DEPARTMENT OF OCCUPATIONAL THERAPY

Occupational Therapy Assistant (OTA)
Policies and Procedures Manual

College of Nursing and Health Professions
Arkansas State University

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Department of Occupational Therapy  
Arkansas State University  

OTA Policies and Procedures  

This document is designed to set forth the policies and procedures of the Occupational Therapy Assistant Program within the Department of Occupational Therapy and is intended to supplement (not replace) those of the University, CNHP or the Undergraduate School of Arkansas State University.

1.0 Administration  
The Occupational Therapy Assistant Program administration consists of the Program Director and Academic Fieldwork Coordinator (AFWC) with secretarial support. The roles and responsibilities of these positions include:

1.1 Program Director  
The program director administers the daily operations of the Occupational Therapy Assistant Program. As program director, he/she is primarily responsible for the activities of the faculty related to curriculum, budget, faculty recruitment/hiring, faculty evaluation, academic standards, and accreditation. The program director is responsible to the Dean of the College of Nursing and Health Professions. Program director duties are located in the Arkansas State University Faculty Handbook (Section I). ACOTE mandates that the program director of the Occupational Therapy Assistant Program must hold a minimum of a master’s degree accredited by a regional or national accrediting body recognized by the U.S. Department of Education. The program director must have a minimum of 5 years of experience in the field of occupational therapy, including clinical practice as an OT or OTA, administrative experience, understanding of and experience with OTA, and at least 1 year of full time academic appointment with teaching responsibilities at the post secondary level.

NOTE: If the program director is an OTA, an occupational therapist must be included on faculty and contribute to the functioning of the program. If there is only occupational therapists on faculty who have never practiced as an OTA, the program must demonstrate that an individual who is an OTA or an OT who has previously practiced as an OTA is involved in the program as an adjunct faculty or teaching assistant.

1.2 Academic Fieldwork Coordinator (AFWC)  
The Academic Fieldwork Coordinator (AFWC) is responsible for pursuing and obtaining contracts or Memoranda of Understanding with clinical sites, maintaining fieldwork site information and communication, ensuring fieldwork portion of the program is in compliance with ACOTE standards, completing documentation related to fieldwork, record keeping, grading, evaluating fieldwork experiences/fieldwork educators’ instructors, and coordinating students in all aspects of the fieldwork education component of the program. The AFWC must be a licensed or otherwise regulated OT or OTA with a minimum of a bachelors degree awarded by an institution that is accredited by a USDE recognized regional or national accrediting body.
1.3 Secretary
The secretary of the Occupational Therapy Assistant Department is a .5 FTE position that is responsible for maintaining and securing all student communication and records. In addition, the secretary works with the program director and AFWC to coordinate and implement the daily activities of the department.

2.0 Faculty
Faculty in the Occupational Therapy Assistant Program have the same rights and privileges of faculty of similar academic rank at Arkansas State University which are detailed in the Arkansas State University Faculty Handbook.

2.1 Governance
Rights and privileges of the core faculty are based upon academic rank and are set forth in the CNHP Faculty/Staff Handbook. Faculty of the Occupational Therapy Assistant Program have responsibility in all matters pertaining to the standards of admission and graduation, the curriculum, instruction, research, extracurricular activities, discipline of the students, the educational policies and standards of the program, and all other matters pertaining to the conduct of faculty affairs, including discipline of their own members. The core faculty is responsible for reviewing admission policies, program policies and procedures, academic standards and curriculum on an ongoing basis. Changes to these areas of responsibility must be brought to the core faculty for discussion and approval during faculty meetings and faculty retreat.

2.2 Evaluation of Faculty
Policies regarding faculty performance review of tenured, tenure-track, and non-tenure track faculty at Arkansas State University can be located at http://www.astate.edu/a/academic-affairs-and-research/faculty-info/prt/index.dot

Core faculty in the Occupational Therapy Assistant Program are considered members of the CNHP. Core faculty in the CNHP are appointed to either a tenure or non-tenure track position depending upon their roles and responsibilities. Evaluation is conducted annually (January) and is based on the CNHP Professional Activity Report from Appendix R of the CNHP Faculty/Staff Handbook. In addition, all full-time faculty must complete the ACOTE Form F Professional Development Plan on an annual basis, and update it on a regular basis throughout the year. The Form F will be required in the annual faculty evaluation.

All core faculty members receive an annual administrative productivity review conducted by their program director. The administrative review for members of the core faculty serves as the mechanism for the program director and the faculty member to review the past year’s accomplishments in the areas of service, teaching, and scholarship and to plan for developmental activities for the coming year. The administrative review is also used for decisions regarding merit salary adjustments. The program director writes an evaluation of the faculty member and provides it to the Dean of CNHP. The Dean of CNHP will perform an administrative review of the program director.

Each nursing and health professions didactic and fieldwork course (including summer sessions) shall be evaluated near the end of the semester in which the course is taught through Instructor /
Course Evaluation Forms located in CNHP Faculty/Staff Handbook, Appendix H, page 91. Procedures for completing faculty/course evaluations can be found in the CNHP Faculty/Staff Handbook.

Each adjunct faculty member is evaluated by the students using the Instructor / Course Evaluation Forms. After the completion of the course, the program director evaluates adjunct faculty members using information from the student evaluation of teaching and any input from students or the faculty mentor assigned to the adjunct.

2.2.1 Tenure Track Appointments
Criteria for rank, promotion and tenure considerations are detailed in the CNHP Faculty/Staff Handbook (Appendix F), Arkansas State University Faculty Handbook (Section IV) and University PRT Criteria (http://www.astate.edu/a/academic-affairs-and-research/faculty-info/prt/index.dot). Tenure-track faculty members are evaluated on a yearly basis by the Program Director. Procedures for completing review of pre-tenured faculty are detailed in the CNHP Faculty/Staff Handbook.

2.2.2 Non-Tenure Track Appointments
Non-tenure track faculty members are annually evaluated by the program director. Procedures for completing non-tenured faculty review are detailed in the CNHP Faculty/Staff Handbook.

2.2.3 Adjunct Faculty
The program director reviews and approves the professional credentials of all adjunct faculty prior to appointment. Adjunct faculty who are not involved in the day-to-day operation of the program are kept apprised of events, program concerns and curriculum sequences through informal channels of communication.

The program director is responsible for communicating to adjunct faculty department events, concerns, and curriculum sequences. The channels of communication that may be used include, but are not limited to:

a. Committee meeting minutes
b. Fieldwork education site visits by the AFWC or other core faculty
c. Memorandum (faxed and mailed)
d. Telephone communication
e. Electronic communication

2.2.4 Fieldwork Education Faculty and Adjunct Rights & Privileges
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 includes:

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

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

2.3 Faculty Status
All members of the Occupational Therapy Assistant Program faculty are eligible for faculty in either of the following categories: Regular Member or Temporary Member. Expectations from the Accreditation Council for Occupational Therapy Education state that 100% of core occupational therapy assistant faculty must hold a minimum of a bachelors degree awarded from an institution that is accredited by a USDE-recognized regional or national accrediting body. In addition, all core faculty must be currently licensed or otherwise regulated according to regulations in the state or jurisdiction in which the program is located.

A. Regular Member
Qualifications – Regular Members of the Faculty must hold a minimum of a bachelors degree. Faculty must have documented expertise in their areas of teaching responsibility and knowledge of the content delivery method.

Regular Members are expected to demonstrate outstanding achievement in teaching, complete a minimum of three (3) activities in the area of scholarship, and four (4) service activities. Minimum teaching standards include an overall instructor average mean composite score of at least 3.75 on a 5.0 scale. Scholarship activities include conducting and producing scholarly activity, such as writing books, publishing peer reviewed articles, presenting to learned forum, leading and managing funded research and scholarly activity. Service activities include serving on departmental and College committees, serving as a mentor and role model for new faculty, participating in all activities essential to the department, the College and the University, and maintaining membership in the professional association appropriate to the discipline. The appointment will be in effect for six years.

1. Appointment Policies/Procedures – The Occupational Therapy Assistant Program Director will submit the necessary documentation to the Graduate Council for approval of a Regular Member.

2. Privileges/Responsibilities - A Regular Member may 1) teach courses (both didactic and fieldwork education), 2) evaluate student performance on comprehensive final examinations, 3) serve as a student advisor in the Occupational Therapy Assistant Program, 4) serve as a research advisor for research courses in his/her specialty area, and 4) serve on the Undergraduate College Council. Only Regular Members with doctoral degrees may serve or chair doctoral capstone projects.
2.3 Faculty Development

Faculty development activities are designed to (1) fulfill specific department needs identified by the core faculty and/or (2) enhance individual faculty instructional/research/service expertise. Department needs are identified by the core faculty members and provided to the program director for consideration. The program director at his/her discretion will request specific faculty to participate in developmental activities to address department needs.

Annually, individual core faculty will update professional development plans (Form F) that are reviewed by the program director. Faculty development plans are designed to identify activities intended to maintain and/or enhance instructional/research/service expertise. The program provides financial support for faculty development activities as the annual budget allows.

2.3.1 Professional Development Expenses

The program will promote faculty efforts to attend continuing education and professional seminars. The procedure for attending educational and professional meetings is as follows:

1. Each faculty member will be allotted an amount of funds, to be determined each year, to defer tuition and travel expenses for attendance of continuing education courses/programs.

2. Approval for disbursement of these funds will be made by the Program Director.
   a. Any faculty member desiring to attend a specific course will submit a request for funding, including a completed Travel Authorization, to the director of the program who will then submit the request to the Chair of the Occupational Therapy Department.
   b. If the Chair approves the expense, he/she submits the request to the Dean for final approval.
   c. Faculty members are discouraged from purchasing travel tickets or completing any other arrangements related to travel to the event prior to receiving a copy of the signed Travel Authorization from the Chair. Expenses occurred prior to signed approval may be incurred by the faculty member rather than the department.

