeutic process to support client's **occupational performance**.
- Demonstrate **professional preparation** through entry-level competency for the planning, implementation, documentation and advocacy of occupational therapy services across varied **clinical and societal environments**.
- Demonstrate **core practice knowledge** through the safe and effective use of **scientific and creative technology**.
- Use **core practice knowledge** and clinical reasoning to consider client factors, performance skills and performance patterns during the therapeutic process to support the participation and **occupational performance** of the individual.
- Demonstrate core knowledge about **sociocultural contexts** and how they influence the occupational therapy process.
- Utilize **foundational knowledge and core practice knowledge** through the use of **scientific and creative technology** to promote the health, wellness and the **occupational performance** of the client.
- Articulate how **foundational knowledge** supports the historical and theoretical development of occupational therapy services and the unique scope of the occupational therapy assistant.

Curriculum Design Overview

The Arkansas State (A-State) Occupational Therapy Associate (OTA) curriculum is organized by three domains and four threads with twelve educational goals that comprehensively measure students' learning according to Bloom's revised taxonomy (Anderson et al., 2001). The educational goals reflect the process of expansion of prerequisite foundational knowledge and skills to skilled knowledge that specifically supports the entry-level (core) occupational therapy assistant in professional practice. Graduates from the A-State OTA program are required to demonstrate, articulate and utilize core professional knowledge to develop, create and implement client-centered therapeutic activities that facilitate occupational performance. Students will demonstrate safe and effective use of scientific and creative technology across a variety of clinical and social contexts to support accessibility and participation throughout the human lifespan. Experiential learning is emphasized throughout coursework as students learn by doing, discussing, and through the dynamic process of clinical reasoning and constructive feedback (Dewey, 1916,

1938; Hutchings, Huber, and Ciccone, 2011; Mattingly and Fleming, 1994; Rabow and Hill, 1994; Schon, 1984). Through this process, the student is ultimately able to utilize metacognitive skills to identify their own strengths and weaknesses on their journey to becoming OT practitioners, and to develop skills for lifelong learning. This multi-faceted approach to learning is organized through three domains: Occupational Performance, Scientific and Creative Technology, and Practical Experience in Clinical and Societal Contexts (operationalized as follows); and four threads as follows: Foundational Knowledge and Skills, Core Practice Knowledge, Professional Preparation, and Professional Practice.

Three Curriculum Design Domains:

- **Occupational Performance:** Occupational performance (OP) is synonymous to the term function and operationalized as the point when the person, the environment, and the person's occupation intersect to support the tasks, activities, and roles that define that person as an individual (Baum & Law, 1997). OP is a unique outcome to OT and reflects the summation of the OT process.
- **Scientific and Creative Technology:** The use of low-tech and high-tech materials, media, and devices in order to acquire knowledge. For example, utilizing a periodical database to find research articles on a specific intervention technique (e.g., constraint-induced movement therapy). Scientific and creative technology is both a method of providing multisensory learning experiences as well as a key support for occupational therapist throughout the creation and implementation of evidenced-based practice in the ever-increasing technology driven society of the 21st century. For example, reviewing evidenced-based databases to identify evidenced information about biomedical strategies to teach individuals with multiple sclerosis an energy conservation intervention and including a Fitbit or other biomedical device to support the client in tracking her/his daily exertion, merges both scientific and creative technology to support individuals in their daily life.
- **Practical Experience in Clinical and Societal Environments:** The use of experiential learning opportunities within clinical and community settings that enhance classroom learning by providing a context for core practice knowledge and professional preparation to be applied. These experiential learning opportunities may provide insight on specific practice settings, the specific client factors of a group or population, or cultural or societal influences and issues specific to groups of people within our region. For example, based information collected by the Pew Research Center that references 2011 US Census Bureau data, 6% of the population residing in Arkansas is of Hispanic origin, with a median age of 23. Of those who are Hispanic, 38% live in poverty (<http://www.pewhispanic.org/states/state/ar/>). Students will have the opportunity to

explore the effect personal contextual factors such as these have on occupational performance, health literacy, and access to services.

Four Curriculum Design Threads:

- **Foundational Knowledge and Skills:** Includes concepts, facts, principles, processes or procedures that provide a body of knowledge upon which to build professional and clinical skills. Foundational knowledge might be an understanding of human development or the symptoms associated with a particular condition. For example, in Human Anatomy and Physiology I (BIO 2203, 2201), students gain knowledge about body systems and structures that supports the ability to understand applied kinesiology concepts presented in Technology and Skills I (OTA 2033) related to manual muscle testing and range of motion exercises. Foundational skills include knowledge of how to perform a specific set of activities or behaviors. For example, proficiency with written communication skills attained in Composition I and II (ENG 1003, 1013) support learning effective and professional written documentation methods in Fundamentals of OT Practice (OTA 2013). Students will draw from their Foundational Knowledge and Skills as they develop understanding of concepts covered in Core Practice Knowledge.
- **Core Practice Knowledge:** Includes concepts, facts, principles, processes or procedures specific to the practice of occupational therapy that form the foundation of clinical skill development, and support the student's development of clinical reasoning skills within the *Occupational Therapy Practice Framework: Domain and Process, 3rd ed.*, ([*Framework III*], AOTA, 2014).
- **Professional Preparation:** Includes utilization and application of clinical and professional skill concepts, principles, processes or procedures in order to develop the student's ability to interpret the meaning and relevance of practice knowledge. Learning experiences at this level incorporate simulated clinical environments and experiences within the context of a clinical or professional setting that facilitate the transition from learner to practitioner.
- **Professional Practice:** Professional practice further deepens the student's understanding of the role and scope of the occupational therapy assistant and the field of occupational therapy at a metacognitive level, by increasing awareness of emerging areas of practice in occupational therapy, the need for client advocacy, as well as advocacy for the value of the discipline of occupational therapy in improving health and wellness for specific populations. Understanding occupational performance within the greater context of our sociocultural environment is a primary focus. Experiences in professional practice also facilitate the discovery of individual strengths, weaknesses, and aspects of professional identity formation as the student becomes an entry level clinician.

Curriculum Design: The Narrative for the Domains and Threads and Coursework:

Please see the table # 2 below for the visual to this narrative description.

Domain 1: Scientific and Creative Technology. The first domain in the curriculum begins with students acquiring the necessary and foundational scientific and **technological knowledge and skills** needed for future practice-related courses. Prerequisite courses, such as Human Anatomy and Physiology I with Lab (BIO 2203, BIO 2201), Intro to Computer Sciences (CS 1013), and College Algebra (MATH 1023) support the development of technical assessment and intervention skills, such as applying range of motion techniques, interpreting data from an assessment, or documenting services using an electronic medical record system. This domain feeds through the introductory didactic and laboratory coursework in which occupational therapy theoretical and conceptual references are directly influential in the teaching of students. The methods of delivery for this domain of the program include a multitude of independent and group-based research projects, class discussions, guest lectures, fieldtrips, presentations, reflection logs, quizzes, games, and hands-on experiences, that employ multiple forms of technology and media and emphasize the versatility utilizing **technological skills as well as creativity** in environmental modifications, adaptation of activities, grading skill level through adaptation of the environment task, or occupation and how this enhances **occupational performance**. Students learn to utilize a variety of forms of **scientific and creative technology** to support the clinical use **technology and skills** in **practical experiences** to support clients in achieving optimal **occupational performance**. The OTA courses that address this theme are Fundamentals of Treatment (OTA 2103), Technology Skills Training (OTA 2033), and Technology Skills Training II (OTA 2093). Lab based clinical courses such as Technology Skills Training I (OTA 2033) and Technology Skills Training II (OTA 2093) emphasize the use of both **low and high tech** components to performing environmental modification, improving access to daily routines and activities, and **creative ways to use technology** in motivating and engaging the client, as well as more recent advances in technology aimed at improving client's **occupational performance** skills and patterns. For example, in Technology Skills II (OTA 2093), students are introduced to a driving simulator to improve driving skills for clients with a variety of client factors.

Fieldwork Level IA (OTA 2071) and Fieldwork Level IB (OTA 2081) also incorporate **technological skills** by requiring the student to apply and utilize their understanding of scientific technology to become efficient and accurate in the clinical setting, such as completing effective chart reviews and various types of goal writing and documentation strategies utilizing digital documentation systems. Level II Fieldwork Experiences (OTA 2115* and 2125*) carry skills-based instruction into the clinical setting, as students work to gain specific skills based knowledge in each of their assigned clinical sites.

Domain 2: Occupational Performance. This second curricular domain creates a foundation for understanding the role that occupation plays in the health and well-being of every individual. The course Emergence of OT Science (OTA 2023) lays the foundation for the concepts that

occupational performance is built upon. Concurrently, students have the opportunity to apply theoretical knowledge from the history, theory, and frames of reference they have discussed in Emergence of OT Science (OTA 2023) to studying and implementing the *Framework III* (AOTA, 2014), and analyzing occupational performance through activity analysis, adaptation, and environmental modification in the Fundamentals of OT Practice course (OTA 2013). Additionally, students develop an understanding of a variety of conditions that can result in disability and limitations in **occupational performance** in the course Disease to Practice (OTA 2043), which provides foundational knowledge that later supports core practice. In OTA in Behavioral Health (OTA 2103), Adult Practice for the OTA (OTA 2053**), and Pediatrics for the OTA (OTA 2063), students are able to apply concepts of **occupational performance** to a variety of client populations. The methods of delivery for this curricular domain are similar to that of the first curricular domain and are addressed through independent and group-based research projects, fieldtrips and laboratory experiences; in research papers, class discussions, and guest lectures; and learning by clinical reasoning and feedback through presentations, reflection logs, quizzes, games, and lab practical experiences.

This domain begins to overlap the third domain **Practical experiences in Clinical and Societal Contexts** through the fall and spring semesters in order to provide essential experiences that further solidify concepts around **occupational performance**. For example, in Behavioral Health for the OTA (OTA 2103), students are assigned to ride public transportation and go through the application process to obtain food stamps, in order to gain an understanding of elements such as stigma, literacy, environmental barriers, and their impact on occupational performance. Students receive exposure to the practice of addressing **occupational performance** during Level IA and Level IB Fieldwork courses (OTA 2071 and 2081) with specific emphasis in Level IB Fieldwork on applying ethical principles to concepts of occupational performance. A variety of delivery methods will be used to give students these essential experiences, such as practice of these skills in simulated laboratory environment, expert clinician-led training and **practical experience** in an actual clinical environment, and mentoring of students by faculty and clinicians in their area of expertise.

As students progress through the spring semester, the delivery of content increasingly focuses on case-based application of occupational performance concepts, applying information regarding the influence of client factors and context, and the ability to clearly affect occupational performance outcomes through various treatment approaches. In the application phase, students practice obtaining an occupational profile, administering commonly used formal and informal assessments, implementing commonly used therapeutic intervention techniques, and documenting the therapeutic process for various client populations. By the end of the spring semester coursework, students have received multiple group and individual experiences and are ready to receive professional feedback about their clinical reasoning skills in the Level IIA and Level IIB fieldwork courses (OTA 2115* and 2125*).

Domain 3: Practical Experience in Clinical and Societal Settings. The third and last curricular domain is the culmination of coursework in **occupational performance** and **scientific and creative technology**, in which the dimension of knowledge deepens, with the ability to apply core practice and foundational knowledge in a meaningful and relevant context. This domain involves a mixture of clinical fieldwork level I and II experiences. These fieldwork experiences are assigned to meet the current and emerging community needs, as well as classroom-based instruction for further development. Level I fieldwork experiences are integrated into the curriculum and occur simultaneously with the population being addressed. In the first semester, for instance, students take OTA in Behavioral Health (OTA 2103), which is a combined lecture and lab course that utilizes discussion, practical group therapy exercises and activities, and presentations, to prepare students for clinical practice in psychosocial settings. At the same time students have their Level IA fieldwork experience where they are able observe clients who are experiencing mental health challenges within the context of a mental health practice setting. This dovetailed approach provides experiential learning to the Behavioral Health coursework. Likewise, in the second semester students take Adult Practice for the OTA (OTA 2053**) and Pediatrics for the OTA (OTA 2063) courses which prepare them for clinical practice in the adult physical disability and pediatric practice settings. Concurrently students have their Level IB fieldwork experience (OTA 2081) which consists of students going to either a pediatric or adult setting for one week. During each level I fieldwork experience students will have the opportunity to practice inter-professional communication skills, apply ethical principles to real therapeutic situations, and observe the patient-practitioner interaction. Upon returning from the Level I fieldwork experiences, students will be engaged in activities that lend to processing the events of the week and relating them to concepts such as improving the **occupational performance** of the clients they observed, examining the therapeutic relationship between provider and client, and receiving feedback on clinical documentation, as well as professional behaviors.