3. For processing travel requests and reimbursement complete the following steps:
   a. Complete the Travel Authorization (TA) form found on the travel website [http://www.astate.edu/a/procurement/travel-services/index.dot]. Sign form and return to Secretary. Complete the TA in a timely manner but must be completed 2 weeks prior to the trip. If the University is not financially responsible for the trip, the faculty member will still need to process the TA for approval.
   b. A ghost card may be used for registration, airfare and hotel expenses. The ghost card will not allow for food purchases (do not charge food to your hotel room). Send the hotel contact, airfare and/or registration information to the Secretary by email at the same time that the TA is completed.
   c. When returning from the trip, turn in receipts to the Secretary for reimbursement processing no more than 5 days after returning.
from trip. The Secretary will complete the TR-1 and return to you for signatures within 7 days.

2.3.2 New Faculty Members

The Program Director will assign new tenure-track faculty members to a tenured faculty member in the college to serve as a mentor. The mentor is responsible for introducing the new faculty member to departmental, college and university policies and procedures. Furthermore, the mentor guides new faculty members in the necessary components of service, research and teaching responsibilities so that new faculty members may achieve tenure status. The mentor form provides a guide for the faculty mentor relationship and will be filed in the new faculty member’s personnel file (Appendix A). Once the faculty member has received tenure, the mentoring relationship may continue informally.

2.3.3 Adjunct Faculty Members

The Program Director will assign adjunct faculty members to a faculty mentor in the teaching area of expertise. Adjuncts will be directed to the appropriate handbooks. The mentor is responsible to provide professional consultation to the adjunct faculty member in the course he/she has been assigned. Such professional consultation may include the planning of the course, development of the syllabus, development of examinations and assistance with evaluations of student performance.

2.4 Guest Lecturers and Honoraria

The department will take advantage of the expertise represented by the professional community in our area, whenever instructional objectives would be facilitated. The procedure for obtaining guest lectures is as follows:

1. Guest lecturers may be paid an honorarium of $75/hour and travel expenses by the department.
2. The core faculty making the invitation to the speaker will submit a request to the Chair for an honorarium and/or travel expenses for guest lecturers, including a justification for the invitation to provide instruction.
3. The chair will determine if the honorarium and/or travel expenses can be paid based on the departmental budget and the merits of the instruction to the needs of the department.

2.5 Academic Integrity

The Occupational Therapy Assistant Program will follow the university policy for all forms of academic fraud. This policy is defined in the Arkansas State University Student Handbook and CNHP Faculty/Staff Handbook (Appendix C). A breech of academic integrity will not be tolerated. All faculty members of the Program are responsible for ensuring academic integrity in the classes for which they administrate.

2.6 Examination Tools & Development

Copying of examinations in preparation for administration will be completed by the instructor or secretary. Each faculty member will file course examinations and student projects in the course
folder in a **locked** file cabinet in Smith 124 for two semesters (one calendar year). Each full time faculty member will be issued a key for the file cabinet and a key for Smith 124. After the second semester, all course examinations and projects will be destroyed. Exams that are administered online will remain with the online course through Blackboard (online exams will not be located in the locked file in Smith 124).

2.7 Examination Proctoring
All examinations given in the professional phase of the program will be proctored by the instructor or his/her designee. The procedures for exam administration are as follows:

1. Instructor will set time of examinations. Instructor will proctor his/her own examination whenever possible.
2. If instructor is unable to proctor the examination, he/she will be responsible to arrange with another member of the Occupational Therapy faculty to proctor the examination.
3. If no member of the Occupational Therapy faculty is available to proctor the exam, a faculty member from the College of Nursing and Health Professions can serve as the proctor.
4. If no member of the college faculty is available, any member of the Arkansas State University faculty at large could proctor an exam.

2.8 Promotion of Occupational Therapy
The faculty will participate in activities to increase awareness of OT in area public schools, university, professional community, and the public at large. Examples of activities that promote Occupational Therapy include but are not limited to the following:

1. The faculty will plan and participate in all college efforts to promote Occupational Therapy.
2. The faculty will participate in national, state, and local organizations.
3. The faculty will take advantage of opportunities to speak to other groups, on and off the campus, regarding the program at Arkansas State University and the profession of Occupational Therapy.
4. The faculty will support the Student Occupational Therapy Association (SOTA) on the Arkansas State University campus.
5. The faculty will engage in any other opportunities to promote the profession of Occupational Therapy.

2.9 Faculty Meetings
The Program will routinely hold faculty meetings. It is the responsibility of the Program Director to set the agenda. A secretary will be designated each semester to ensure accurate minutes. Minutes of the meeting should be submitted to the Program Director following the meeting. Access to the Dean of the College is available as needed. Extended faculty meetings for curricular and academic planning will be held at least once each academic year.
2.10 Confidentiality

2.10.1 Confidentiality of Student Records
Department faculty and staff members will follow established FERPA guidelines (http://www.astate.edu/a/registrar/faculty-staff/ferpa-information/index.dot) for maintaining confidentiality of all students’ records. No information concerning a student’s progress or standing will be released to organizations or persons outside the university community without the student’s consent. Consent forms are available on the ARKANSAS STATE UNIVERSITY Registrar’s webpage (http://www.astate.edu/dotAsset/a9cbe1c8-cec9-4702-bad5-b739f603bd45.pdf). Forms will be completed and filed in the student's academic folder. The following procedures will be utilized to ensure confidentiality of student records:

1. All student records will be kept in a locked file cabinet in the Program Director's office until graduation. Records related to Fieldwork education will be maintained in a locked file cabinet in the AFWC’s office. After graduation, academic/Fieldwork education files will be moved to Smith 124 and maintained in a locked file cabinet. Graduate records will be destroyed five years after graduation.
2. The file cabinet will be locked any time these files are not in use. Only faculty and the department secretary will have access to the academic file.
3. When files are being used by a faculty member, that faculty member will assume responsibility for the confidentiality of the file until such time as it is returned to the storage file cabinet.
   a. At no time will students have access to this file cabinet.
   b. Students may gain access to personal records under the supervision of a faculty member.

2.10.2 Confidentiality of Faculty/Staff Records
All personnel files associated with any member of the faculty/staff are located in a locked file cabinet in the Program Director’s office. Faculty and staff have access to their own personal records under the supervision of the Program Director.

2.11 Library Holdings
The department faculty will annually review the library holdings to ensure appropriate materials are present. Faculty should submit requests to the library via the department library representative for reference materials needed to support research and instruction. This process of making requests will occur on an ongoing basis. A representative of the faculty will meet with the Health Professions Reference Librarian to make any needs known. This meeting should occur each semester if possible.

The library will circulate a list of all journal holdings that it plans to discontinue. Faculty must review this list and respond to this proposed action.
2.12 Travel
Requests for travel expenses related to program business must be approved by the Program Director. The procedures for travel arrangements are as follows:
1. The traveler is required to submit a completed Travel Authorization to the chair for travel funding prior to travel.
2. Travel arrangements should not be confirmed until the Travel Authorization is signed by the chair indicating approval.
3. Upon return from trip, traveler is required to submit receipts for expenses to Office of Finance via department secretary.

2.13 Book Adoptions
Faculty members are responsible for completing textbook adoptions online by the university deadlines. Faculty will enter textbook adoptions through ARKANSAS STATE UNIVERSITY’s myCampus portal.

2.14 Publicly Available Materials
All materials originating from the OTA program for public presentation must be approved by the Program Director prior to dissemination. Materials include but are not limited to poster/electronic presentations, brochures, newsletters, and continuing education programs.

2.15 Purchasing Requests
1. Send purchase request with link to product (including price and company) to Secretary by email.
2. Purchases will be reviewed by the Program Director prior to placing the order.
3. Purchasing requests should be made two weeks in advanced. Purchase requests made with less than two weeks’ notice may not be processed in a timely manner.

2.16 Faculty Advisors
Two faculty advisors are selected for each graduating class. The faculty advisors are responsible for monitoring student progression through the program. The faculty advisors may address affective behavior issues and/or classroom deficiencies with the student. Faculty advisors are also responsible for completing graduation check sheets and providing oversight for the hooding ceremony for that cohort.

3.0 Students
The maximum class size for the OTA program is 30 students per year. However, this does not preclude the faculty from adjusting class size to meet the overall needs of the OTA program and the region. Recruitment, admission, and retention of students are the primary responsibility of the core faculty members.

3.1 Admissions
It is the policy of the Occupational Therapy Assistant Program to annually admit the most capable students available. The faculty value mature applicants – those who have demonstrated
their academic and cognitive abilities as well as their personal and professional potential. To that end, the following policies and procedures have been developed and implemented. Application packets must be received by close of business on April 1.

3.1.1 The Admissions Committee

The Admissions Committee is composed of representative faculty members of the Department of Occupational Therapy. The purpose of the Admissions Committee is to oversee the routine management of the admissions process for the Department of Occupational Therapy. The Chair of the Admissions Committee is responsible for coordinating the work of the Admissions Committee, including the oversight of all meetings and documentation related to the Admissions process.

Data collection methods are set annually for each new applicant pool. Applicant information for each admission year is used to track student performance in the program so that comparisons of application information and actual student performance in the program can be made.

3.1.2 Applicant Advising

Advising is provided on a year-round basis by the department faculty at the request of applicants. Application packets and program brochures are available in the Department of Occupational Therapy office and on the Department’s web site at http://www.astate.edu/college/conhp/departments/occupational-therapy/

Application packets and brochures can also be requested by phone, mail or email. The mentoring sessions will provide an overview of the program:

1. delineating specific requirements.
2. answering questions regarding the application process.
3. promoting the profession.

3.1.3 Recruitment Activities

The OTA Admissions Committee is responsible for coordinating recruitment efforts for the OTA Program. Recruitment activities include Open House for prospective students applying for the OTA program, participating in high school Honors Day program, New Student Orientation and other similar recruitment opportunities that exist on campus.