Both level II fieldwork experiences are placed at the end of the curriculum as an experiential culmination to the prior knowledge, technological skills and practice skills students gained from prior courses. These experiences consist of more hands-on, competency-based learning experiences. Students grow in both their mastery of knowledge and skills they will use in practice as entry-level clinicians, and in professional behaviors that are required to be effective in the entry level clinician role. In addition to working with and getting feedback from other occupational therapy practitioners, students will also have an opportunity to process experiences they have during fieldwork with peers and program faculty via the online Blackboard discussion portion of the course. This expands on the student's ability to utilize technology to express clinical reasoning in a written format, explore application of OT process to specific groups or populations, receive peer feedback on therapeutic skills and behaviors, and engage in relevant discussions as they prepare to take the certification exam.

Curriculum Threads

The occupational therapy assistant program has organized its curriculum around four threads which run throughout the curriculum and utilize the concepts from Bloom's revised taxonomy (Anderson et al., 2001) to gradually increase in depth and complexity of skill, as well as level of application in clinical settings. These threads are: **Foundational Knowledge and Skills, Core Practice Knowledge, Professional Preparation, and Professional Practice**. Students progress from obtaining knowledge about the body and mind, human pathology, occupational therapy history, theory, and OT domain and process, to effectively utilizing this knowledge in lab based and clinical settings, and finally, to being able to incorporate understanding of professional and clinical skills into a real clinic setting.

Thread 1: Foundational Knowledge and Skills: Students will cover concepts related to understanding the human being, both in terms of body systems, structures and functions, but also in terms of pathology, social and cognitive factors, and performance of occupations, through the prerequisite biology and psychology coursework (see table below). Foundational Knowledge and Skills continue to be taught through Disease to Practice (OTA 2023), in which students apply their understanding of body function and structure to identifying the impact of pathology on the human body and mind. This provides a firm knowledge base for understanding the *Framework III* (AOTA, 2014) in terms of processes and procedures for considering client factors, which are introduced through Emergence of OT Science (OTA 2043) and Fundamentals of OT Practice (OTA 2013). As **core practice knowledge** is introduced in Emergence of OT Science with guiding principles of occupational therapy practice and frames of reference, discussion of the process and application of frames to client cases will be introduced in Fundamentals for OT Practice, progressing through activity analysis to understanding environmental and contextual impact on **occupational performance**. Students will rely on their **foundational knowledge** of the human body and mind, as well as skills associated with abstract thinking and written communication, in order to successfully move from identification, to understanding, and then to application and utilization of the process and concepts in the *Framework III* (AOTA, 2014). A similar process occurs in Technology Skills I (OTA 2033), in which students utilize their understanding of human body structure and function, abstract thinking, math calculation skills, written communication skills, and problem solving skills to master specific clinical skills and techniques related to assessment and intervention in physical dysfunction, such as manual muscle testing, range of motion, and transfers. The courses have been designed to take advantage of instructional methods that promote multisensory interaction with and learning of course content through modeling, case based analysis, laboratory experiences, and role playing and simulation.

Thread 2: Core Practice Knowledge emerges in the curriculum with understanding of occupational therapy theory, history and process and how it informs the intervention process in Emergence of OT Science (OTA 2023) and is carried throughout the first semester curriculum, both in terms of conceptual knowledge and skills-based procedures and processes. Occupation

becomes a cornerstone of understanding the human spirit, as students are exposed to a multitude of case-based, observation based, and informative guest lectures from those who have experienced the benefits of occupational therapy. In the first semester, Disease to Practice (OTA 2043) builds on **Foundational Knowledge** of the human body and by developing an understanding of the effects of pathology on the body and mind in terms of **occupational performance**. This knowledge continues to deepen in complexity as technology skills based courses introduce the basic principles of adaptation, modification and mobility in an applied, practical format. Core Practice skills continue to develop through population and lifespan focused coursework that further develop understanding of the basic principles and processes related to practice as they pertain to population specific health issues, practice settings, and reimbursement models. Students learn through Behavioral Health for the OTA, Pediatrics for the OTA, and Adult Practice for the OTA, the impact of development, of sociocultural factors, and psychosocial factors on occupational performance, as well as associated assessments and interventions. Learning through **practical experiences** is a key component for nearly all of the courses in the curriculum, however, towards the end of the fall semester and into the spring semester, assessment becomes more focused on the student's ability to apply and utilize the knowledge they have in new, creative or complex ways. In the spring semester, culminating projects that require application of knowledge from the beginning of the curriculum become more frequent. Additionally, lab based courses during the spring semester, such as Pediatrics for the OTA (OTA 2063) and Tech Skills Training II (OTA 2093) regularly incorporate real clients into the classroom and lab practical experience, in order to enhance the meaning and relevance of didactic curriculum, which further embeds the third and fourth curricular threads into the learning process.

Thread 3: Professional Preparation: This thread is evident in the beginning of fall semester related specifically to developing professional behaviors. Fieldwork Level IA (OTA 2071), which is focused on developing a professional identity by becoming more self-aware. A concerted effort is made to engage the student in a process of self-discovery that brings them from more concrete knowledge of behavior to a metacognitive stage in which they begin to actively self-monitor their own professional behavior. The concepts of therapeutic use of self are subsequently introduced, with delivery of instruction centered on activities designed to create a sense of self awareness in the therapeutic environment that builds into mindful empathy, and important skill in interpersonal reasoning (Taylor, 2008), along with opportunities to reflect, discuss, and build personal goals around performance. As the Level IA Fieldwork experience is focused on psychosocial settings, the emphasis on self-discovery and reflection propels the student into a deeper understanding of the power of the therapeutic relationship in terms of occupational performance.

Clinical skill development moves into professional preparation during the late fall and early spring semesters with increased focus on identifying gaps in knowledge, utilizing research to guide clinical practice, and developing improved ability to give and receive feedback with peers. Several assignments during the spring Pediatrics for the OTA (OTA 2063), course focus on developing dependability, teamwork and cooperation skills through group assignments in which the peers provide rating information on their team members' performance that becomes included in their

overall assignment grade. Lab based practical experiences are also an important part of professional preparation. This process begins with guided case-based learning through whole class instruction, to incorporating case-based, problem based learning assignments completed in a group setting during the beginning of the fall semester, then progressing to individual case-based presentations on intervention in Fundamentals for the OTA (OTA 2013) and Behavioral Health (OTA 2103) at the end of the fall semester. The practical experience curriculum culminates into a full thirty minute individual practical treatment session at the end of the Adult Practice for the OTA course (OTA 2053**), just prior to their first Level II Fieldwork experience.

Thread 4: Professional Practice: Opportunities to observe professional practice are initiated in the fall semester with lab based experiences, observations and Level I fieldwork in the psychosocial setting. Each level I Fieldwork experience was integrated with its corresponding didactic course in order to allow students the opportunity to observe how the courses' content can be applied to clinical practice settings, to provide a contextual framework for the skills and processes they learn. The placement of Level I fieldwork experiences also serves to provide students with real examples to reinforce their learning of course content. During the fall semester, the psychosocial Level I fieldwork experience (OTA 2071) occurs in the same semester with Behavioral Health for the OTA (OTA 2103). Experiences from fieldwork allow for rich dialogue and processing of therapeutic techniques applied in mental health populations during class time. Similarly, the Level I fieldwork experience in spring semester (OTA 2081) can either be with an adult or pediatric placement, allowing for students to share experiences relevant to their coursework and apply knowledge from their lab based courses, Pediatrics for the OTA (OTA 2063), Adult Practice for the OTA (OTA 2053**), and Technology Skills Training II (OTA 2093) in a real clinic setting. Both level II fieldwork experiences (OTA 2115* and 2125*) have been placed at the end of the curriculum to give students "hands-on" learning experience in a real clinical environment once they have mastered the content of core knowledge and are ready to apply their experiences within a **clinical or societal context**, with the goal of demonstrating entry level competency in lab based experiences prior to embarking on Level II Fieldwork.

As students move into the beginning of the spring semester, they begin to receive more assessment and feedback pertaining to demonstration of clinical reasoning that promotes **occupational performance** for the client within a context, with feedback focused on the student's ability to integrate information and apply elements of a wide variety of knowledge and use of **technology** into the treatment setting to promote the client's **occupational performance**. Fieldwork IB (OTA 2081) coursework continues to develop the student's professional behaviors, with a focus on delivering feedback on the student's ability to apply ethical principles to the clinical reasoning and decision making process, incorporating focused self-reflection and self-evaluation, feedback from the instructor, and from the fieldwork educator during **clinical experiences**. The end of the Level IB course culminates in a self-assessment with a professional development plan and a mock job interview in which students will receive professional feedback from an HR representative as well as feedback from their instructor in order to enhance the self-reflection experience and promote metacognitive learning surrounding both clinical and professional skills. Finally, during Level IIA

and IIB fieldwork experiences (OTA 2114 and 2124), students begin to receive intense and regular feedback from their fieldwork educator, as well as feedback from their instructor and soon to be colleagues in terms of application of concepts to real treatment sessions, self-reflection, and communication skills in a written format using **technology**.

Curriculum Design: Educational Goals and the Measurement of Learning:

The below table (table 1.) relates the educational goals with the curriculum design. For each of the curricular threads, an additional depth of knowledge is required in order to gain mastery. In Bloom's revised taxonomy (Anderson et al., 2001), depth of learning is measured by the individual's ability to recall, demonstrate understanding, manipulate concepts for problem solving (apply) and generalize the use of information to a variety of contexts, with the greatest levels of understanding reflected in the individual who can assess, create and analyze information while acknowledging their own knowledge gaps (metacognition). Our process for assessing knowledge follows a similar progression, beginning with recall of information presented in didactic form that outlines basic concepts, principles and bodies of knowledge, such as in Emergence of OT Science (OTA 2043), and Disease to Practice (OTA 2023). As students become more adept at utilizing the concepts presented in an applied, case-based or discussion format, increasingly applied methods are utilized to assess their mastery of the content. Exams include applied questioning, reporting of clinical information based on a set of facts parameters or given a specific treatment setting, and presentations. Additionally, lab practical based skills courses immerse the student in the applied learning experience by simultaneously providing didactic information with break-out sessions to apply the concept or procedure, and then assessing knowledge and competency.

By spring semester, students are expected to understand, identify and generalize concepts and they are required to effectively apply this information. Learning assessment methods may employ characteristics of decisional priorities, for example selecting an evidenced-based method to support a particular outcome, and to articulate their clinical reasoning process. Additionally, learning assessments become a form of continual learning designed to reinforce the unique role the OTA plays on the healthcare team as students are required to creatively develop effective therapeutic techniques and strategies while utilizing meaningful and client centered occupations. Evaluation methods move to case-based paradigms where students independently perform the analysis of case information and then select the materials and goal areas they feel are most important to the client. By the end of the spring semester coursework, students will have demonstrated not only proficiency of clinical skill, but the ability to identify their own strengths and weaknesses and the initiative to seek out ways to correct their own knowledge gaps.

Table 1.