3.1.4 Admission Requirements

Admission requirements for admission to the Occupational Therapy Assistant Program, including prerequisite coursework, may be found on the departmental website and in the department brochures and application packets. All individuals must first be admitted to Arkansas State University prior to being considered for admission into the OTA Program. An overall MINIMUM GPA of 3.0 is required to be admitted into the OTA program. Additionally, a grade of B or better must be obtained in all pre-requisite courses to be considered for admission.

3.1.5 Transfer Students

Transfer students will be considered on a case by case basis.
3.1.6 English Proficiency Requirements

The Occupational Therapy Assistant Program 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 meet criteria for professional licensure. All foreign born students and nurses must take one of the following tests:

1. Test of English as a Foreign Language (TOEFL) with a score of 83 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.

3. Pearson Test of English Academic (PTE) with a score of 56.

The TOEFL is available at the ARKANSAS STATE UNIVERSITY Testing Center. When taking the exam off campus, the report code for ARKANSAS STATE UNIVERSITY is 6011.

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.

Students who do not meet the required English language proficiency may enroll in ARKANSAS STATE UNIVERSITY’s English as a Second Language (ESL) program in the International Center for English. Potential Occupational Therapy Assistant students enrolled in the ESL program must maintain an average of 85 or higher in levels 0 through 4. In the final or 5th level of the ESL program an average of 90 or higher must be maintained. On completion of the ESL program, the potential Occupational Therapy Assistant student must take the internet based Test of English as a Foreign Language (TOEFL). Upon successfully meeting the proficiency requirement, potential students are eligible to apply to the Occupational Therapy Assistant program.

3.1.7 Processing of applications

The following guidelines are used for the processing of applications:

1. Application packets must be received by close of business on April 1 of each year for the OTA Program. Applicants will only be considered for admission if they have submitted completed application materials as outlined in the application packet for
each program. This does not preclude the program’s right to act in a manner that
ensures a full and qualified class.

2. Applications are submitted to the Arkansas State University Admissions Committee
for review.

3. It is the responsibility of the applicant to ensure that all application materials are
submitted by close of business on April 1 to the Admissions Committee at
ARKANSAS STATE UNIVERSITY. Applicants should request transcripts and
recommendation letters well in advance of the deadline to ensure that they are
received in time. No application materials sent to the department or the Admissions
office after close of business on April 1 will be considered.

4. No applicant can be considered for admission to the OTA program unless he/she has
applied and been accepted to the ARKANSAS STATE UNIVERSITY.

3.1.8 Evaluation criteria

Applicants are evaluated on the following criteria:

1. Overall GPA will be awarded up to 4.0 points. For example, a student with a GPA of
3.75 will be given a score of 3.75 points in this category.

2. Applicants will be awarded 2 points for having either a 4 year degree, or is entering
the program for a second career.

3. Prerequisite GPA will be awarded up to 4.0 points. For each course, the student’s
number grade (A = 4.0, B = 3.0, C = 2.0, D = 1.0, and F = 0) will be multiplied by the
number of credit hours for that course. For example, if a student made a letter grade
of B in College Algebra that was 3.0 credit hours the score would be calculated as 3.0
X 3.0 = 9.0. This total score for each prerequisite course will be added and divided
by the total number of prerequisite hours.

4. Applicants will be awarded up to 4 points for having documented volunteer
experience.

5. Applicants will be awarded up to 4 points for having documented leadership and/or
service experiences.

6. Applicants will be awarded up to 3 points for their quality of writing on their essay
describing why they chose OTA as a profession.

7. Applicants will be awarded up to 1 point for their content of writing on their letter of
application.

8. Professional evaluation will be the average score given to the applicant by 3 separate
references. For example, reference #1 may give the applicant a rating of 3, and
reference #2 may give the applicant a rating of 4, and reference #3 may give the
applicant a rating of 2. The applicant’s average score would be 3+4+2 = 9, and 9/3 =
3. Applicants can be awarded up to 4 points for their professional evaluation.

9. Recommendation for admission will be the average score given to the applicant by 3
separate references. For example, reference #1 may give the applicant a rating of 4,
and reference #2 may give the applicant a rating of 4, and reference #3 may give the
applicant a rating of 4. The applicant’s average score would be 4+4+4 = 12, and 12/3
= 4. Applicants can be awarded up to 4 points for their recommendation for
admission.

10. Overall professional impression of the applicant will be awarded by the Admissions
Committee based on a subjective “look” of their overall impression of the applicant.
The Admissions Committee will confer to rate the candidate’s ability to be successful in this degree program and make contributions to the profession. The Admissions Committee will use the following rating scale: 4 = excellent, 3 = good, 2 = average, 1 = poor, 0 = do not recommend.

11. Students must indicate their ability to meet the essential requirements and functions for admission & retention by signing the Essential Requirements & Functions for Admission & Retention Technical Standard Form.

Each candidate can score up to 34 points (with the lowest score being 0). After all candidates are scored on the Admissions Rating Form, applicants will be rank ordered from highest score to lowest score. The top 30 scores will then be selected for admission into the OTA program. In the event of a tie score, the Admissions Committee will rank the applicants by considering the overall application, including veteran status, dedication to health care in the Mississippi Delta region, community service, etc.

3.1.9 Notification of Applicants
Electronic notification of applicants’ acceptance or alternate status will be made within one week after the selection process had been completed. Written notification will follow. Applicants who are not selected to the class or to the alternate list will be notified electronically once the decision is finalized.

3.1.10 Evaluation of the Admissions Process
The admissions process is evaluated annually by the Program Director, the faculty, the students admitted to the program that year, and the Admissions Committee. Changes and revisions to the admissions process will be implemented as soon as is practicable following the evaluations of the process by the persons listed above.

1. An informal discussion regarding the student evaluations of the admissions process will be made during the New Student Orientation session.
2. The admissions process will be reviewed during at least one annual regular meeting of the Admissions Committee.
3. Program Director and faculty evaluations of the admissions process will be made during the annual Faculty Retreat at the end of the spring semester.

3.2 Orientation of New Students
The faculty will plan and implement an orientation day for incoming professional students. Orientation day will occur before the students begin classes in the professional phase of the curriculum. The orientation will include, but not be limited to:

1. introduction of faculty and staff
2. comprehensive program information
3. handbooks (department, college, university)
4. tour of department facilities
5. expectations for conduct and academic performance
6. rules and procedures
7. clinical affiliation process
8. Student Occupational Therapy Student Association (SOTA)
9. American Occupational Therapy Association (AOTA)
10. social gathering

3.3 Fieldwork Education Records
The AFWC maintains a record of all students’ health information and other clinically related documents that are required for Fieldwork education. It is the responsibility of the AFWC to ensure that all students have completed documents related to Fieldwork education prior to all clinical experiences. Student Fieldwork education records will be kept in a locked file cabinet in the AFWC’s office until graduation. After graduation, student records will be stored for five years in a locked file cabinet in Smith 124.

3.4 Child Maltreatment Reporter Training
Each student enrolled in the OTA program must complete Child Maltreatment Reporter Training prior to graduation. Each student will complete training in OTA 2063 and paperwork will be filed in the student's file.

3.5 Student Progression
Faculty are responsible for monitoring student matriculation through the program. Faculty must report any student exam score that falls below 75% (even if the course average is ≥75%) to the student advisor.

4.0 ACOTE Accreditation

4.1 Accreditation Process
All faculty members will participate in any and all self-study and/or accreditation processes/events. The Program Director will assign self-study duties to faculty based on expertise and time availability. Since accreditation is an ongoing process, faculty can expect to be involved in accreditation issues at any time.

With the assistance of the AFWC and the faculty, the Program Director accumulates information necessary to respond to all documentation and reports requested by ACOTE, including, but not limited to annual reports of graduation rates, reports of pass rates and graduation employment rate. All documentation and reports will be submitted on or before the deadline established by ACOTE.

4.2 Accreditation Status
The Program Director is responsible for maintaining the accreditation status of the Occupational Therapy Assistant Program. Responsibilities of the Program Director include:

a. Informing ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change.

b. Informing ACOTE within 30 days of the date of notification of any adverse accreditation action taken to change the sponsoring institution's accreditation status to probation or withdrawal of accreditation.

c. Notifying and receiving ACOTE approval for any significant program changes prior to the admission of students into the new/changed program.

d. Informing ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director.
e. Ensuring accreditation fees are paid within 90 days of the invoice date.
f. Submitting a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, Progress Report) within the period of time designated by ACOTE. All reports must be complete and contain all requested information.
g. Agreeing to a site visit date before the end of the period for which accreditation was previously awarded.
h. Demonstrating honesty and integrity in all interactions with ACOTE.

In the absence of the Program Director, the Dean of the CNHP has this responsibility.

The University takes accreditation recommendations very seriously. Should the Occupational Therapy Assistant Program be out of compliance in one or more areas, the involved program, faculty and advisory committee will develop a remediation plan that is approved by the Dean and Executive Vice Chancellor. All appropriate steps necessary to effect compliance will be implemented. The University understands that strategies may involve budgetary reallocations, external consultation activities, revision of existing policies or implementation of new policies. The University and the community are committed to quality Occupational Therapy education and will focus their efforts toward that end. The University is committed to quality education.

If the program is found out of compliance by ACOTE, the program will come into compliance within two years of the notice.

4.3 Payment of Accreditation Fees
Accreditation fees are paid to ACOTE in a timely manner. The procedure for payment of accreditation fees is as follows:

1. ACOTE sends the invoice directly to the Department of Occupational Therapy to the attention of the Program Director.
2. The Program Director is responsible to ensure that the bill is forwarded to the Dean of the CNHP.
3. The Dean of the college is responsible for seeing that the information is entered into the on-line requisitioning system to be processed for payment.