Curriculum Design: Educational Goals

	Scientific and Creative Technology	Occupational Performance	Practical Experience in Clinical and Societal Environments
Professional Practice	Demonstrate professional practice through the advocacy for and use of scientific and creative technologies that increase accessibility for clients.	Articulate how occupational performance influences health, wellness and quality of life across the lifespan and the professional practices used to support these outcomes.	Articulate and demonstrate the scope of the occupational therapy assistant's professional practice for clinical and societal environments. Demonstrate professional practice through person-first language that communicates respect of person, ability level and environment.
Professional Preparation	Demonstrate professional preparation through entry-level competency for the use of scientific and creative technology throughout the therapeutic process to support client's occupational performance .		Demonstrate professional preparation through entry-level competency for the planning, implementation, documentation and advocacy of occupational therapy services across varied clinical and societal environments .
OTA Core Practice Knowledge	Demonstrate core practice knowledge through the safe and effective use of scientific and creative technology .	Use core practice knowledge and clinical reasoning to create therapeutic activities that support the participation and occupational performance of the individual.	Demonstrate core knowledge about the influence of sociocultural contexts on the occupational therapy process.
Foundational Knowledge and Skills	Utilize foundational knowledge and core practice knowledge through the use of scientific and creative technology to promote the health, wellness and occupational performance of the client.		Articulate how foundational knowledge supports the historical and theoretical development of occupational therapy services and the unique scope of the occupational therapy assistant.

*Table 2.***Curriculum Design: Coursework, Domains, Threads and Educational Goals**

Prerequisite Coursework	Domain	Thread	Educational Goals
Human Anatomy and Physiology I BIO 2203 3 SH	Scientific and Creative Technology	Foundational Knowledge and Skills in: Body systems and structures	Articulate how foundational knowledge supports the unique scope of the occupational therapy assistant.
Human Anatomy and Physiology I Lab BIO 2201 1 SH	Scientific and Creative Technology	Foundational Knowledge and Skills in: Body systems and structures	Articulate how foundational knowledge supports the unique scope of the occupational therapy assistant.
Introduction to Psychology PSY 2013 3 SH	Occupational Performance	Foundational Knowledge and Skills in: cognitive and psychosocial factors	Articulate how foundational knowledge supports the unique scope of the occupational therapy assistant.
Abnormal Psychology PSY 4533 OR Developmental Psychology PSY 3453 3 SH	Occupational Performance	Foundational Knowledge and Skills in: Pathology related to cognitive, social and psychological factors, psychosocial development of the human.	Articulate how foundational knowledge supports the unique scope of the occupational therapy assistant.

College Algebra MATH 1023 3 SH	Scientific and Creative Technology	Foundational Knowledge and Skills in: Abstract thinking, problem solving	Articulate how foundational knowledge supports the unique scope of the occupational therapy assistant.
Composition I ENG 1003 AND Composition II ENG 1013 6 SH	Scientific and Creative Technology	Foundational Knowledge and Skills in: Written communication skills	Articulate how foundational knowledge supports the unique scope of the occupational therapy assistant.
Introduction to Computers CS 1013 3 SH	Scientific and Creative Technology	Foundational Knowledge and Skills in: Efficiency with digital media	Articulate how foundational knowledge supports the unique scope of the occupational therapy assistant.
Semester One, Fall	Domain	Thread	Educational Goals
OTA 2013 Fundamentals of Treatment 3 SH	Occupational Performance Scientific and Creative Technology	Foundational Knowledge and Skills Core Practice Knowledge	Articulate how foundational knowledge supports the historical and theoretical development of occupational therapy services and the unique scope of the occupational therapy assistant. Utilize foundational knowledge and core practice knowledge through the use of scientific and creative technology to promote the health, wellness and

			<p>occupational performance of the client.</p> <p>Use core practice knowledge and clinical reasoning to create therapeutic activities that support the participation and occupational performance of the individual.</p>
<p>OTA 2023 Emergence of OT Science 3 SH</p>	<p>Occupational Performance</p>	<p>Core Practice Knowledge</p>	<p>Articulate how foundational knowledge supports the historical and theoretical development of occupational therapy services and the unique scope of the occupational therapy assistant.</p> <p>Use core practice knowledge and clinical reasoning to create therapeutic activities that support the participation and occupational performance of the individual.</p>
<p>OTA 2033 Technology Skills Training I 3 SH</p>	<p>Scientific and Creative Technology</p>	<p>Core Practice Knowledge</p>	<p>Demonstrate core practice knowledge through the safe and effective use of scientific and creative technology.</p>

<p>OTA 2043</p> <p>From Disease to Practice</p> <p>3 SH</p>	<p>Occupational Performance</p>	<p>Foundational Knowledge and Skills</p> <p>Core Practice Knowledge</p>	<p>Articulate how foundational knowledge supports the historical and theoretical development of occupational therapy services and the unique scope of the occupational therapy assistant.</p> <p>Use core practice knowledge and clinical reasoning to create therapeutic activities that support the participation and occupational performance of the individual</p>
<p>OTA 2103</p> <p>OTA in Behavioral Health</p> <p>3 SH</p>	<p>Occupational Performance</p> <p>Practical Experiences In clinical and societal contexts</p>	<p>Core Practice Knowledge</p> <p>Professional Preparation</p>	<p>Demonstrate core knowledge about the influence of sociocultural contexts on the occupational therapy process.</p> <p>Use core practice knowledge and clinical reasoning to create therapeutic activities that support the participation and occupational performance of the individual.</p> <p>Demonstrate professional preparation through entry-level competency for the planning, implementation, documentation and advocacy of occupational therapy services across varied clinical and societal environments.</p>

OTA 2071 Fieldwork Education IA 1 SH	Practical Experiences in Clinical and Societal Contexts Scientific and creative Technology	Core Practice Knowledge Professional Preparation	Demonstrate professional preparation through entry-level competency for the planning, implementation, documentation and advocacy of occupational therapy services across varied clinical and societal environments . Demonstrate core practice knowledge through the safe and effective use of scientific and creative technology . Demonstrate core knowledge about the influence of sociocultural contexts on the occupational therapy process.
Total 16 SH			
Semester Two, Spring	Domain	Thread	Educational Goals
Technology Skills Training II OTA 2093 3 SH	Scientific and Creative Technology	Core Practice Knowledge	Demonstrate core practice knowledge through the safe and effective use of scientific and creative technology .
Adult Practice for the OTA OTA 2053** 3 SH	Scientific and Creative Use of Technology Occupational Performance	Core Practice Knowledge Professional Preparation	Demonstrate professional preparation through entry-level competency for the use of scientific and creative technology throughout the therapeutic process to support client's occupational performance .

			<p style="text-align: right;">27</p> <p>Use core practice knowledge and clinical reasoning to create therapeutic activities that support the participation and occupational performance of the individual.</p> <p>Demonstrate core knowledge about the influence of sociocultural contexts on the occupational therapy process.</p>
<p>Pediatrics for the OTA OTA 2063 3 SH</p>	<p>Scientific and Creative use of Technology</p> <p>Occupational Performance</p>	<p>Core Practice Knowledge</p> <p>Professional Preparation</p>	<p>Demonstrate professional preparation through entry-level competency for the use of scientific and creative technology throughout the therapeutic process to support client's occupational performance.</p> <p>Use core practice knowledge and clinical reasoning to create therapeutic activities that support the participation and occupational performance of the individual.</p> <p>Demonstrate core knowledge about the influence of sociocultural contexts on the occupational therapy process.</p>

<p>Fieldwork IB OTA 2081 1 SH</p>	<p>Practical Experiences in Clinical and Societal contexts</p>	<p>Core Practice Knowledge Professional Preparation</p>	<p>Use core practice knowledge and clinical reasoning to create therapeutic activities that support the participation and occupational performance of the individual.</p> <p>Demonstrate professional preparation through entry-level competency for the planning, implementation, documentation and advocacy of occupational therapy services across varied clinical and societal environments.</p>
<p>Fieldwork IIA OTA 2115* 5 SH</p>	<p>Practical Experiences in Clinical and Societal Contexts</p>	<p>Professional Preparation Professional Practice</p>	<p>Demonstrate professional preparation through entry-level competency for the use of scientific and creative technology throughout the therapeutic process to support client's occupational performance.</p> <p>Demonstrate professional preparation through entry-level competency for the planning, implementation, documentation and advocacy of occupational therapy services across varied clinical and societal environments.</p> <p>Demonstrate professional practice through the advocacy and use of scientific and creative</p>

			<p>technologies that increase accessibility for clients.</p> <p>Articulate how occupational performance influences health, wellness and quality of life across the lifespan and the professional practices used to support these outcomes.</p> <p>Articulate and demonstrate the scope of the occupational therapy assistant's professional practice for clinical and societal environments.</p> <p>Demonstrate professional practice through person-first language that communicates respect of person, ability level and environment</p>
Total 15 SH			
Semester Three, Summer			
Fieldwork IIB OTA 2125* 5 SH	Practical Experiences in Clinical and Societal Contexts	Professional Preparation Professional Practice	Demonstrate professional preparation through entry-level competency for the use of scientific and creative technology throughout the therapeutic process to support client's occupational performance.

			<p style="text-align: right;">30</p> <p>Demonstrate professional preparation through entry-level competency for the planning, implementation, documentation and advocacy of occupational therapy services across varied clinical and societal environments.</p> <p>Demonstrate professional practice through the advocacy and use of scientific and creative technologies that increase accessibility for clients.</p> <p>Articulate how occupational performance influences health, wellness and quality of life across the lifespan and the professional practices used to support these outcomes.</p> <p>Articulate and demonstrate the scope of the occupational therapy assistant's professional practice</p>
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			for clinical and 31 societal environments. Demonstrate professional practice through person-first language that communicates respect of person, ability level and environment
TOTAL: 5 SH			

*Currently listed as OTA 2114 and OTA 2124, with OTA 2131 listed as a separate course; pending approval to absorb content from OTA 2131 into OTA 2114 and OTA 2124, creating OTA 2115 and OTA 2125 by Spring 2017.

** Currently listed as OTA 2053 Gerontology for the OTA; pending approval to rename this course as OTA 2053 Adult Practice for the OTA by Spring 2017.

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Section III

Admission Criteria and Requirements For the OTA Program

Expectations of the OTA Program

The OTA Program at A-State is an associate-level, lock-step step (i.e., courses have to be completed in a sequential order), full time program that begins in the fall semester each year, and is completed in one academic year (3 semesters – Fall, Spring, and Summer). The curriculum integrates didactic (lecture/classroom) instruction, experiential learning, and clinical fieldwork experiences. Upon successful completion of the 28 pre-requisite hours and 35 professional core hours, graduates are granted an Associate of Applied Science (AAS) degree in Occupational Therapy Assistant. Graduates are also eligible to take the national credentialing examination offered by the National Board for Certification in Occupational Therapy (NBCOT). When the student passes this examination, he or she will become a Certified Occupational Therapy Assistant (COTA). In addition to NBCOT national certification, all states have regulatory laws for occupational therapy assistants and require licensure. Frequently, these state requirements are met through the same education and training required to maintain certification with NBCOT.

Demands of the Program

Students take 6 OTA classes (16 credit hours) in the Fall semester, 5 OTA classes (16 credit hours) in the Spring semester, and 1 OTA class (4 credit hours)* in the Summer semester. Applicants should note that the Spring semester consists of 8 weeks of didactic (in-class) coursework followed by an 8-week full-time fieldwork (i.e., clinical) experience. Thus, due to the intensity of the program, students are not able to complete any coursework outside of the OTA degree plan. Upon matriculation into the OTA program, students are scheduled to be in class 30+ hours a week each semester. OTA students are expected to spend a minimum of 2 hours for each hour of class time per week on assignments and study. Students are expected to have access to a personal computer outside of the classroom with Internet access, to be proficient in the use of a personal computer, and to use the online Blackboard system for coursework. The Blackboard system serves as a communication portal between the student and the instructor. Technological support for Blackboard is available to OTA students through the A-State Help Desk: <http://www.astate.edu/a/its/index.dot> OTA students must maintain a 75% in all OTA courses in order to progress through the program. Support for learning needs can be found through the A-State Learning Center. <http://www.astate.edu/college/university-college/learning-commons/>

Admission Requirements

Admission into the Occupational Therapy Assistant (OTA) program is limited to 30 students each year. Therefore, a competitive admissions process is utilized to select the most qualified candidates for the available positions. Requirements for admission to the Department of Occupational Therapy, including prerequisite coursework, may be found on the departmental website: [AAS in Occupational Therapy Assistant](#) The OT department also houses brochures and

application packets. All individuals must first be admitted to the Arkansas State University Undergraduate School prior to being considered for admission to the OTA Program. An overall MINIMUM GPA of 2.75 is required to be admitted into the OTA program.