5.0 Changes in Forms, Policies, and/or Procedures

Changes in forms, procedures, or policies relative to operations of the Occupational Therapy Assistant program must be shared with and explained to the faculty and appropriate committees prior to implementation. The procedures for these changes are:

1. This policy does not supersede any requirements for disclosure or approval at the college or University level.
2. Any person or group desiring a change in forms, policy, or procedure must submit the change to the Program Director. The Program Director will place the item on the agenda for the next faculty meeting for discussion and deliberation.
3. After discussion, the agenda item will be voted on by a quorum (more than 50%) of the core faculty members and the Program Director. The item must pass by majority vote.

6.0 Dealing with Complaints
Arkansas State University, the College of Nursing & Health Professions, and the Department of Occupational Therapy have specific processes in place for the handling of grievances. These processes (or portions thereof), and the situations in which they apply, are detailed in the ARKANSAS STATE UNIVERSITY Student Handbook, the ARKANSAS STATE UNIVERSITY Faculty Handbook, the CNHP Faculty/Staff Handbook.

6.1 Formal Complaints
Formal complaints from a member of the university community shall be handled by these procedures where applicable. For formal complaints that are not addressed by the policies listed in the documents above, the following processes shall be used:

1. The person(s) lodging a formal complaint will be asked to submit the complaint in writing to the Program Director.
2. The Program Director [or appointed representative(s)] will investigate, collect information, propose solutions, and notify the appropriate parties of the findings and the course of action taken.
3. The Department of Occupational Therapy Curriculum Committee will review complaints regarding curriculum and instructional design.
4. The Department of Occupational Therapy Admissions Committee will review complaints regarding admissions policies and procedures.
5. Complaints lodged against the Department of Occupational Therapy involving litigation or potential litigation will be referred to the Dean of the CNHP.

6.2 Informal or Minor Complaints
The faculty realizes that from time to time complaints may arise that are not formal grievances or to which the above-mentioned procedures do not apply. Examples of such situations include things like informal complaints about a student, staff member or faculty member or complaints from outside the university community (e.g., prospective students, clinical instructors, hospital personnel, patients, employers of graduates, health care institutions, etc.) concerning a person or persons associated with the Department of Occupational Therapy. These will also be handled in a process that seeks to produce resolutions which are equitable for all involved, maintain the academic integrity of the program, and result in improved relations and operations relative to the program. Informal complaints will be filed in the Program Director’s office (Appendix I).

6.2.1 Faculty Member and Student
For informal or minor complaints, the following processes shall be used when a faculty member has a complaint regarding student action/behavior:

1. The faculty member will schedule a meeting with the student and explain the nature of the complaint.
2. The faculty member will attempt to develop a supportive relationship to work with the student to solve the problem.

3. Should this attempt not prove effective:
   a. The faculty member and student will meet together with the Program Director to discuss the problem.
   b. The Program Director will assist the faculty and student in developing an action plan to resolve the problem and recorded using the Student Conference Record form located in OTA Student Handbook (Appendix P).
   c. Several resources exist on the campus, including the Dean of the College, to assist in the formation of the plan. Publications such as the ARKANSAS STATE UNIVERSITY Student Handbook outline the parameters of acceptable student behavior. The Dean of Students may also be consulted for advice and mediation.

These steps do not supersede the requirements for classroom/professional behavior on the part of the student as outlined in department and University student handbooks.

6.2.2 Faculty Member and Another Faculty Member

For informal or minor complaints, the following process shall be used when a faculty member has a complaint regarding another faculty member:

1. The faculty member with the complaint meets with the faculty member with whom the conflict exists to discuss the problem.
2. The two faculty members seek to develop a resolution in a collegial environment.
3. Should this process not resolve the problem the two faculty members may request a third faculty member to mediate the process of developing a resolution, or the faculty members may ask the Program Director to mediate the resolution.
4. Should this process yet not resolve the complaint, the issue will be referred to the Dean of the CNHP for resolution.

6.2.3 Complaints from Outside of the University Community

All other persons who have a complaint regarding department or personnel are referred to the Program Director who will develop a plan to address the complaint. Should this process not resolve the complaint, the issue will be referred to the Dean for resolution.

7.0 Safety and Emergency Procedures

7.1 Personal Injury or Incident

The faculty, staff, and students of the Occupational Therapy Assistant Program will report any incident or injury that occurs on the premises. If a non-emergency incident or injury requires medical attention, the injured person will be taken to Student Health Services for medical care. If an emergency transpires, the rapid response medical system will be activated (call 9-911). Appropriate first aid will be delivered until emergency medical personnel arrive.

A written incident report will be completed by the person injured if possible. If this is not possible, the first responder will complete the report (Incident Form is located in the OTA
Student Handbook and in the CNHP Faculty/Staff Handbook. The incident report will be sent to the Office of the Dean of CNHP.

7.2 Safety Checks of Lab Equipment
All equipment which is used in the instruction of students or for the treatment of patients will be checked for safety on an annual basis. The manufacturer or representative before delivery to the department will inspect any equipment loaned to the department for instructional purposes.

The faculty responsible for the instruction of the physical agents laboratory will ensure safe temperature of all superficial physical agents using laboratory thermometers as well as visual inspection of all equipment prior to use in the laboratory.

All students and faculty are charged to report any area suspect of a possible safety violation to the Program Director.

Electrical equipment will undergo visual examination of cords, plugs, etc. for wear and tear and regular checks of safety and “cut-off” switches.

The following equipment owned by the CNHP will be checked:
- free weights
- thermometers
- paraffin wax
- hot pack temperature

7.3 Teratogenic Substances
The faculty of the Occupational Therapy Assistant Program will design learning experiences and lab procedures, which minimize exposure to teratogenic substances. Exposure to teratogenic substances as a result of performing requirements for classes in this curriculum is highly unlikely.

7.4 Disaster Evacuation
The Department will follow the disaster plans per CNHP Policy located in the CNHP Faculty/Staff Handbook.

8.0 Departmental Governance & Operations

Departmental committees are necessary to facilitate operations within the department. Committee appointments are determined by the Program Director on an annual basis (Appendix C).

8.1 Admissions Committee
The Department of Occupational Therapy considers admission for those students who possess the academic and professional potential necessary for the development of knowledgeable and caring members of the healthcare community. The admissions committee is responsible for
reviewing admission criteria annually and coordinating recruitment activities related to admissions. Changes in admission procedures / prerequisites are brought forth to the entire OTA faculty for final approval.

8.2 Student, Faculty and Alumni Relations Committee
The student, faculty and alumni committee is responsible for scheduling and promoting events that promote connections with students, faculty and alumni. The committee is responsible for disseminating informational flyers and program newsletters.

8.3 Scholarship and Awards Committee
The scholarship and awards committee is responsible for disseminating scholarship information to students in the OTA programs. This committee is also responsible for determining awards Convocation of Scholars and CNHP Distinguished Alumni Awards.

8.4 Schedules and Facilities Committee
The Schedules and Facilities Committee is comprised of the Program Director, secretary, and academic fieldwork coordinator. This committee is responsible for semester teaching schedules and securing of classrooms for teaching.

8.5 Curriculum Committee
The Departmental Curriculum Committee is comprised of the Program Director, academic fieldwork coordinator and one faculty member from the CNHP. The chair of the departmental curriculum committee will serve as a member of the CNHP curriculum committee.

8.6 Assessment Committee
The Assessment Committee is comprised of the Program Director, Academic Fieldwork Coordinator, and one faculty member from the CNHP. The Assessment Committee is responsible for program assessment planning, data collection and reporting data in a timely manner. All program assessment information will be tracked using the University’s assessment system (Trac Dat).

8.7 Strategic Planning Committee
The Strategic Planning Committee is comprised of the Program Director, the Academic Fieldwork Coordinator, one faculty member from the CNHP, and two OTA students. Each year, the Strategic Planning Committee analyzes the department’s current vision, mission and values. The committee determines a plan of action for focusing the department’s energy and resources, strengthen operations and ensure that all faculty and students are working toward a common goal.

8.8 Task Force
Task forces are set to accomplish specific objectives based on current needs of the program.

9.0 Program Assessments
All faculty members are involved in program assessment needs. Assessments data is collected for current student, alumni, faculty and the OTA program. The curricular map and assessment
plan are formalized in the ARKANSAS STATE UNIVERSITY OTA Curricular Map & Assessment Plan.

10.0 Fieldwork education
All clinical instructors will receive a copy of the OTA Student Handbook and the Fieldwork Manual. These handbooks describe OTA coursework, the timetable of skill competency based upon the curriculum, fieldwork education course requirements, selection of fieldwork education centers and the responsibilities of the university, clinical affiliates and students. Additionally, they have policies related to fieldwork education relative to the student experience.

Fieldwork Experience:
The OTA Fieldwork experience is designed to reinforce the concepts presented in all facets of OTA coursework curriculum by providing experiential exposure and training in a variety of settings and with a variety of populations. Through planned assignments and specific tasks expected of the student on fieldwork, the fieldwork experiences progress as the student advances through the coursework, both in terms of clinical expectations and professional behavior.

Fieldwork 1A:
Fieldwork 1A experience is a weeklong placement in a fieldwork site. This experience occurs approximately midway through the first semester for OTA students. The goal is to provide standardized exposure to the evaluation and intervention process at the fieldwork site. Assignments focus on assisting the student with developing their clinical observation skills in terms of noting critical person, environment and occupational factors with a psychosocial focus, as well as demonstration of professional behavior while on fieldwork. This ties in with first semester coursework in both the Behavioral Health course as well as the Level 1 Fieldwork course on Professional Behaviors.

Fieldwork 1B:
Fieldwork 1B occurs midway through the spring semester and is assigned as either a general rehab (physical disability) or pediatric placement. This also coincides with second semester coursework on physical disability as well as pediatrics. As in first semester, a Level 1 Fieldwork course focused on Professional Ethics is offered in second semester. Level 1B, the objective is to move students from observation to more opportunities for controlled interaction, through assignments related to gathering information through a structured client interview, specific intervention related tasks with direct and close supervision, and assignments for task analysis specific to occupations of the client they are observing.