Candidates will be ranked for program admission through the application process by their ability to demonstrate the following:

- academic ability calculated through ratio level data assigned to the below domains:
 - Prerequisite GPA
 - Overall GPA
- professional behaviors articulate leadership and volunteerism qualities

Minimum Admission Requirements

In order to be eligible for application to the Occupational Therapy Assistant program, the following requirements must be met:

- Must be admitted to Arkansas State University – Jonesboro
- Cumulative GPA of 2.75 on a 4.0 scale of all completed college-level coursework
- Completion of 28 prerequisite course hours with a minimum grade of “B” required in all courses (see below)
- English proficiency requirements, if foreign born (TOEFL score of 79 or higher)
- All applicants are required to pass a criminal background check prior to admission

PLEASE NOTE: Admission to Arkansas State University (A-State) does not guarantee admission into the Occupational Therapy Assistant program. The OTA application process must be completed for consideration of acceptance into the program. **Incomplete or late submissions will not be considered for admission.**

STEP 1: Candidates must submit a completed application packet to the OTA Program Admissions Committee per the instructions provided.

STEP 2: Candidate applications will be reviewed by the OTA Admissions Committee who will be scored on the following items (*see scoring rubric at the end of this application*):

- Cumulative GPA
- Prerequisite GPA
- Content of resume
- Content and quality of letter of application
- 2 Character references from an employer and/or professor

As there is a high need for bilingual OT practitioners in this region, applicants are granted a bonus point for the ability to speak Spanish. The high total for the OTA application score is 33

points. Additional factors weighted into the total application score include documentation in the resume section of the application of leadership (+4 points) and volunteerism (+4 points).

STEP 3: The OTA Admissions Committee will rank order the candidates based on their admission score.

STEP 4: The OTA Admissions Committee uses a minimum admission score greater than or equal to 17.75 in order to select the most qualified candidates for entrance into the program. If more than 30 candidates have a score greater than or equal to 17.75, then the OTA Admissions Committee will choose the 30 candidates with the highest admission scores. The highest score possible is 33.

Prerequisite Courses or Equivalent

Course descriptions can be found in the undergraduate bulletin at www.astate.edu/registrar/.

Area	Course	Credit Hours	Course Title
*English	ENG 1003	3	Composition I
*English	ENG 1013	3	Composition II
*Math	MATH 1023	3	College Algebra
*Biology	BIO 2203	3	Human Anatomy and Physiology I
*Biology	BIO 2201	1	Human Anatomy and Physiology I Lab
Psychology	PSY 2013	3	Introduction to Psychology
Psychology	PSY 3453 PSY 4533	3	Developmental Psychology OR Abnormal Psychology
*US History	HIST 2763 HIST 2773 POSC 2103	3	The United States to 1876 OR The United States since 1876 OR Intro to US Government
*Computers	CS 1013 CIT 3533	3	Intro to Computers OR Microcomputer Applications
*University College	UC 1013 PTA 1031	3	Making Connections for Rehab Professionals OR other Making Connections course

*indicates A-State University general education requirement for AAS degree.

English Proficiency Requirements

The Department of Occupational Therapy requires a high level of proficiency in English so that all students will be able to fully meet academic and clinical objectives as well as criteria for professional licensure. All foreign-born students must take one of the following tests:

1. Test of English as a Foreign Language (TOEFL) with a score of 79 on the preferred internet-based test (IBT), 570 on the paper-based test, or 213 on the computer-based test.
2. International English Language Testing System (IELTS) with a score of at least 6.5 and a spoken band score of 7.

The term foreign born refers to people residing in the United States who were not U.S. citizens at birth. The foreign-born population includes naturalized citizens, lawful permanent immigrants, refugees and asylees, legal non-immigrants (including those on student, work, or other temporary visas), and persons residing in the country without authorization. In contrast, the term native born refers to people residing in the United States who were U.S. citizens in one of three categories: 1) born in one of the 50 states or the District of Columbia; 2) born in United States Insular areas such as Puerto Rico or Guam; 3) born abroad to at least one U. S. citizen parent.

Students may be exempt from the English proficiency testing if the student is foreign born but attended school in the United States since kindergarten. For the exemption students must provide official school records showing continuous enrollment in U. S. schools since kindergarten.

After Admission to the OTA Program

Students are granted contingent admission to the OTA Program that is confirmed once they have passed a Background Check. Students admitted to any College of Nursing and Health Professions program must meet professional course requirements stated in the Arkansas State University Undergraduate Bulletin. Evidence of the following is required on or before the first day class:

- CPR certification valid through the academic year
- TB skin tests valid through the academic year
- Evidence of Hepatitis B immunization or signed declination statement
- Copy of valid health insurance
- Copy of professional liability insurance
- Final transcripts from all prerequisite coursework indicating a grade of “B” or better

Required Technical Abilities and Skills

The OTA Program at A-State is committed to enabling student with disabilities to complete the course of study of our program by means of reasonable accommodations consistent with the Americans with Disabilities Act (ADA). Upon admission, a student who discloses a properly confirmed disability will receive reasonable accommodations, but must be able to perform the essential functions of the curriculum and meet the standards for the Occupational Therapy Assistant Program with those accommodations. Students seeking accommodations may contact Disability Services (<http://www.astate.edu/a/disability/>).

These technical standards articulate the expectations and requisite abilities considered essential for occupational therapy assistant students to become primary providers of occupational therapy services. All students admitted into this program should be able to demonstrate these abilities at the time of admission and at all times during matriculation with or without reasonable accommodations. The major function of an Occupational Therapy Assistant (OTA) with registered certification is to provide occupational therapy services including assisting the Occupational Therapist in gathering data for evaluation, intervention planning, implementation of OT treatment plans, and collaboration with the OTR in the review of progress, discharge planning, and related documentation and communication.

The following technical standards describe the essential eligibility requirements for participation and progression in the occupational therapy assistant curriculum. Standards cover observation skills, behavioral and social skills, communication, psychomotor skills, and cognitive skills. It is the expectation of the Arkansas State Department of Occupational Therapy that students engage at all times in client-centered, occupation-based services in a safe, professional and compassionate manner. These skills are necessary for successful transition into the clinical world of the occupational therapy assistant:

Observation Skills

1. Students must be able to achieve the required competencies in the classroom setting from a variety of educational experiences in both basic arts and sciences and clinical settings.
2. Students must accurately observe human performance, discriminating between a safe and an unsafe environment and between therapeutic and non-therapeutic behavior and contexts.
3. Students must perceive, assimilate, and integrate information.
4. Students must demonstrate adequate functional use of visual, tactile, auditory, and other sensory and perceptual modalities to enable such observations and information acquisition.

Communication Skills

1. Effective communication is critical for students to build relationships with faculty, fellow

graduate students, coworkers, clients, and their significant others in the student's various roles of learner, colleague, consultant, and leader.

2. Students must be able to gather, comprehend, utilize, and disseminate information effectively, efficiently, and according to professional standards in English.
3. Communication should be comprehensible by patients, professionals, and the general public.
4. Students must be able to communicate effectively and sensitively with patients and colleagues, including students from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport and communicate with others.
5. Students must demonstrate the ability to observe, recognize and understand non-verbal behavior.
6. Students must participate in group and face-to-face discussions/presentations in a clear, organized, and professional manner.

Intellectual/Conceptual Skills

1. Students must demonstrate critical thinking skills so that they can problem-solve creatively, master abstract ideas, and synthesize information presented in academic, clinical and fieldwork settings.
2. Students must be able to measure, calculate, reason, analyze, process, integrate, synthesize, apply and retain facts, concepts, and data.
3. Students must develop and exhibit a sense of Professional ethics, and also recognize and apply pertinent legal and ethical standards.
4. Students must be able to combine separate pieces of information or specific answers to problems to come up with logical explanations for why seemingly unrelated events occur or are utilized together.
5. Students must use ingenuity and imagination in solving novel, ill-defined problems in complex, real-world settings.
6. Students must have the ability to use computers for searching, recording, storing, and retrieving information.
7. Students must be able to comprehend three-dimensional relationships and understand the spatial relationships of anatomic structures.

Psychomotor Function

1. Students must possess the motor functions needed to manipulate tools or handle clients in a variety of settings, under a variety of conditions.
2. Students must demonstrate the physical strength and coordination to safely handle and move clients; perform medical procedures, or direct clients in various practice settings according to the needs of their discipline.
3. Students must perform physical activities that require considerable use of arms and legs and moving one's whole body, such as climbing, lifting, getting up and down from the floor, balancing, walking, bending, stooping and handling of material and people.

Standing and sitting for long periods of time are also necessary. This includes being able to apply physical restraints, and to lift, push and pull at least 50 pounds for routine transfers from varying surfaces, and be able to manually adjust equipment found in the occupational therapy clinical setting.

4. Students must possess adequate fine motor skills to be able to manipulate small objects, manage scissors, fabricate splints, and utilize tools /activities.
5. Students must tolerate being in close physical proximity and in physical contact with others.

Behavioral & Social Skills

1. Students must demonstrate emotional stability and acceptable communication skills, and be capable of developing mature and effective interpersonal relationships with other students, health care workers, clients and their significant others that inspire trust and respect and exceptional therapeutic use of self.
2. Students must be able to tolerate the physical, mental, and emotional academic and clinical workloads and to function effectively under stress.
3. Students will be able to adapt to changing environments, display flexibility, and function in the face of the uncertainties inherent in the clinical and academic setting.
4. Students must demonstrate the ability to self-reflect and understand why they respond/think/feel in the way that they do and then self-correct, if necessary. Openness and responsive to feedback is considered essential for success.
5. Students will safely perceive and navigate varied environments and communities.
7. Students must exhibit the ability and commitment to work collaboratively and professionally with students and groups in an intense setting to meet the needs of people of diverse cultures, age groups, socioeconomic groups and challenges without bias and in a harmonious manner.
8. Students must support and promote the activities of peers and health care professionals by sharing knowledge, eliciting input, and acting with empathy toward others.
9. Students must demonstrate compassion; integrity, concern for others, interpersonal skills; interest and motivation are all personal qualities that are critical.

Professional Responsibilities

1. Students must exhibit the ability to meet the challenges of any academic, medical or clinical situation that requires a readiness for immediate and appropriate response without interference of personal or medical problems.
2. Students have the responsibility to attend and be able to travel to and from classes and clinical assignments on time, and possess the organizational skills and stamina for performing required tasks and assignments within allotted time frames.
3. Students must have the ability to perform problem-solving tasks in a timely manner and prioritize and organize multiple workload needs, completing required work within the specified due dates.
4. Students will take initiative to direct their own learning as evidenced by the ability to

prepare in advance, utilize resources before asking for help and independently explore additional information. Students must be able to take responsibility for their actions and outcomes.

5. Students need to work cooperatively and collaboratively with other students on assigned projects, and participate willingly in a supervisory process involving evaluation of other students and their own abilities and reasoning skills via giving and receiving feedback, as well as looking for ways to improve.
6. Students must adhere to policies of the university, their program, and clinical sites. This includes matters ranging from professional dress and behavior, to attending to their program's academic schedule.

Students must demonstrate knowledge of and commitment to the code of ethics of their profession and behavior that reflects a sense of right and wrong in the treatment context.

The use of a trained intermediary is not acceptable, in that a candidate's judgment must be mediated by someone else's power of observation and selection. Students must sign the technical standards form (Appendix) when accepting their slot into the OTA program.

(From: Technical Standards/Essential Functions. AOTA Education Section. AASIG, September 1998. University of Tennessee Health Science Center https://www.uthsc.edu/allied/ot/tech_standards.php and [Technical Standards for Occupational Therapy, Louisiana State University Health Sciences Center, School of Allied Health Professions Department Of Occupational Therapy, <https://alliedhealth.lsuhealthsc.edu/ot/docs/OTTechnicalStandards.pdf> \)](https://www.lsuhealthsc.edu/allied/ot/tech_standards.php)

Section IV

Fieldwork Education General Information

General Information

Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under supervision of a qualified occupational therapy practitioner serving as a role model.