Level II Fieldwork:
The first Level II Fieldwork placement occurs at the end of the second semester for a total of eight weeks at the clinical site. The student will then complete another eight week placement in the third semester before taking the NBCOT exam. Level II Fieldwork requires the student to be working the equivalent of a full time employee at the clinical site. Experiences will move the student from controlled interactions to a dynamic interaction and then full clinical intervention level as the fieldwork progresses. Fieldwork Seminar will occur concurrently with the Level II experiences to offer support to the student and assist them in reflecting on and processing their
experiences in a way that helps them to apply the skills they have acquired through their coursework.

As the fieldwork program becomes established, the AFWC will maintain data regarding each placement along with student evaluations of the site as well as feedback from the fieldwork educators regarding the preparedness of our students. This information will be housed in Blackboard and all OT faculty members will have access to it so that they can utilize the information to further hone and develop curriculum to meet regional demands, current practice needs, and site expectations.

**Criteria for Selecting Fieldwork Sites:**
Because we are new program in a region with few OTs we are casting a wide net to traditional and non-traditional sites with the following criteria:
1) Licenses Healthcare and or educational professionals
2) Healthcare, community, and/or educational services that support clients in achieving health, wellness and participation
3) Qualified Fieldwork Supervisors

**Qualified Level I and Level II Supervisors:**
Level I and Level II students will only be placed at sites with a qualified licensed professional on site and available to directly supervise the student. Level I FWE are required to hold a professional license in their discipline. The qualified FWE for Level II experiences is an OT or OTA with no less than one (1) year of full-time experience (or equivalent) post certification. The AFWC will collect data from each potential fieldwork site identifying the Fieldwork Educator at each site including the number of years of experience the clinician has post initial certification. Documentation of qualifications will be uploaded to the Blackboard file and accessible to program faculty. The fieldwork site will be responsible for providing and verifying this information prior to being considered for fieldwork placement. This information will be reported on both the Fieldwork Data Form and the Fieldwork Site Staff Summary form. In addition, the OT Fieldwork Addendum form outlines the standard of acceptable supervision accepted by the OT program. It is required that all participating fieldwork sites sign the Addendum before being considered an active site for fieldwork placement. In the event the site experiences a staffing change that impacts the site’s ability to provide a fieldwork educator that meets the requirement for work experience, the student will be removed from the fieldwork site and provided with another fieldwork opportunity, or the AFWC will identify an appropriate FWE from the academic program to fulfill the necessary supervision requirement. Additional resources, support, and education will be offered and provided by the AWFC to the supervising therapist who meets the experience requirement but feels they need support in adequately supervising a Level II student. The supervising therapist may request this support at any point prior to, during, or after the Level II fieldwork placement.

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 what the expectations of the FWE are. If the FWE chooses to share results of their self-assessment with the AFWC, support will be offered for any areas of weakness. Close communication will be a priority for emerging areas of practice. In this region, very few OT staff are employed in
mental health settings. As our Level IA 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 experience to our students.

**Site Selection Process:**
The Academic Fieldwork Coordinator (AFWC) will review the contracts A-State currently has acquired for other professional programs within the College of Nursing and Health Professions. The AFWC first sends a letter via mail to potential sites, introducing the program and fieldwork requirements. A response is requested from sites interested in serving as a fieldwork placement. Follow up contact is then made via phone to further explain the program, gather information regarding the experience and credentials of the potential supervising FWE, how many students can be accommodated, and to gather detailed information about the site. The AFWC will utilize face to face meetings, email, phone calls, and presentations to educate fieldwork sites regarding the development of the OTA program. Once identified as a potential fieldwork relationship, the facility will complete a fieldwork data form and site specific objectives. A site visit will also be completed to confirm the site's viability as a potential placement. If both parties agree, a contract will be established with the College of Nursing and Health Professions, which will outline responsibilities of both the University and the Facility. In addition, a signed copy of an Addendum to this document from the Occupational Therapy program specifically will be required from the Facility in order to be considered an active placement site. The Facility will provide a completed OT Data Form about their clinical setting along with site specific objectives. Details regarding academic fieldwork coordinator and fieldwork educator/affiliated staff responsibilities are found in the Student Fieldwork Manual (pp.12-14, 16-17)

**Communicating Site Information to Students Prior to Fieldwork:**
Summaries of information regarding each site, the population they serve, specific site requirements and other specific information are captured from the OT Data form and communication logs and transferred by administrative support staff to the Site Summary for Students document, which is maintained and housed in Blackboard and will be accessible to students as they prepare for their specific fieldwork placements. Additionally, the site’s objectives will be included in the file and visible to students. It is the student’s responsibility to access this information prior to their fieldwork placement.

**Collaboration between the Academic Fieldwork Coordinator and Clinical Fieldwork Educator:**
Collaboration between the AFWC and FWE is critical for a successful fieldwork placement. As a courtesy to new fieldwork sites, an introductory informational session will be provided at the university as an optional way for clinical fieldwork educators to gain more knowledge about the occupational therapy program and the objectives surrounding fieldwork. Prior to students being placed at a new fieldwork site, the AFWC will review the information collected in the Fieldwork Data Form from each site and make note of any special circumstances or unique facets of the facility. The AFWC will send information via fax or mail to the FWE regarding the program’s objectives and if any additional, specific caveats have been recognized, discuss those directly with the FWE. The AFWC may also make periodic site visits once the fieldwork placement has started in order to observe the FWE and student interaction and make any recommendations to
the student or FWE as needed in order to support successful experiences. The AFWC will also make her/himself available as needed to the FWE should any issues arise. A face to face meeting between the AFWC and FWE will also be scheduled at the conclusion of the Level II Fieldwork placement in order to review any issues that may have arisen and to make improvements to course information, site objectives or expectations of fieldwork students. Any contact made between the AFWC and FWE will be documented by the AFWC and included in the communication log located in the site’s file within Blackboard. Communication regarding a specific student will also be documented within the student’s file at the University and accessible only by departmental staff as needed.

Agreements with Fieldwork Sites:
As clinical fieldwork sites are identified, it is the responsibility of the AFWC to ensure that each fieldwork site has the following documentation in place in order to be considered an “active” fieldwork placement and accept students according to the fieldwork experience schedule:

1. A signed **Contract with the College of Nursing and Health Professions.** This document outlines the specific responsibilities of both the University and the Fieldwork Site (Facility), including legal and insurance coverage, curriculum expectations and supervision expectations. This document expires every three years and will be kept on file in the Dean’s Office.
2. A current, signed **OT Addendum form** that outlines the specific requirements related to the occupational therapy program for fieldwork experience. This form will be digitally housed in Blackboard and will expire with the contract.
3. A current **Fieldwork Data Form:** This document details the Fieldwork site’s client population, setting specifics, and other site specific information.
4. A **staff information form:** this document lists all current staff, held titles and licensure, and years of experience. This document assists the AFWC with determining if the site employs individuals who are appropriate clinical fieldwork educators and identifying sites that may need additional supervision arrangements (e.g., no licensed OT professionals with over one year of experience).
5. **Site specific objectives:** The fieldwork site is responsible for providing any site specific objectives to be completed by the fieldwork student. The AFWC may assist the fieldwork site in developing such a document, particularly if no OT staff are employed by the site.
6. A **communication log** of all ongoing communication between the AFWC and representatives of the potential fieldwork site, before during and after fieldwork placement.
7. **Site summary form:** This informational form is designed primarily for students and encapsulates critical information specific to the fieldwork site for the student to access prior to their placement.

These documents are maintained by the AFWC and departmental administrative staff, who will ensure that all documents are accessible to OT department staff through the Blackboard program. Only information pertinent to participating in the fieldwork experience will be accessible to students.
Appendix
Appendix A- New Faculty Mentor
Appendix B- Pre OTA Advising Form
Appendix C- Faculty Committee Assignments, 2015-2016
Appendix D- Professional Behavior Assessment Tool
Appendix E- Graduate / Alumni/ Employer Curricular Assessment Tool
Appendix F- 3- year Alumni Assessment
Appendix G- AFWC Performance Evaluation (Student)
Appendix H- AFWC Performance Evaluation (FWE)
Appendix I- Informal Complaints
Appendix A- New Faculty Mentor

Mentee Checklist

Before the meeting with your mentor:
___ What are your goals while at ARKANSAS STATE UNIVERSITY? How can a mentor assist you in meeting your goals? What are your competency levels as a teacher, researcher, and administrator?
___ How will you be involved in the community?
___ Update your CV.
___ What skill sets require additional mentoring? What skills do you need to learn or improve? What do you want to change about your work style? What professional networks are important?

During the meeting with your mentor:
___ Discuss short and long-term professional goals related to research, teaching and service and work together to develop strategies to reach these goals with a timeline.
___ Determine the frequency of the meetings. Interaction can range from brief email or phone "check-ins" to lengthy follow up meetings.
___ Suggest potential topics for future meetings. (Examples: Setting and achieving goals, managing time effectively in an academic environment, balancing personal and professional life, negotiation for what you want/need, completing manuscripts, etc.).

After the meeting and throughout the relationship:
___ Establish your own checklist for follow up. Keep an ongoing portfolio of activities and works in progress. Check your timeline
___ Re-evaluate the mentoring agreement annually (January- when productivity and yearly goals are due to the Program Director)
Mentor Agreement Form

I agree to serve as a faculty mentor for ____________________________. My role as the faculty mentor is to assist the faculty mentee in maximally developing his/her career with emphasis on teaching, scholarship and service. The following checklist will be used for the mentor:

___ Exchange contact information with the mentee (e.g., email, telephone, etc)

___ Familiarize yourself with ARKANSAS STATE UNIVERSITY’s promotion/tenure policies so that you can provide input to the mentee regarding the process.