The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients. Level I Fieldwork is integral to the OTA Program's curriculum design and includes experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the Occupational Therapy process. The focus of these experiences is not intended to be independent performance. Qualified personnel for supervise Level I Fieldwork include, but are not limited to, occupational therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The Fieldwork experience is designed to promote clinical reasoning and reflective practice; to transmit the values and beliefs that enable ethical practice; and to develop professionalism and competence as career responsibilities.

(Adopted from ACOTE Standards, 2011)

Glossary of Terms

Academic Fieldwork Coordinator (AFWC) is the faculty member at the educational institution responsible for securing Fieldwork sites, supporting the Fieldwork educator in providing a quality fieldwork experience, placing students in fieldwork rotations, and overseeing the fieldwork experience.

ACOTE Standards are a set of criteria an Occupational Therapy Program must meet in order to confer an OT practitioner degree and produce graduates who are eligible to take the Board Certification Exam. You may access the full ACOTE Standards and Interpretive Guide (2011) at: <https://www.aota.org/-/media/corporate/files/educationcareers/accredit/standards/2011-standards-and-interpretive-guide.pdf>

Fieldwork Educator (FWE) is the individual responsible for student education in the fieldwork education center or facility. They may also be known as clinical educator or instructor, fieldwork supervisor or student supervisor.

Fieldwork Experience is an integral part of the education process and professional preparation, it is intended to complement academic preparation by offering opportunities to apply knowledge and to develop and test clinical skills.

Level I Fieldwork Experience includes guided observation and directed participation experiences in a clinical or other practice setting designed as an integral part of didactic courses for the purpose of providing natural context and application of didactic course content.

Level II Fieldwork Experience is intended to emphasize the application of an academically acquired body of knowledge by providing the student with an in depth experience in performing delivery of OT services to patient/clients.

On-Site Fieldwork Coordinator is the professional who is designated as the person responsible for the fieldwork program at each site. This individual may be an OT or other professional who is responsible for completing affiliation agreement paperwork, assigning students to FWEs, identifying staff who would be appropriate FWEs, and collaborating and coordinating with the AFWC to provide support and training for professionals who serve as FWEs.

Selection of Fieldwork Sites

The College currently has contracts with over 500 clinical facilities. These facilities include sites serving pediatrics, adults, geriatrics, and people with mental health diagnoses. These facilities are offered through community based, educationally based, outpatient, inpatient hospitalization, and nursing home settings. In addition to arranging occupational therapy clinical affiliations with the facilities already connected to A-State, the AFWC will develop additional clinical affiliations with facilities appropriate to the needs of the students in the program. A complete list of active fieldwork site affiliations is available in the AFWC office. The AFWC ensures there is sufficient availability of active site affiliations in order to support each student's ability to matriculate through the program in a timely manner. The OTA

program is a lock-step program. Students must maintain satisfactory grades in each semester, including fieldwork coursework, or the student can either be placed on probation or dismissed from the program. If a student is placed on probation and continues to have unsatisfactory grades during the following semester, then the student will be withdrawn from the program. Timely completion of the program and graduation requirements of the program can be found on page 48 of the OTA Student Handbook. In the event a student experiences performance or professional behavior issues that require remediation, or due to other circumstances must slow or delay progression through the program, the student has up to 24 months after completion of the didactic coursework to complete both Level II Fieldwork rotations. Inability to complete the program within this time requirement may result in dismissal from the program.

The AFWC is responsible for collaborating with faculty and on site fieldwork coordinators to develop Level I and II fieldwork sites. Students have the opportunity to identify new sites and provide the AFWC with contact information for an on-site fieldwork coordinator, but are not allowed to contact a new or existing fieldwork site for the purpose of establishing a placement.

Criteria for Selecting Fieldwork Site

The A-State OTA program is in Northeast Arkansas, where there are few practicing occupational therapists and occupational therapy assistants, regionally. Thus, the OTA program is determined to cast a wide net to attract both traditional and non-traditional fieldwork sites in both established and emerging areas of practice, utilizing the following criteria:

- Facilities can provide healthcare, community, and/or educational services that support clients in achieving health, wellness and participation.
- A designated supervisor with appropriate credentials is present on-site in the facility. For Level II Fieldwork, arrangements can be made for adequate supervision from a licensed OTR or COTA with appropriate experience level.

The A-State OTA program believes that in order to establish competency in the OT process and the ethical and professional behaviors that the program expects from its students, a low student to FWE ratio is necessary. Information regarding the ratio and style of supervision is collected through the OTA Data Form, the Site Visit form, and the Psychosocial Site Development form, specifically. In most cases, the student to FWE ratio for Level II placements will be no more than two students to one FWE. Ratios greater than 2:1 will be approved, depending on the nature of the setting, by the OTA AFWC.

Information regarding specific supervision requirements is provided to the fieldwork site via this document, the OTA Fieldwork Manual, in the contractual agreement with the site, and in communication provided directly by the AFWC.

In addition to an affiliation agreement with the College of Nursing and Health Professions (CHNP), sites must have a signed OTA Addendum form as part of the contract for Fieldwork affiliation. This document outlines the responsibilities of the FWE in providing adequate supervision and other important information specific to the OTA fieldwork experience. Together, the Affiliation Agreement and the OTA Addendum form the Memoranda of Understanding (MOU) between the OT Department and the fieldwork site.

Students are also required to evaluate the supervision they received on each Fieldwork assignment. This data is utilized by the AFWC to assess the effectiveness of the supervision at a specific site and adjust supervision requirements accordingly. In this way the FWE can ensure that any issues that arise regarding the student's ability to grow professionally into the role of OTA are recognized and addressed thoroughly, while maintaining the quality of service and safety for clients that our profession demands. The ratio of fieldwork students to fieldwork educators may vary depending on the type of fieldwork placement, setting, and whether or not the facility represents an emerging practice area or non-traditional setting. This ratio will be discussed and documented with the AFWC. Once a site has confirmed the number of student placements they are able to take for a given fieldwork and student assignments are made, the AFWC contacts the site to confirm the students assigned to the site, and gathers information from the site about the specific Fieldwork Educator each student is assigned to, in order to ensure appropriate ratios prior to the start of the placement. Active sites are continually communicating with the AFWC on their ability to provide an experience that is beneficial to the student, including appropriate ratios of qualified FWE staff to placed students.

Process for Acquiring and Maintaining Fieldwork Sites

The AFWC will continually review the contracts A-State has already acquired for other professional programs within the College of Nursing and Health Professions. The AFWC initiates communication with potential sites, introducing the program and requirements of the fieldwork experience. A response is requested from the sites interested in serving as a fieldwork site. The AFWC will follow up to obtain responses and gather information regarding the experience and the credentials of potential supervising fieldwork educators, how many students can be accommodated, and to gather detailed information about the site. The AFWC will utilize phone, email, face to face meetings, and presentations to educate fieldwork sites regarding the requirements and curriculum of the OTA program. Once identified as a potential fieldwork relationship, the facility will complete a fieldwork Data Form and will have the opportunity to review the student objectives associated with the fieldwork opportunity. If needed, additional site specific objectives for Level II experiences can be developed in collaboration with the AFWC. A site visit will also be conducted to confirm the viability of the fieldwork site as a potential placement. If the potential fieldwork placement is not geographically close enough to the university to make an onsite visit a possibility, a Skype conference will be conducted between the AFWC and a representative of the facility. If both parties agree, an addendum will be added to the current CNHP contract to include the requirements and responsibilities of the OTA fieldwork. Details regarding academic fieldwork coordinator and fieldwork educator roles and responsibilities are outlined in Section V of this manual.

The AFWC will pursue initiating contracts from facilities that do not yet have a contractual relationship with the College of Nursing and Health Professions to provide fieldwork experiences. A-State University requires that the administrative staff with the CNHP consult the University's legal team and establish the initial contract. After this contract is signed and agreed upon, an additional addendum detailing the OTA Fieldwork experience requirements is added and agreed upon. Summaries of information regarding each site, the population they serve, specific site requirements, and other specific information are captured from the OT Data Form. Information regarding the site is transferred by admin support staff to the Site Summary for Students document, which is maintained and housed in the department's file and will be accessible to students as they prepare for their specific fieldwork placements. Additionally, if the site has established site specific objectives for the Level II Fieldwork experience, the site's objectives will be

included in the file and visible to students. Annually in July the AFWC will complete updates of all active fieldwork site information via mail, email, or phone, including updates on all potential supervising FWE staff, their credential and years of experience and file this information in the site's active file. Site visits to the centers are made periodically. In addition, feedback from students is weighed heavily to ensure that a high quality of experience is maintained.

Section V

Fieldwork Education Policies and Procedures

Fieldwork Education Policies and Procedures

The following Fieldwork Education Policies and Procedures are provided to all students and affiliated clinical sites. The various forms referenced are included at the back of this manual. Some of the forms referenced may also be contained in the *OTA Student Handbook* and the *OT Department Policy and Procedure Manual* as appropriate. Students and Fieldwork Educators should familiarize themselves with these forms. The Academic Fieldwork Coordinator (AFWC) gives specific instructions to students prior to any fieldwork education assignment. Other specific requirements are contained in the course syllabi for fieldwork education and seminar courses. These are provided to students at the beginning of each respective course.

Students admitted into the Occupational Therapy Assistant Program are required to spend substantial time in fieldwork education experiences that are not on campus and may not be located in the immediate area. Students admitted into the program must be willing to temporarily relocate, as needed, to the fieldwork site assigned to them by the AFWC. All related costs pertaining to fieldwork education are the student's responsibility. Fieldwork assignments are determined by each student's educational needs and by availability of facilities.

Student performance in fieldwork education is evaluated by both the fieldwork educator (FWE) and ultimately by the academic faculty. Attendance at fieldwork education is mandatory and students may not progress in the program if fieldwork performance is unsatisfactory.

Pre-Fieldwork Requirements

Students who have not given the AFWC the health immunizations and/or other required documents, or who have not completed the required pre-fieldwork seminar sessions and assignments will not be allowed to participate in their fieldwork education experience. Sites may require additional information such as facility-specific background checks and drug screens. The AFWC will notify the student of these additional requirements when possible, but students are advised to communicate directly with their assigned FWE prior to the placement to ensure no additional requirements need to be fulfilled. The student is responsible for completing all specific site requirements prior to beginning the fieldwork rotation.

The Program Faculty will monitor the academic performance and professional behaviors of each student prior to a student beginning a fieldwork rotation. Should a student not meet expected requirements, or if faculty have concerns about a student, the faculty may deem it necessary to meet with the AFWC in order to determine appropriate next steps for the student. When necessary, a formal learning contract will be completed with specific guidelines for progression.

Supervision in Fieldwork Experiences

General Information

The fieldwork education experience is a hands-on experience in a clinical or community setting. Students are able to observe and practice skills they have acquired in the didactic portion of the OTA coursework.

Responsibilities for supervising OTA students in fieldwork experiences are outlined in the OTA Addendum form that is part of the site affiliation agreement. On-site Fieldwork Coordinators or another designated representative of the fieldwork site must sign this document as a formal agreement of these responsibilities prior to taking students. The OTA Addendum agreement accompanies the CNHP Affiliation Agreement to form the Memorandum of Understanding (MOU) that establishes the site as an active fieldwork affiliation. This agreement is typically renewed on a three-year cycle according to the CNHP contract renewal schedule.

Upon agreeing to take students, the fieldwork site provides information regarding the license, certification, and years of experience of each eligible FWE in their site. This information is updated annually every July by the AFWC. When a student is placed at a facility, the AFWC will perform a final confirmation of the placement and will gather contact information for the FWE assigned to that student. The AFWC will also confirm that the assigned FWE has the necessary licensure and experience to provide supervision, and is listed on the Staff Information form for the facility.