___ Review annual productivity reports and 5-year goals with mentee.

___ Familiarize the mentee with the department policies and procedures / OTA Student handbook.

___ Set aside about an hour for the first meeting with your mentee. Use this time to get to know your mentee better.

___ Discuss your expectations and your needs with your mentee. Work with your mentee on yearly goals for the relationship.

___ Chart your mentee’s success; help your mentee to develop a checklist that you both can follow.

___ Reevaluate the mentoring agreement annually.

___________________________________  _____________________________
CNHP Faculty Mentor signature      Date

___________________________________  _____________________________
Faculty Mentee signature            Date

___________________________________  _____________________________
Program Director                    Date
Appendix B- PRE OTA Advising Form

Student Name: ___________________________  Estimated year for OTA application: ___________________
Advisor Name: __________________________

<table>
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<tr>
<th>Course</th>
<th>Year/Semester Completed</th>
<th>Grade</th>
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<tbody>
<tr>
<td>ENG 1003 Composition I</td>
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<tr>
<td>ENG 1013 Composition II</td>
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<tr>
<td>Math 1023 College Algebra</td>
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<tr>
<td>HIST 2773 US History II</td>
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<tr>
<td>CIT 1503 Microcomputer Applications</td>
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<tr>
<td>BIO 2201/2203 Human Anatomy and Physiology with Lab</td>
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<td>PTA 1031 Making Connections</td>
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<td>PSY 2013 Intro to Psychology</td>
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<tr>
<td>PSY 3453 Developmental Psychology</td>
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Note: A grade of C or above is required in each prerequisite course.

Is student maintaining at least a 2.5 GPA?

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<th>Spring</th>
<th>Summer</th>
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<tr>
<td>Year 2</td>
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Is student a SOTA member?

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<tr>
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<th>No</th>
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<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
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Note: Membership is strongly encouraged but not required.

Is student making satisfactory progress towards completion of prerequisites?

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<tr>
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<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Year 1</td>
<td></td>
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<tr>
<td>Year 2</td>
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Is student able to maintain full time course load, as required for OTA education? Yes  No

Meeting Date:  

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<thead>
<tr>
<th></th>
<th>Student</th>
<th>Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
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</table>
Appendix C - Faculty Committee Assignments, 2015-2016

Admissions
Names

Student, Faculty and Alumni Relations Committee
Names

Assessment
Names

Curriculum
Names

Schedules & Facilities
Names

Scholarships and Awards / Alumni
Names

Strategic Planning Committee
Names

Task Forces

Inter-professional Education
Names

Graduate Assistants
Names

Library Representative:
Appendix D- Professional Behaviors

Generic abilities are attributes, characteristics or behaviors that are not explicitly part of the profession’s core of knowledge and technical skills but are nevertheless required for success in the profession. Ten generic abilities were identified through a study conducted at UW-Madison in 1991 - 1992. In 2008-2009 an updated version of the Generic Abilities culminated in Professional Behaviors.


Professional Behaviors for the 21st Century 2009-2010

Definitions of Behavioral Criteria Levels

**Beginning Level** – behaviors consistent with a learner in the beginning of the professional phase of Occupational Therapy education and before the first significant internship

**Intermediate Level** – behaviors consistent with a learner after the first significant internship

**Entry Level** – behaviors consistent with a learner who has completed all didactic work and is able to independently manage a caseload with consultation as needed from clinical instructors, co-workers and other health care professionals

**Post-Entry Level** – behaviors consistent with an autonomous practitioner beyond entry level
INSTRUCTIONS: For each Professional Behavior, underline or highlight the criterion that best describes your performance in the classroom and/or clinical setting as it applies at the time that you are completing this self-assessment.

<table>
<thead>
<tr>
<th>GENERIC ABILITY</th>
<th>BEGINNING LEVEL BEHAVIORAL CRITERIA</th>
<th>INTERMEDIATE LEVEL CRITERIA (BUILDS ON PRECEDING LEVEL)</th>
<th>ENTRY LEVEL BEHAVIORAL CRITERIA (BUILDS ON PRECEDING LEVEL)</th>
<th>POST-ENTRY LEVEL BEHAVIORAL CRITERIA (BUILDS ON PRECEDING LEVEL)</th>
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</thead>
</table>
| 1. Critical Thinking - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process. | - Raises relevant questions  
- Considers all available information  
- Articulates ideas  
- Understands the scientific method  
- States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion)  
- Recognizes holes in knowledge base  
- Demonstrates acceptance of limited knowledge and experience | - Feels challenged to examine ideas  
- Critically analyzes the literature and applies it to patient management  
- Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas  
- Seeks alternative ideas  
- Formulates alternative hypotheses  
- Critiques hypotheses and ideas at a level consistent with knowledge base  
- Acknowledges presence of contradictions | - Distinguishes relevant from irrelevant patient data  
- Readily formulates and critiques alternative hypotheses and ideas  
- Infers applicability of information across populations  
- Exhibits openness to contradictory ideas  
- Identifies appropriate meArkansas State Universityres and determines effectiveness of applied solutions efficiently  
- Justifies solutions selected | - Develops new knowledge through research, professional writing and/or professional presentations  
- Thoroughly critiques hypotheses and ideas often crossing disciplines in thought process  
- Weighs information value based on source and level of evidence  
- Identifies complex patterns of associations  
- Distinguishes when to think intuitively vs. analytically  
- Recognizes own biases and suspends judgmental thinking  
- Challenges others to think critically |
| 2. Communication - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes. | - Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting  
- Recognizes impact of non-verbal communication in self and others  
- Recognizes the verbal and non-verbal characteristics that portray confidence  
- Utilizes electronic communication appropriately | - Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences  
- Restates, reflects and clarifies message(s)  
- Communicates collaboratively with both individuals and groups  
- Collects necessary information from all pertinent individuals in the patient/client management process  
- Provides effective education (verbal, non-verbal, written and electronic) | - Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups  
- Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing  
- Maintains open and constructive communication  
- Utilizes communication technology effectively and efficiently | - Adapts messages to address needs, expectations, and prior knowledge of the audience to maximize learning  
- Effectively delivers messages capable of influencing patients, the community and society  
- Provides education locally, regionally and/or nationally  
- Mediates conflict |

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### GENERIC ABILITY

<table>
<thead>
<tr>
<th>BEGINNING LEVEL BEHAVIORAL CRITERIA</th>
<th>INTERMEDIATE LEVEL CRITERIA (BUILDS ON PRECEDING LEVEL)</th>
<th>ENTRY LEVEL BEHAVIORAL CRITERIA (BUILDS ON PRECEDING LEVEL)</th>
<th>POST-ENTRY LEVEL BEHAVIORAL CRITERIA (BUILDS ON PRECEDING LEVEL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Problem Solving – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.</td>
<td>Recognizes problems</td>
<td>Prioritizes problems</td>
<td>Independently locates, prioritizes and uses resources to solve problems</td>
</tr>
<tr>
<td></td>
<td>States problems clearly</td>
<td>Identifies contributors to problems</td>
<td>Accepts responsibility for implementing solutions</td>
</tr>
<tr>
<td></td>
<td>Describes known solutions to problems</td>
<td>Consults with others to clarify problems</td>
<td>Implements solutions</td>
</tr>
<tr>
<td></td>
<td>Identifies resources needed to develop solutions</td>
<td>Appropriately seeks input or guidance</td>
<td>Reassesses solutions</td>
</tr>
<tr>
<td></td>
<td>Uses technology to search for and locate resources</td>
<td>Prioritizes resources (analysis and critique of resources)</td>
<td>Evaluates outcomes</td>
</tr>
<tr>
<td></td>
<td>Identifies possible solutions and probable outcomes</td>
<td>Considers consequences of possible solutions</td>
<td>Modifies solutions based on the outcome and current evidence</td>
</tr>
<tr>
<td>4. Interpersonal Skills – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.</td>
<td>Maintains professional demeanor in all interactions</td>
<td>Recognizes the non-verbal communication and emotions that others bring to professional interactions</td>
<td>Demonstrates active listening skills and reflects back to original concern to determine course of action</td>
</tr>
<tr>
<td></td>
<td>Demonstrates interest in patients as individuals</td>
<td>Establishes trust</td>
<td>Responds effectively to unexpected situations</td>
</tr>
<tr>
<td></td>
<td>Communicates with others in a respectful and confident manner</td>
<td>Seeks to gain input from others</td>
<td>Demonstrates ability to build partnerships</td>
</tr>
<tr>
<td></td>
<td>Respects differences in personality, lifestyle and learning styles during interactions with all persons</td>
<td>Respects role of others</td>
<td>Applies conflict management strategies when dealing with challenging interactions</td>
</tr>
<tr>
<td></td>
<td>Maintains confidentiality in all interactions</td>
<td>Accommodates differences in learning styles as appropriate</td>
<td>Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them</td>
</tr>
<tr>
<td></td>
<td>Recognizes the emotions and bias that one brings to all professional interactions</td>
<td></td>
<td>Establishes mentor relationships</td>
</tr>
<tr>
<td>5. Responsibility – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the</td>
<td>Demonstrates punctuality</td>
<td>Displays awareness of and sensitivity to diverse populations</td>
<td>Weighs advantages and disadvantages of a solution to a problem</td>
</tr>
<tr>
<td></td>
<td>Provides a safe and secure environment for patients</td>
<td>Completes projects without prompting</td>
<td>Participates in outcome studies</td>
</tr>
<tr>
<td></td>
<td>Assumes responsibility for actions</td>
<td>Delegates tasks as needed</td>
<td>Participates in formal quality assessment in work environment</td>
</tr>
<tr>
<td></td>
<td>Follows through on commitments</td>
<td>Collaborates with team members, patients and families</td>
<td>Seeks solutions to community health-related problems</td>
</tr>
<tr>
<td></td>
<td>Articulates limitations and readiness to learn</td>
<td>Provides evidence-based patient care</td>
<td>Considers second and third order effects of solutions chosen</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OTA Policies and Procedures

Arkansas State University

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<table>
<thead>
<tr>
<th>GENERIC ABILITY</th>
<th>BEGINNING LEVEL BEHAVIORAL CRITERIA</th>
<th>INTERMEDIATE LEVEL CRITERIA (BUILDS ON PRECEDING LEVEL)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>scope of work, community and social responsibilities.</td>
<td>➢ Abides by all policies of academic program and clinical facility</td>
<td>➢ Identifies positive professional role models within the academic and clinical settings</td>
<td>➢ Promotes evidence-based practice in health care settings</td>
<td>➢ Monitors and adapts to changes in the health care system</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Acts on moral commitment during all academic and clinical activities</td>
<td>➢ Accepts responsibility for implementing solutions</td>
<td>➢ Promotes service to the community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making</td>
<td>➢ Demonstrates accountability for all decisions and behaviors in academic and clinical settings</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Discusses societal expectations of the profession</td>
<td>➢ Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Discusses professional role and professional and ethical values</td>
<td>➢ Provides patient/family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Discusses professional role and professional and ethical values</td>
<td>➢ Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Discusses professional role and professional and ethical values</td>
<td>➢ Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Discusses professional role and professional and ethical values</td>
<td>➢ Discusses role of Occupational Therapy within the healthcare system and in population health</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Discusses professional role and professional and ethical values</td>
<td>➢ Demonstrates leadership in collaboration with both individuals and groups</td>
<td></td>
</tr>
<tr>
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<td></td>
<td>➢ Discusses professional role and professional and ethical values</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Professionalism – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Occupational Therapy profession.

➢ Abides by all aspects of the academic program honor code and the AOTA Code of Ethics
➢ Demonstrates awareness of state licensure regulations
➢ Projects professional image
➢ Attends professional meetings
➢ Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers

➢ Identifies positive professional role models within the academic and clinical settings
➢ Acts on moral commitment during all academic and clinical activities
➢ Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making
➢ Discusses societal expectations of the profession

➢ Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary
➢ Provides patient/family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity
➢ Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development
➢ Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices
➢ Discusses role of Occupational Therapy within the healthcare system and in population health
➢ Demonstrates leadership in collaboration with both individuals and groups

➢ Actively promotes and advocates for the profession
➢ Pursues leadership roles
➢ Supports research
➢ Participates in program development
➢ Participates in education of the community
➢ Demonstrates the ability to practice effectively in multiple settings
➢ Acts as a clinical instructor
➢ Advocates for the patient, the community and society
<table>
<thead>
<tr>
<th>GENERIC ABILITY</th>
<th>BEGINNING LEVEL BEHAVIORAL CRITERIA</th>
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</thead>
<tbody>
<tr>
<td>7. Use of Constructive Feedback – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.</td>
<td>➢ Demonstrates active listening skills ➢ Assesses own performance ➢ Actively seeks feedback from appropriate sources ➢ Demonstrates receptive behavior and positive attitude toward feedback ➢ Incorporates specific feedback into behaviors ➢ Maintains two-way communication without defensiveness</td>
<td>➢ Critiques own performance accurately ➢ Responds effectively to constructive feedback ➢ Utilizes feedback when establishing professional and patient related goals ➢ Develops and implements a plan of action in response to feedback ➢ Provides constructive and timely feedback</td>
<td>➢ Independently engages in a continual process of self evaluation of skills, knowledge and abilities ➢ Seeks feedback from patients/clients and peers/mentors ➢ Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities ➢ Uses multiple approaches when responding to feedback ➢ Reconciles differences with sensitivity ➢ Modifies feedback given to patients/clients according to their learning styles</td>
<td>➢ Engages in non-judgmental, constructive problem-solving discussions ➢ Acts as conduit for feedback between multiple sources ➢ Seeks feedback from a variety of sources to include students/supervisees/peers/supervisors/patients ➢ Utilizes feedback when analyzing and updating professional goals</td>
</tr>
<tr>
<td>8. Effective Use of Time and Resources – The ability to manage time and resources effectively to obtain the maximum possible benefit.</td>
<td>➢ Comes prepared for the day’s activities/responsibilities ➢ Identifies resource limitations (i.e. information, time, experience) ➢ Determines when and how much help/assistance is needed ➢ Accesses current evidence in a timely manner ➢ Verbalizes productivity standards and identifies barriers to meeting productivity standards ➢ Self-identifies and initiates learning opportunities during unscheduled time</td>
<td>➢ Utilizes effective methods of searching for evidence for practice decisions ➢ Recognizes own resource contributions ➢ Shares knowledge and collaborates with staff to utilize best current evidence ➢ Discusses and implements strategies for meeting productivity standards ➢ Identifies need for and seeks referrals to other disciplines</td>
<td>➢ Uses current best evidence ➢ Collaborates with members of the team to maximize the impact of treatment available ➢ Has the ability to set boundaries, negotiate, compromise, and set realistic expectations ➢ Gathers data and effectively interprets and assimilates the data to determine plan of care ➢ Utilizes community resources in discharge planning ➢ Adjusts plans, schedule etc. as patient needs and circumstances dictate ➢ Meets productivity standards of facility while providing quality care and completing non-productive work activities</td>
<td>➢ Advances profession by contributing to the body of knowledge (outcomes, case studies, etc) ➢ Applies best evidence considering available resources and constraints ➢ Organizes and prioritizes effectively ➢ Prioritizes multiple demands and situations that arise on a given day ➢ Mentors peers and supervisees in increasing productivity and/or effectiveness without decrement in quality of care</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>GENERIC ABILITY</th>
<th>BEGINNING LEVEL BEHAVIORAL CRITERIA</th>
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</tr>
</thead>
</table>
| 9. Stress Management – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios. | ➢ Recognizes own stressors  
➤ Recognizes distress or problems in others  
➤ Seeks assistance as needed  
➤ Maintains professional demeanor in all situations | ➢ Actively employs stress management techniques  
➤ Reconciles inconsistencies in the educational process  
➤ Maintains balance between professional and personal life  
➤ Accepts constructive feedback and clarifies expectations  
➤ Establishes outlets to cope with stressors | ➢ Demonstrates appropriate affective responses in all situations  
➤ Responds calmly to urgent situations with reflection and debriefing as needed  
➤ Prioritizes multiple commitments  
➤ Reconciles inconsistencies within professional, personal and work/life environments  
➤ Demonstrates ability to defuse potential stressors with self and others | ➢ Recognizes when problems are unsolvable  
➤ Assists others in recognizing and managing stressors  
➤ Demonstrates preventative approach to stress management  
➤ Establishes support networks for self and others  
➤ Offers solutions to the reduction of stress  
➤ Models work/life balance through health/wellness behaviors in professional and personal life |
| 10. Commitment to Learning – The ability to self direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills. | ➢ Prioritizes information needs  
➤ Analyzes and subdivides large questions into components  
➤ Identifies own learning needs based on previous experiences  
➤ Welcomes and/or seeks new learning opportunities  
➤ Seeks out professional literature  
➤ Plans and presents an in-service, research or cases studies | ➢ Researches and studies areas where own knowledge base is lacking in order to augment learning and practice  
➤ Applies new information and re-evaluates performance  
➤ Accepts that there may be more than one answer to a problem  
➤ Recognizes the need to and is able to verify solutions to problems  
➤ Reads articles critically and understands limits of application to professional practice | ➢ Respectfully questions conventional wisdom  
➤ Formulates and re-evaluates position based on available evidence  
➤ Demonstrates confidence in sharing new knowledge with all staff levels  
➤ Modifies programs and treatments based on newly-learned skills and considerations  
➤ Consults with other health professionals and occupational therapists for treatment ideas | ➢ Acts as a mentor not only to other OT’s, but to other health professionals  
➤ Utilizes mentors who have knowledge available to them  
➤ Continues to seek and review relevant literature  
➤ Works towards clinical specialty certifications  
➤ Seeks specialty training  
➤ Is committed to understanding the OT’s role in the health care environment today (i.e. wellness clinics, massage therapy, holistic medicine)  
➤ Pursues participation in Fieldwork education as an educational opportunity |
PROFESSIONAL BEHAVIORS ASSESSMENT TOOL

**Instructions:** Rate each ability based on your self-assessment (underlined areas on previous pages) by circling the appropriate level. Include specific examples of each criterion to support your assessment.

Please sign and date the assessment,

- B = Beginning Level
- I = Intermediate Level
- E = Entry-Level
- P = Post-Entry Level

<table>
<thead>
<tr>
<th>GENERIC ABILITY</th>
<th>LEVEL OF PERFORMANCE</th>
<th>EXAMPLES OF BEHAVIOR AT LEVEL INDICATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critical Thinking</td>
<td>B I E P</td>
<td></td>
</tr>
<tr>
<td>2. Communication</td>
<td>B I E P</td>
<td></td>
</tr>
<tr>
<td>3. Problem Solving</td>
<td>B I E P</td>
<td></td>
</tr>
<tr>
<td>4. Interpersonal Skills</td>
<td>B I E P</td>
<td></td>
</tr>
<tr>
<td>5. Responsibility</td>
<td>B I E P</td>
<td></td>
</tr>
<tr>
<td>6. Professionalism</td>
<td>B</td>
<td>I</td>
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<tr>
<td>--------------------</td>
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</tr>
<tr>
<td>7. Use of Constructive Feedback</td>
<td>B</td>
<td>I</td>
</tr>
<tr>
<td>8. Effective Use of Time and Resources</td>
<td>B</td>
<td>I</td>
</tr>
<tr>
<td>9. Stress Management</td>
<td>B</td>
<td>I</td>
</tr>
<tr>
<td>10. Commitment to Learning</td>
<td>B</td>
<td>I</td>
</tr>
</tbody>
</table>

Student Signature

Instructor Signature

Date
Appendix E- OTA Curricular Assessment Tool  
(Completed at graduation)

The Occupational Therapy Assistant Program in Occupational Therapy at Arkansas State University is committed to ongoing assessment and improvement. As a graduate of the program, you are in a position to make important contributions to our improvement efforts. Please help us determine how well the program curriculum prepared you for practice as a competent generalist occupational therapy assistant. Additionally, your thoughts and comments regarding this assessment tool in general are welcomed.