Level I Fieldwork Supervision

In Level I Fieldwork experiences, students primarily gain directed observations of occupational therapy processes and related experiences, though the Level I student should be actively engaged in the learning process and may actively participate in therapeutic activities. During Level I Fieldwork, the decision to involve the student in the therapeutic process at any level is determined by the supervising FWE, who has the ultimate responsibility to protect their client's safety and well-being. Appropriate participation during a Level I can be based on a number of factors: the level and ability of the student, mastery of prior coursework, the type of therapeutic setting and client, as well as client or family consent. Students are generally not required to practice skills that they have not been taught unless the on-site supervisor teaches new skills to the student. Ultimately, the supervising clinician assumes the responsibility for the student's performance and will protect the safety and well-being of the client. Whenever possible, a licensed OT Practitioner is identified as the primary FWE for Fieldwork supervision. However, Level I fieldwork experiences may take place in emerging practice areas where there is not currently an OT provider. In these cases, a number of qualified, licensed professionals can provide supervision to the Level I OTA student, including but not limited to: teachers, psychologists, physician assistants, social workers, nurses and physical therapists.

The Academic Fieldwork Coordinator (AFWC) will collect data from each confirmed and active fieldwork site regarding identifying the experience and credentials of the supervising personnel. This information will be reported on both the Fieldwork Data Form and the Fieldwork Site Staff Summary form. In addition, the OTA Fieldwork Addendum form outlines the standard of acceptable supervision accepted by the OT program. It is required that all participating fieldwork sites sign this document before being considered an active site for fieldwork placement. Level I students will only be placed at sites which have the ability to provide supervision from a qualified licensed professional on site during the fieldwork experience. Identified personnel who are qualified to supervise Level I students will be named on the Staff Information form for the site, with their credentials and years of experience. This document will be updated annually every July by the AFWC. Documentation of qualifications will be stored in the fieldwork site's file and will be accessible to program faculty.

Personnel who have never had an occupational therapy student before will be encouraged to take the Fieldwork Educator Self-Assessment Form from AOTA in order to better understand the roles and responsibilities of the FWE. If the FWE chooses to share results of their self-assessment with the AFWC, support will be offered for any identified areas in need of growth. Training on the role and scope of occupational therapy practitioners, as well as close communication between the AFWC and FWEs will be a priority for emerging areas of practice. In this region, very few OT staff are employed in mental health settings. As one of our Level I placement focuses on psychosocial elements of care, we will be diligent in ensuring mental health placements without OT staff feel well supported to offer level one fieldwork experiences to our students. Faculty work with the FWE prior to placement to discuss how specific objectives for this experience can be met utilizing the Psychosocial Fieldwork Site Visit Form. This form will detail how the objectives for the course are met at the site, with descriptions of the directed observational experiences that students will have, as well as specific on site supervision requirements.

Level II Fieldwork Supervision

Level II Fieldwork experiences are designed to provide practical experience in implementing the OT Process in the clinical setting. Due to the performance based nature of this experience, it is required that the Level II OTA student be supervised by a licensed occupational therapist or occupational therapy assistant with at least one year of experience post certification. As outlined in the OTA Addendum, supervision of the OTA Level II Fieldwork student should be initially direct and then decrease to less direct supervision as appropriate for the setting, the severity of the clients' needs, and the ability of the student. Several evaluation and communication documents are provided to the Fieldwork Educator in order to assist the FWE in determining the appropriate pace for reducing supervision according to the student's progress. If no OT services currently exist in the Level II setting, specific supervision arrangements will be made utilizing a licensed OT faculty member or other licensed OT designee with a minimum of three years' full time experience since certification. Supervision must include a minimum of 8 hours direct supervision each week of the FW experience. An OT supervisor must be available by phone, email, etc. to the student during all working hours. An onsite supervisor designee of another profession must be assigned while the OT supervisor is off site. Specific supervision arrangements that meet these requirements will be documented, incorporated into the OTA Addendum Agreement, and kept on file for each individual student placement in that facility. If staffing patterns in the fieldwork facility change such that adequate supervision can no longer be provided to the student, it is the fieldwork site's responsibility to contact the AFWC immediately in order to make appropriate supervision arrangements or find alternative placement for the student.

As stated in Level I Fieldwork Supervision, occupational therapists who have the required clinical experience to supervise students, but who have never had an occupational therapy student before, or who have not taken students for an extended period of time, will be encouraged to take the Fieldwork Educator Self-Assessment Form from AOTA in order to better understand the roles and responsibilities of the FWE. If the FWE chooses to share results of their self-assessment with the AFWC, support will be offered for any areas of weakness. Training on the role and scope of occupational therapy practitioners, as well as close communication between the AFWC and FWEs will be a priority for emerging areas of practice. The AFWC maintains training materials and resources to support the fieldwork site and can be contacted at any time to provide additional resources, training or support related to providing clinical supervision.

The Occupational Therapy Department has contracts with fieldwork centers both throughout and outside Arkansas. For students who wish to be placed outside the US, the site will be required to ensure that the student will be supervised by an occupational therapist who is a graduate of a World Federation of Occupational Therapists (WFOT) approved program and has one year of experience in practice.

Evaluating the Effectiveness of Supervision

Students are encouraged throughout the fieldwork experience to voice expectations, solutions to assist with their learning, and to initiate meetings as needed with their supervisor. Supervisors are expected to meet regularly at a minimum of once per week with students to continually review progress, assist with challenges, and facilitate the student's learning goals for the upcoming week. The AFWC is available via phone and email at all times to students as a resource, advisor, or facilitator should they need assistance on fieldwork or have a concern. A week prior to midterm, the AFWC will contact the FWE and student separately to check in and ensure there are no issues with the fieldwork experience for either party. Based on responses, the AFWC may decide to schedule and conduct a site visit if needed. A site visit (either virtual or in person) will always be conducted by the midpoint of a Level II experience for the first Level II affiliation at a FW site. At the midterm and final weeks of the fieldwork placement, students will complete evaluations of the fieldwork site, including the style and level of supervision they received, as part of completion of the fieldwork course. The evaluation will include measures related to the supervision and value of the experience. This information will be heavily weighted when considering future placements at the site and will assist the AFWC in identifying further education needs in the community to improve the quality of fieldwork sites.

The FWE Self-Assessment form is also distributed to all FWE staff. FWEs are highly encouraged (though not required) to complete the self-assessment and share the results with the AFWC in order to facilitate continued support and education activities for the FWE.

Further, formal training will be offered to FWEs in several ways. The OTA program participates in an annual continuing education conference sponsored by the College of Nursing and Health Professions that is specifically geared towards continuing education for Fieldwork Educators. This day-long workshop is offered every April and involves guest speakers on relevant topics as well as direct instruction from the AFWC on the OTA fieldwork process. Additionally, the OT Department at A-State plans to host the AOTA Clinical Educator's workshop in early summer/late fall of 2016. Initial surveys of fieldwork educators at our existing clinical sites indicated this would be a continuing education opportunity they would be interested in participating in.

Periodically, the AFWC will send current articles and other materials to the FWE to accompany other mailings, such as site availability request forms, forms to update or other regular mailings, as a way to continually provide further education to the FWE to enhance the quality of their supervision, instruction and general practice of occupational therapy.

Level I Fieldwork Performance Patterns

Occupational therapy assistant students are involved in two Level I and two Level II Fieldwork Experiences as they progress through the curriculum. They gradually progress from these experiences, which involve observation and limited participation through increasing participation to full participation in the Level II Fieldwork Experience. Expectations for integrating and applying knowledge to interacting with clients progresses from simple to complex assignments and tasks as students move through their Level I Fieldwork experiences, as the student is able to interact with, observe, assess, and intervene with a client with the age/diagnosis/condition the student has studied that semester in class. Level I Fieldwork includes those experiences designed as an integral part of didactic courses for the purpose of directed observation and participation in selected field settings. It does not emphasize independent performance. Each Level I fieldwork experience has specific objectives that are addressed within the course syllabi and are communicated to the Fieldwork Educator. Evaluation of student performance is twofold: with respect to clinical knowledge and application, the student's mastery of concepts and their application to clinical fieldwork experience is assessed through assignments and discussion by the AFWC and/or additional instructors with clinical expertise in the practice area being explored. This typically occurs within the specific practice course related to the Level I Fieldwork and the corresponding Level I Fieldwork Seminar course. In addition, students are evaluated by their fieldwork educator with respect to their professional behaviors and level of participation and engagement in the fieldwork setting. Please see the OTA Level I Student FWPE Evaluation and Student Evaluation forms in Section VII.

The AFWC initiates and facilitates communication with the FWE and facility personnel in order to provide support, training, and collaboration on experiential activities, objectives, and other details of the experience. A letter to confirm arrangements and expectations is sent to the facility in advance. All level I experiences are scheduled by the AFWC. Students are not allowed to directly communicate with a fieldwork site about a potential placement, but are able to provide the AFWC with contact information regarding a potential facility for fieldwork. Objectives and related assignments can be found in the individual course syllabi. Students are financially responsible for all Level I and Level II fieldwork experiences.

If there is no A-State faculty member on site, the on-site supervisor has primary responsibility for advising the student during the fieldwork experience. Both supervisors and students are encouraged to call their course instructor/academic fieldwork coordinator any time during the experience if they wish to do so. Students also have the opportunity to evaluate their fieldwork site, which provides the AFWC with valuable feedback on the clinical experience. Feedback is solicited from students and supervisors after each experience and future experiences are modified as needed.

Level II Fieldwork Performance Patterns

Level II fieldwork placements can occur in a variety of settings including but not limited to inpatient, outpatient, day treatment, home health, community based, and school based settings. In this region, early intervention services (Birth to age 5) are frequently provided in a day-treatment, school based format, with integrated social services and behavioral health support. OT services are regularly found as part of this service delivery model. Hospital and community based mental health are both be considered emerging practice areas for the local region, though they may be traditional settings in other parts of the country. Traditional mental health settings in this region do not frequently employ occupational

therapists, thus Level II placements in this type of facility are rare unless there is a licensed OT in the same facility who is able to provide adequate supervision. Students will be assigned to a variety of these traditional settings and emerging areas of practice for their fieldwork experience in order to develop the skills and knowledge of an entry-level clinician by the end of the Level II rotations. Students are scheduled for two consecutive, 8-week, Level II fieldwork experiences for a total of 16 weeks in Level II Fieldwork at the completion of the OTA program didactic coursework. Students may complete a Level II Fieldwork rotation part time so long as it is 50% of the full time equivalent at that fieldwork site. Students may complete Level II Fieldwork rotations in a minimum of one setting if it is representative of more than one practice setting, or a maximum of three different settings. Students must have successfully completed all prior semesters' coursework with a grade of "C" or better, prior to the beginning of Level II fieldwork.

It is the policy of the program that no portion of Level I fieldwork may be substituted for any portion of Level II fieldwork.

Fieldwork placement sites have standards for determining whether potential employees, volunteers or fieldwork students/interns have the appropriate qualifications to provide services to their clients (e.g., criminal background checks and/or drug screens). Failure to pass specific requirements imposed by fieldwork sites and the National Board for Certification in Occupational Therapy (NBCOT) may negatively affect student eligibility for fieldwork placements and eligibility to sit for the NBCOT certification exam. Requirements include, but are not limited to, criminal background checks, drug screenings, and health immunization requirements.

The Level II experience is specifically intended to promote clinical reasoning and reflective practice by providing the student with experience including developing skills for evidence-based decision making regarding treatment, collaboration with the supervising OTR, and applying various frames of reference to the OT Process such as intervention planning, understanding client factors, and therapeutic use of self in the clinical setting. Students will meet on a regular basis with their FWE to review strengths, areas for improvement, and personal goal setting for the upcoming week as they move through each Level II rotation. An integral part of this formal weekly communication is to facilitate the student's insight and awareness on their personal progress towards exhibiting the skills needed for entry level clinical practice. Students will be required to evaluate their own progress towards the performance objectives and reflect on their experiences on a weekly basis with their FWE. The student's ability to accept and utilize constructive feedback will be emphasized. Fieldwork Educators will also have access to additional training and materials used for instruction specifically designed to promote skills of mindful empathy in the therapeutic process. As a related learning activity, the FWE can assist the student in developing mindful empathy and reflections on their facilitation of the therapeutic interaction with these tools.

Students are evaluated for each Level II fieldwork experience on a form devised and approved by the American Occupational Therapy Association for Occupational Therapy Assistant students. The original, signed fieldwork evaluation along with the student evaluation of fieldwork experience form are sent to the Academic Fieldwork Coordinator where a Pass or Fail grade will be sent to the Registrar for inclusion in the student's permanent record. For the Level II Fieldwork experiences, objectives are aligned with the AOTA OT Student Fieldwork Performance Evaluation, and address the student's ability to meet the needs of clients with meaningful and purposeful activities that promote the physical, mental and spiritual well-being of the client under the clinical supervision of an OTR. Additionally, the fieldwork site may outline site specific objectives that detail activities or performance standards for the entry level OTA clinician

that are specific to the setting in order to further operationalize mastery of the performance standards defined by the AOTA FWPE for OTA students. Assessment of student performance occurs twice during each Level II experience (at midpoint and final) and includes the AOTA FWPE as well as a supplemental evaluation of the student's professional behaviors. The student's grade is pass/fail based on the second fieldwork performance evaluation.

Level II Fieldwork Objectives

The AOTA Fieldwork Performance Evaluation form identifies areas of competency that students must demonstrate in order to successfully complete Level II fieldwork. The OTA Program supports these objectives by assigning specific objectives in the Level II Fieldwork course syllabi that further outline the expectations of the Level II experience and performance requirements. These objectives are as follows:

The course objectives for the OTA Level II Fieldwork experience:

1. Student will develop entry level competencies as an OTA for the Level II fieldwork by the end of the experience (entry level competence is defined as achieving the minimal passing score or above on the AOTA Level II Fieldwork Evaluation for OTA students).
2. Student will assume full client caseload, as defined by fieldwork site, by week 7 of experience.
3. Student will submit accurate and complete documentation in a timely manner, according to policies and procedures of the fieldwork site.
4. Student will consistently report to site on time.
5. Student will attend all meetings as directed by their supervisor.
6. Student will follow all policies and procedures of as directed by the fieldwork site and Arkansas State University Occupational Therapy Assistant Program.
7. Student will take initiative when exploring new learning opportunities.
8. Student will actively participate in the supervisory process.
9. Student will utilize resources available to them when planning and performing assigned duties. These resources include, but are not limited to other personnel at the fieldwork site, reference material, experts outside of those available at the fieldwork site.
10. Student will plan and implement treatment/intervention plans that address the person, occupation, and environmental issues presented by the client according to the goals established by the OTR.
11. Student will be familiar with and utilize treatment/intervention approaches that demonstrate in depth knowledge of the various frames of reference in Occupational Therapy practice.
12. Student will demonstrate professional behaviors as indicated on the Professional Behavior Competence Document. Competence demonstrated by achieving at least the minimum passing score on the Professional Behaviors Competency Evaluation (140).

In addition, each fieldwork site may have site-specific objectives established by collaboration between the AFWC for the OTA Program and the FWE, which serve to further operationalize the items on the AOTA FWPE as they pertain to an entry level clinician in that specific setting. The Level II Fieldwork site representative or FWE will complete the OTA Level II Objectives Agreement form accordingly, and any additional site specific objectives will be kept on file in the OT Department and will be given to any students placed at the facility prior to their Level II rotation. In the areas of ethics, safety, and

judgment, the first three items on the AOTA Fieldwork Evaluation, the student must receive a score of “3 meets standards” by the final evaluation to pass fieldwork. Furthermore, the overall final score on the AOTA FWPE for OTA students must be no less than 70 for the student to receive a passing score for Level II fieldwork. Additionally, the student must attain a score of 140 on the Level II supplemental Professional Behaviors Competence Document by the final evaluation to avoid remediation of their fieldwork experience.

Scheduling for Fieldwork Assignments

Level I and II Fieldwork sites are assigned by the AFWC through a closed lottery process. Students may provide information regarding interests and preferred locations to the AFWC upon request of the AFWC. Efforts will be made to accommodate the student’s request where feasible. However, it is the Academic Fieldwork Coordinator who ultimately decides where the student will be placed. Given the large number of students that require fieldwork assignments, it is not possible to place many in or around the Northeast Arkansas area. Sites may be located at some distance from the campus, both within the state of Arkansas and elsewhere in the U.S. Files containing data forms with all fieldwork center information and prior evaluations from students is located in the program office for the students to view. The files are revised and updated yearly.

Students are not to attempt any scheduling without permission or specific instructions from the Academic Fieldwork Coordinator.

Due to the competition and availability of fieldwork placements, scheduling will be started soon after the student begins the program. Confirmation letters are sent to the facility, and the student is instructed by the AFWC regarding contacting their FWE directly to discuss the experience prior to the placement.

Hardship Waiver

The hardship waiver process is designed to meet the occasional need of students for whom the fieldwork placement process would prove disruptive to their family responsibilities and would result in the student’s probable discontinuation of their schooling. Petitions for hardship waivers are not to be made lightly. Students should consider the gravity of their petition and submit the petition only if they feel they could not continue in the program and complete their training if the petition were denied. Hardship waivers are based on demonstrated need for one of the following reasons: dependent care, extreme personal issues, and students with disabilities who have identified themselves to A-State University Disability Services. Petitions cannot be made for financial or marital status reasons. If a student believes that they meet the above criteria, they will have the opportunity to file a Hardship Waiver Application prior to placement of the first Fieldwork rotation. (See Section VIII). The student must file the application per the instructions by the deadline established by the AFWC, attaching any necessary substantiating documentation regarding the circumstances for the request prior to submitting the application. Incomplete applications or applications filed after the deadline will not be considered.

The AFWC will present applications for consideration to the Hardship Review Committee, made up of the OT Department Chair and OTA Program Director, and 1-2 other faculty designated by the OT Department Chair. The committee may then request additional information, require the student to respond to specific questions, or request to interview the student prior to approving the waiver. Decisions on

hardship waivers will be made by the committee and students will be notified on the status of their hardship waiver application prior to finalization of the first Level I Fieldwork Placement assignments. Students who have approved Hardship Waivers in place will need to supply updated information to their hardship application for review every semester in order to maintain their waiver status. The student's hardship waiver status may be revoked if:

- The student fails to supply sufficient substantiating documentation by the deadline
- The student falls into academic probation status
- The student requires remediation on a Level I or Level II Fieldwork due to performance
- The student demonstrates a breach of the Code of Conduct
- The student's circumstances change and they no longer qualify for the waiver

Petitions found to be made on false claims will be overturned and denied, and the student who submits a petition under false pretenses will be removed from the program for this highly unethical behavior. Hardship waiver petitions filed under false pretenses is deemed a breach of the University's Code of Conduct.

The committee reserves the right to grant a full or partial waiver or to propose other potential accommodations that ease the student's burden. The AFWC will maintain hardship waiver documentation records in the student's clinical file and will place students who have a hardship waiver in place according to the needs identified in the committee's review prior to placing the remaining students in the cohort. All decisions of the Hardship Waiver Review Committee will be final.

Cancellation and Changes to Fieldwork

Occasionally, a site that was selected by a student and confirmed for availability will cancel due to variables outside of the control of the program. If a site cancels, the student is immediately notified by the AFWC of the cancellation. Every attempt is made by the AFWC to offer a comparable site to the student to replace the canceled site. These placements are made from sites that were offered but were not selected by other students, or additional sites can be contacted in order to fill the vacancy.

Costs to Fieldwork Education

Students are required to pay tuition for fieldwork education as well as all other associated costs. These costs include but are not limited to: physical examinations, health insurance, drug screens, background checks, transportation, room and board, and uniforms (if required). Students may have to continue to maintain their permanent living arrangements as well as temporary quarters at the fieldwork site. It is the student's responsibility to secure their own housing if needed. Costs are the responsibility of the student. During off-campus educational experiences, any costs related to emergency services are the responsibility of the student. All expenses related to fieldwork education (e.g. travel, housing, food, etc.) are the responsibility of the student.

Attendance Policy

In the event of an unexpected emergency, family death, etc. the student must contact the AFWC and FWE as soon as possible. The AFWC, FWE, and student will determine the appropriate concession for any

missed fieldwork time. Missed fieldwork time may delay the student's progression and/or graduation in the program. Any unexcused absence or reoccurrence of tardiness unexcused absences or abuse of excused absences will not be tolerated.

Fieldwork Problems and Remediation

If a problem arises during the fieldwork education experience, the student should make every attempt possible to communicate concerns regarding the experience to the fieldwork educator first. If this does not resolve the situation, the AFWC should be contacted. At this time, the AFWC will counsel the student on what action should be taken. The AFWC may then contact the fieldwork educator to discuss the concern and/or plan a site visit to meet with the student and FWE. If the issue continues, or if the issue threatens the performance or assessment of performance of the student, the AFWC will determine whether a remediation plan should be put into place or if other course of action is needed, such as shifting the student to another qualified FWE in the facility or finding an alternative placement.

In all cases, failure to perform at a level deemed appropriate by the FWE will compel him or her to contact the AFWC. The AFWC is then informed of specific areas of concern. The FWE, the AFWC, and the student collaboratively work to develop a plan, which will enable the student to succeed if at all possible. Should the Fieldwork Educator (FWE) have concerns in any area of student performance, the student may be required to remediate to correct identified deficiencies. Any performance issues that are evident at midterm that potentially jeopardize the student's ability to pass the rotation will be addressed by the AFWC in collaboration with the FWE.

When the FWE, student, or AFWC becomes aware of a discrepancy between performance expectations and the actual performance of the student in any domain, a plan for remediation is put into place. The goal is to address the issue directly and as early as possible in order to reach resolution and minimize consequences. Once the FWE, student, and AFWC are aware of the issue, the process for remediation can be implemented. If the situation is not complex, a clarification of expectations by the FWE and AFWC may be all that is necessary. However, the next step is to draw up a learning contract to be reviewed and signed by the FWE, student and AFWC. At this point the Academic Progression Committee is notified of the situation. The Academic Progression Committee consists of the OT Department Chair, OTA Program Director, AFWC, and core faculty designated by the OT Department Chair. Regular communication will be established with all involved parties and a site visit will be scheduled as necessary. In most instances, the collaborative effort creates a more conducive learning environment and the student is able to meet performance expectations. If the student fails to meet the expectations, he/she may receive a failing grade or an Incomplete (see below). It is the role of the Academic Progression Committee and the AFWC to determine if the student should be afforded another opportunity to make-up the fieldwork experience or assigned a failing grade. This is determined by the past academic performance of the student, the severity of the student's failing merits in the clinic, the student's professional behavior and conduct, and any other relevant variable pertaining to situation. If the student is afforded another chance, the make-up rotation will be scheduled as soon as possible and in a similar setting. The student is required to establish a learning plan and contract with the AFWC and share the plan for successful performance with the new fieldwork instructor. Evaluation of the make-up rotation follows the same guidelines per the usual program, with the requirement to meet additional written and performance expectations as agreed.

Unsuccessful performance in a second fieldwork rotation will result in dismissal from the program.

Satisfactory Progress in Fieldwork Education

Level II Fieldwork is graded on a pass/fail basis. “Pass” reflects the equivalent of a grade of “C” or better. Students must pass each clinical rotation in order to progress to the next phase of the curriculum. **If the student receives a failing grade for a fieldwork course, that student will be dismissed from the program.**

The following conditions may result in a grade of “fail” and dismissal from the program:

- Serious negligence, lack of judgement, or careless behavior that results in potential safety threat to self, coworkers or clients
- Significant breach of client privacy
- Inappropriate communication on social media regarding the University, Program, Faculty, Clients, or the Fieldwork Site and its employees
- Failure to meet the fieldwork education requirements outlined in the Fieldwork Course Syllabi
- Failure to attend the fieldwork rotation or consistent tardy behavior to the fieldwork site without effort to explain or remediate any new situations or hardships that have contributed to the absence
- Failure to observe certain other "critical behaviors" (listed in Section VIII) may result in immediate dismissal from the fieldwork site and possible dismissal from the program.

A student who has identified deficits but who in the opinion of the Academic Progression Committee would likely succeed if given additional fieldwork time, may be assigned a grade of “Incomplete”. If the student receives a grade of “Incomplete”, the AFWC/Program will develop a student plan for academic and/or professional remediation (see above description of this process under Fieldwork Problems and Remediation). After identification of specific areas for academic remediation, the student enters into remediation with specific faculty until mutually agreed upon objectives and goals are met. If successful, the student may be assigned another fieldwork rotation. If the student is successful, he/she may continue with the program sequence. The student may, however, experience a delay in program completion if extensive remediation is necessary.