Instructions: Please circle the number in the right column that best describes your opinion regarding each statement or question.

<table>
<thead>
<tr>
<th>5 - Strongly Agree</th>
<th>4 - Agree</th>
<th>3 - Uncertain</th>
<th>2 - Disagree</th>
<th>1 - Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The curriculum provided me with:</td>
<td>SD</td>
<td>SA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A broad educational foundation in liberal arts and sciences, with a focus on issues related to diversity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>A broad exposure to diverse service delivery models and systems which are used in settings where occupational therapy is currently practicing or is emerging</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Entry level competency as an OTA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The curriculum prepared me in the areas of:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Articulating and applying occupational therapy principles and intervention tools to achieve expected occupational outcomes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Articulating and applying therapeutic use of occupations with individuals or groups for the participation in roles in situations of home, school, work, community, or other settings</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Applying occupational therapy interventions to address physical, cognitive, psychosocial, sensory, or other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well being, and quality of life.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Ability to uphold the ethical standards, values, and attitudes of the occupational therapy profession</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Understanding regarding the distinct roles and responsibilities of the OT and the OTA in the supervisory process</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Effectively communicating and working interprofessionally with those who care for individuals or populations in order to clarify each member’s responsibility in executing an intervention plan</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Advocating as a professional for the occupational therapy services offered and for the recipients of those services</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I am a lifelong learner and plan to stay current and utilize best practice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
I view myself as a leader and will use my new knowledge and skills to enrich lives.

I am pleased with the course work preparation afforded by the ARKANSAS STATE UNIVERSITY OTA curriculum.

I am pleased with the Fieldwork education program afforded by the ARKANSAS STATE UNIVERSITY OTA curriculum.

If given the opportunity, I would recommend the curriculum of the Occupational Therapy Assistant Program at ARKANSAS STATE UNIVERSITY to potential applicants or interested persons.

**Adapted from the 2011 ACOTE Associate Degree Level standards**

Additional Comments:

1. What are you plans following graduation? (Choose the answer that best describes your primary plans.
   □ Have been hired for employment related to my major field of study.
   □ Have been hired for employment not directly related to my major field of study.
   □ Will be primarily caring for family at home
   □ Have been accepted for graduate study or professional school related to my major field
   □ Have been accepted for graduate study or professional school not directly related to my major field.
   □ Will be serving in the United States Armed Forces
   □ Will be working in a volunteer capacity
   □ Will be primarily seeking employment
   □ Will be primarily seeking admission to graduate school
   □ Other _____________________________

2. If you will be employed immediately following graduation, please indicate your annual salary?
   □ Will not be employed at time of graduation
   □ Less than $20,000
   □ $20,000 to $29,000
   □ $30,000 to $39,000
   □ $40,000 to $49,000
   □ $50,000 to $59,000
   □ $60,000 to $69,000
☐ $70,000 to $79,000  
☐ $80,000 or more

3. In which state(s) are you currently planning on working?
☐ Arkansas  
☐ Mississippi  
☐ Tennessee  
☐ Louisiana  
☐ Missouri  
☐ Other (________________________________

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**Alumni Curricular Assessment Tool**
(Completed at 1-year post graduation)

The Occupational Therapy Assistant Program at Arkansas State University is committed to ongoing assessment and improvement. As an alumnus of the program, you are in a position to make important contributions to our improvement efforts. Please help us determine how well the program curriculum prepared you for practice as a competent generalist occupational therapy assistant. Additionally, your thoughts and comments regarding this assessment tool in general are welcomed.

Instructions: Please circle the number in the right column that best describes your opinion regarding each statement or question.

5 - Strongly Agree  4 - Agree  3 - Uncertain  2 - Disagree  1 - Strongly Disagree

<table>
<thead>
<tr>
<th>The curriculum provided me with:</th>
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<td>1 2 3 4 5</td>
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<tr>
<th>The curriculum prepared me in the areas of:</th>
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<tr>
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<tr>
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</tr>
<tr>
<td>I view myself as a leader and use my new knowledge and skills to enrich lives.</td>
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**Adapted from the 2011 ACOTE Associate Degree Level standards**

Additional Comments:

1. What is your current annual salary range?
   - ☐ less than $30,000
   - ☐ $30,000 to $49,000
   - ☐ $50,000 to $79,000
   - ☐ $80,000 to $99,000
   - ☐ $100,000 or more

2. In which state are you currently working?
   - ☐ Arkansas
   - ☐ Mississippi
   - ☐ Tennessee
   - ☐ Louisiana
   - ☐ Missouri
   - ☐ Other (________________________________)
The Occupational Therapy Assistant Program at Arkansas State University is committed to ongoing assessment and improvement. As an employer of one of our graduate students, you are in a position to make important contributions to our improvement efforts. Please help us determine how well the Program curriculum prepared your employee for practice as a competent generalist occupational therapy assistant. Additionally, your thoughts and comments regarding this assessment tool in general are welcomed.

Instructions: Please circle the number in the right column that best describes your opinion regarding each statement or question.  
**5 - Strongly Agree   4 – Agree   3 – Uncertain   2 – Disagree   1 - Strongly Disagree**

<table>
<thead>
<tr>
<th>The curriculum provided my employee with:</th>
<th>SD</th>
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**Adapted from the 2011 ACOTE Associate Degree Level standards**
Appendix F - 3 year Alumni Assessment

1. Are you currently practicing as an occupational therapy assistant?  □ Yes  □ No

2. In what state(s) are you currently licensed?
   □ Arkansas  □ Tennessee  □ Missouri  □ Other _________________

3. Who is your current employer? ________________________________

4. Are you working full time, part time or PRN?  □ full time  □ part time  □ PRN

5. What is your current employment area(s) (geriatrics, pediatrics, mental health, etc)?
   □ children and youth  □ health and wellness  □ mental health  □ productive aging
   □ rehabilitation and disability  □ work and industry  □ other _________________

6. Are you a member of the AOTA or other related professional organization(s)?  □ Yes  □ No

   Are you a sectional member of AOTA (mental health, pediatric, etc)?  □ Yes  □ No

7. Are you currently a fieldwork educator?  □ Yes  □ No

   Have you taken the AOTA Fieldwork Educator Certificate course?  □ Yes  □ No

   Which universities do you serve as a fieldwork educator?
   □ Arkansas State University  □ University of Central Arkansas
   □ University of Tennessee  □ Other _________________

8. Do you have advanced credentialing in any specialty area with AOTA?  □ Yes  □ No

   Do you have advanced certifications in any specialty area from a different organization?  □ Yes  □ No

   Please list specialty area:
   ______________________________________________________

9. Have you been involved in any scholarly activities (posters, presentation at conference,
   publications) in the past 5 years?  □ Yes  □ No

10. Have you been involved in any data collection at work (e.g. quality assurance projects)?
    □ Yes  □ No

11. Are you interested in doing collaborative research with the Department of Occupational
    Therapy at Arkansas State University?  □ Yes  □ No

12. Are you actively involved in AOTA political action committee (OTPAC)?  □ Yes  □ No

13. Are you actively involved in community service activities? □ Yes  □ No

   If yes, which activities? ________________________________________________
Appendix G- AFWC Performance Evaluation (AFWC/STUDENT)

Responses should be relevant to your interactions with the Academic Fieldwork Coordinator (AFWC). Please respond candidly to each of the performance items below using the Likert scale. Record your thoughts regarding strengths and areas for improvement in the Summative Comments section at the end of the survey.

1= Rarely / Never  2= Sometimes  3= Usually  4= Always  5= Exceptional

1. The fieldwork files were helpful to gather information about fieldwork site selection.

2. Prior to the start of fieldwork, I was aware of materials I would need to begin fieldwork (site specific information, contact information, general fieldwork required forms).

3. Prior to fieldwork, I understood the procedures for Level II fieldwork and published expectations.

4. The AFWC was committed and dependable, making him/herself available and creating an atmosphere of acceptance and approachability.

5. The AFWC communicated clearly and effectively.

6. I received feedback from the AFWC in a timely and useful manner.

7. The AFWC was easily reached during working hours and after (for emergency or scheduled meeting times).

8. The AFWC was available to help solve issues that arose/could have arose during fieldwork.

9. The AFWC was a mentor in guiding and supporting my clinical and professional development.

10. What really worked well between the student/AFWC/and fieldwork educator?

11. How can the AFWC provide more support to students and/or fieldwork educators?
Appendix H- AFWC Performance Evaluation (AFWC/FWE)

 Responses should be relevant to your interactions with the Academic Fieldwork Coordinator (AFWC). Please respond candidly to each of the performance items below using the Likert scale. Record your thoughts regarding strengths and areas for improvement in the Summative Comments section at the end of the survey.

1= Rarely / Never   2= Sometimes   3= Usually   4= Always   5= Exceptional

1. The AFWC assures that students participating in this clinical rotation are prepared to demonstrate professional behaviors.
   1  2  3  4  5

2. The AFWC contributes to the development of clinical educators as clinical teachers, mentors and practitioners.
   1  2  3  4  5

3. The AFWC is sensitive to and responds to the feedback received from Fieldwork education sites.
   1  2  3  4  5

4. The AFWC plans, coordinates, administers and monitors all aspects associated with the Fieldwork education program.
   1  2  3  4  5

5. The AFWC advances the vision of the profession and delivers new ideas for Fieldwork education.
   1  2  3  4  5

6. The AFWC effectively communicates with Fieldwork education sites.
   1  2  3  4  5

7. The AFWC is an effective problem-solver.
   1  2  3  4  5

Please provide summative comments regarding the AFWC and Fieldwork education Program.

Areas of strength:

Areas for improvement:
## Appendix I - Informal Complaints

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| ARKANSAS STATE UNIVERSITY |
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