Rescheduling a failed fieldwork experience may occur if the Academic Progression Committee feels the student has the skills or can gain the skills necessary to successfully pass a second fieldwork. The decision on whether to schedule a second fieldwork or to dismiss the student from the OTA Program will be made by the Academic Progression Committee after consulting with the Fieldwork. The decision will be based upon the nature and extent of the problems which resulted in a grade of “fail.”

Students are responsible for any additional costs accrued from having to reschedule a failed fieldwork including but not limited to: renewing professional liability insurance, additional travel costs, and delaying taking the NBCOT Certification Exam subsequently causing potential delay in obtaining

licensure. Additionally, students will participate in graduation commencement ceremonies for the semester in which they complete all coursework and fieldwork requirements.

Fieldwork Educator Responsibilities

Level I Fieldwork Educators are expected to provide opportunities for directed observations and guided participation of their client population and typical daily job responsibilities. They are also expected to evaluate the student's level of active engagement and professional behavior during the fieldwork.

Level II Fieldwork Educators are encouraged to provide supervision using approaches that vary from direct to less direct depending upon client needs and student abilities. Fieldwork II Educators, in both traditional and emerging practice areas, are responsible for assuring that the rights and safety of consumers are safeguarded at all times. (See page 33 of this manual for more information regarding supervision requirements.) Fieldwork educators are asked to inform the Academic Fieldwork Coordinator as soon as possible if they need to cancel a student placement or place a student in more than one setting during the rotation.

Additional requirements of the Fieldwork Educator and Affiliated Staff:

- A. Complete the following forms for the University:
 - a. Affiliation Agreement with the College of Nursing and Health Professions.
 - b. OTA Addendum Form
 - c. Fieldwork Objectives Agreement Form
 - d. Fieldwork Data Form
 - e. Staff Information Form
- B. Inform the AFWC of any changes in staff responsible for students.
- C. Provide students with a complete orientation to the facility including a tour of the institution and OT department, introduction to staff, introduction to policies and procedures, discussion of the role of an OT student at the facility and the expectations for students during the fieldwork education experience.
- D. Review annually the A-State OTA Fieldwork Manual to be apprised of important forms and related curriculum information.
- E. Supervise OTA students appropriately for their level of fieldwork education and experience. Discuss and demonstrate treatments and procedures students may be unfamiliar with to broaden the learning experience including allowing students "hands-on" experience as soon as possible.
- F. Provide students with the facility's policies/procedures regarding patients' rights.
- G. Provide special experiences such as attendance at conferences, clinics, surgery, etc. if possible.
- H. Provide student with feedback regarding his/her performance on an on-going basis.

- I. Notify the AFWC if a student's overall performance is unsatisfactory prior to the midterm so that the program can generate the appropriate warnings and an opportunity for students to correct performance.
- J. Conduct regular meetings on a weekly basis if possible, to address goals, growth, performance, and give appropriate feedback to the student. A weekly meeting form is provided in Section VII for your convenience.
- K. Complete progress report at midterm and final. Meet with student to review the midterm evaluation and the final evaluation including the final suggested grade prior to submitting forms to the University. Document student performance with specific comments where appropriate.
- L. Review the student's evaluation of the fieldwork experience at midterm and after the fieldwork experience for future consideration in working with students. It is recommended that the site maintain a copy of this form for its records.
- M. Annually assess the facility's fieldwork education program. Notify the AFWC of any fieldwork education development needs that the facility may have so that the AFWC may assist the facility.
- N. Notify the AFWC of any facility changes that may affect the quality of the fieldwork experience as soon as possible. Examples of changes include inadequate staff, staff not prepared or willing to be a FWE for the time frame the student is assigned, and/or any other situation that the student believes would affect the student's fieldwork experience in a negative manner.

Benefits for the Fieldwork Educator

Fieldwork educator members are recognized as employees of other organizations and institutions but are appointed as clinical faculty by the AFWC. These faculty members accrue many of the same privileges as core faculty and the adjunct faculty which include:

- the use of library facilities.
- the use of HPSS recreational facilities.
- the use of bookstore discounts.
- opportunity to participate in professional growth and development activities through fieldwork educational programming.

The procedures to access and maintain clinical faculty privileges will be coordinated by the AFWC.

OTA Student Responsibilities on Fieldwork

- A. Attend Pre-Fieldwork Sessions given by the AFWC and the OT Department Chair describing teaching and learning during the fieldwork education experience.
- B. Students should not contact a fieldwork site without prior approval from the AFWC. Contacting a site without the permission of the AFWC may result in dismissal from the program.

- C. Complete the student information sheet and return it to the AFWC by email one month prior to the beginning of each fieldwork education experience.
- D. Be aware of the contents of the course syllabus for Fieldwork Education and the Fieldwork Education Policies and Procedures regarding student responsibilities.
- E. The student is responsible for contacting each of his/her supervisors **six** weeks before his/her starting date to confirm his/her Level II placement. This is important because of the many changes which occur in the healthcare environment. Some centers may want to hear from the student sooner concerning housing. The fieldwork data sheet will provide additional information about communication and potential housing.
- F. All criminal background check or other check are the financial responsibility of the student and may require updates as requested.
- G. Students are required to secure their own housing prior to fieldwork education experiences which are out of area.
- H. Provide own transportation to and from the fieldwork education site.
- I. Arrive at clinic 10 minutes prior to assigned time. Wear a watch and bring a pen.
- J. Dress appropriately for fieldwork education according to the particular institution's policy. Wear student nametag unless directed to do otherwise by the FWE.
- K. Maximize the learning experience by asking appropriate questions and being alert to all aspects of fieldwork education.
- L. Refrain from attempting unfamiliar procedures. When in doubt, the student should always ask for assistance, because the patient's safety and comfort are the primary considerations.
- M. Attend designated conferences and extra learning opportunities provided by the fieldwork site.
- N. Complete all fieldwork assignments on time and return to the AFWC.
- O. Telephone FWE and AFWC to report an absence prior to expected arrival time.
- P. Both supervisors and students are encouraged to call the AFWC any time during the experience if they wish to do so.
- Q. Two original booklets for the AOTA fieldwork performance evaluation form will be provided to each student, one for each of the two Level II fieldwork placements. It is the student's responsibility to provide the form and any other necessary paperwork (health records, background check, CPR training, etc.) to the facility on the first day. This information is also maintained in the student's confidential file at the OT Department. **The original score form with both**

midterm and final scores must be returned to the OT Department for both Level II rotations. Failure to do so may delay graduation from the program.

- R. If a student is having problems prior to or at mid-term, please call the Academic Fieldwork Coordinator. A visit from the Academic Fieldwork Coordinator can be requested by the student, fieldwork coordinator, or fieldwork educator at any time during the fieldwork experience, should circumstances warrant.
- S. Complete all fieldwork requirements and maintain updates as needed on the date assigned by the AFWC.
- T. The student is responsible for completing the Student Evaluation of Fieldwork Experience for each fieldwork placement and returning it to the AFWC immediately after the experience is finished. If the facility does not return it to the AFWC with the fieldwork evaluation form, the student is responsible for mailing it to the AFWC.
- U. It is recommended that the facility and the student maintain a copy of both the Level II Professional Behaviors Supplement Evaluation and the AOTA Fieldwork Evaluation. The **original** of both forms signed in **pen** will be sent to the AFWC. Copies of the form or those signed in pencil will be returned.
- V. Satisfactory Progress in Fieldwork Education
- W. Fieldwork grades may be noted as “I” Incomplete as some fieldwork schedules do not conform to semester dates. After the fieldwork is complete the student may write to get approval from the University and any involved affiliate before publishing any material related to the fieldwork education experience.
- X. In compliance with the Exposure Control Plan published in the Federal Register (Volume 56, No. 235, 12/6/91) and OSHA guidelines, the following procedures should be followed at the fieldwork site if a student is exposed to blood borne pathogens:
 - a. Evaluation of the student should be done at the institution where the exposure took place. The expense of the evaluation is covered by student health insurance.
 - b. The On-site Fieldwork Coordinator or Fieldwork Educator should immediately notify the Academic Fieldwork Coordinator of the student’s exposure.
 - c. Prophylaxis and follow-up for the student will be provided through University Health Services.

OTA Academic Fieldwork Coordinator Responsibilities

- A. Provide fieldwork education sites with the following:
 - 1. Pre-fieldwork Forms as required by both parties
 - i. Fieldwork Affiliation Agreement (CNHP) to CEO

- ii. OTA Addendum to Fieldwork Education Agreement
 - iii. Blank Fieldwork Data Form
 - iv. Development of Site Specific Objectives Sheet
 - v. OTA Level II Objectives Agreement Form
 - vi. Staff Information Form
 - vii. Additional Education and resources as required
 - 2. Information Sheets
 - i. Curriculum Overview
 - ii. Course Objectives & Grading Criteria
 - iii. Fieldwork Site Reservation Form
 - iv. Fieldwork Educator Manual
 - v. Contact information for AFWC
 - vi. Other relevant materials
 - 3. Individual Student Forms
 - i. Student data sheet
 - ii. Student contact information
 - iii. AOTA Student Fieldwork Evaluation booklets and Supplement (student brings to site from AFWC)
 - iv. Facility Evaluations completed by student
- B. Maintain all active site affiliation agreements according to the required documentation stated above
- C. Conduct orientation session with prospective fieldwork education sites to:
- 1. Discuss Facility
 - 2. Perform a Site Visit (Use Site Visit Form and mark “site development” for reason)
 - 3. Meet with On-site Coordinator, potential Fieldwork Educators, and other personnel as needed
 - 4. Discuss All Policies, Procedures and Curriculum
- D. Conduct orientation session with OTA students prior to first fieldwork education experience in order to review course syllabus and all aspects of this phase of the program including behavioral objectives and content of the fieldwork education evaluation form.
- E. Provide student access to information about fieldwork sites.
- F. Make appropriate student assignments as far in advance as possible prior to the beginning of each fieldwork education experience.
- G. Review and respond to communication from fieldwork educator while student is on fieldwork.
- H. Review and respond to communication from student while student is on fieldwork.
- I. Correct and review written assignments from fieldwork seminar coursework from students.
- J. Promote effective communication between students and fieldwork faculty.

- K. Review student evaluation of clinic and the clinic's evaluation of the student.
- L. Conduct a meeting of fieldwork educators on campus at least once each year and work to develop programs for professional development for fieldwork educators.
- M. Aggregate and utilize information gained from fieldwork feedback to enhance curriculum and share with faculty on a semi-annual basis. Collaborate with faculty on ways to improve the fieldwork and curricular experience.
- N. Conduct a yearly review of course syllabus, various fieldwork forms, and fieldwork policies and procedures and make necessary revisions.
- O. Provide updated fieldwork policies and manuals to fieldwork sites as they are updated.
- P. Audit all active fieldwork site files annually and update Data Forms, contracts, and Staff Information Forms, as needed.
- Q. Review all student files maintained in OT Department to insure that each student complies with the requirements to have a current physical examination, proof of health and liability insurance, TB skin test, TB mask fitting, proof of immunization, hepatitis B vaccination and CPR certification.
- R. Conduct appropriate HIPAA education program and assess student competence prior to first fieldwork education experience.
- S. Serve as the point of contact for On-site Coordinators, Fieldwork Educators and other personnel of fieldwork sites.
- T. Initiate remediation agreements for under-performing students in collaboration with the FWE including regular communication with the site to ensure progress towards the established plan.
- U. Place students in active fieldwork sites and coordinate all necessary paperwork prior, during and after the placement.
- V. Track site placement availability and placement reservations for all active fieldwork sites.
- W. Establish new site contracts that meet the needs of students and support the curriculum design.
- X. Maintain all communication logs and necessary documentation pertaining to fieldwork.
- Y. Ensure any necessary paperwork is submitted in a timely fashion to NBCOT in order to optimize student's eligibility for the Board Exam.