

**Bossier Parish Community College Occupational Therapy Assistant Program**

**FIELDWORK SITE MANUAL**

**Please visit our web site:**

[BPCC OTA Program](https://www.bpcc.edu/academics/nursing-and-allied-health/occupational-therapy-assistant-program)

Contents

[UNIT I: General Information 5](#_Toc114837854)

[PURPOSE OF THE BPCC OTA FIELDWORK SITE MANUAL 6](#_Toc114837855)

[BPCC Institutional and OTA Program Mission and Philosphy 8](#_Toc114837856)

[BPCC OTA Program Learning Outcomes: 10](#_Toc114837857)

[BPCC OTA Program Goals 10](#_Toc114837858)

[BPCC OTA Program Curriculum 11](#_Toc114837859)

[Curriculum Threads: 12](#_Toc114837860)

[ACCREDITATION INFORMATION 16](#_Toc114837861)

[COLLEGE ACCREDITATION 16](#_Toc114837862)

[PROGRAM ACCREDITATION 16](#_Toc114837863)

[ACCREDITATION STANDARDS FOR AAS in OTA (ACOTE, 2018) 17](#_Toc114837864)

[FACULTY / STAFF CONTACT INFORMATION 20](#_Toc114837865)

[AFWC Contact Information 21](#_Toc114837866)

[FIELDWORK TERMINOLOGY 22](#_Toc114837867)

[UNIT II: POLICIES AND PROCEDURES 24](#_Toc114837868)

[PROCEDURE FOR FIELDWORK PLACEMENT 25](#_Toc114837869)

[SUMMARY OF THE PROCEDURES FOR OBTAINING FIELDWORK SITE DATA 27](#_Toc114837870)

[COMMUNICATING CURRICULUM TO FIELDWORK EDUCATORS 29](#_Toc114837871)

[STUDENT COMPETENCE ASSESSMENT PRE-REQUISITE and RELATIONSHIP TO CURRICULUM DESIGN 30](#_Toc114837872)

[MAINTAINING CONTRACTS 31](#_Toc114837873)

[PROFESSIONAL APPEARANCE DURING FIELDWORK 31](#_Toc114837874)

[Student Identification 31](#_Toc114837875)

[PROFESSIONAL BEHAVIORS/AFFECTIVE SKILLS EXPECTATIONS 32](#_Toc114837876)

[ATTENDANCE AND MAKE-UP POLICY FOR LECTURE, LAB, AND FIELDWORK COURSES 33](#_Toc114837877)

[SUMMARY OF THE ROLES AND RESPONSIBILITIES OF THE FIELDWORK STUDENT 35](#_Toc114837878)

[FIELDWORK PERFORMANCE EVALUATION 36](#_Toc114837879)

[STRUGGLING STUDENT 38](#_Toc114837880)

[Comparison of characteristics of an effective student vs. a challenging student 39](#_Toc114837881)

[COVID POLICIES 41](#_Toc114837882)

[Covid Sign and Symptoms 41](#_Toc114837883)

[Fieldwork Protocol / Clinical Contingency Plan due to COVID-19 – GENERAL 42](#_Toc114837884)

[COVID-19 Vaccination Informed Consent & Election Form 43](#_Toc114837885)

[UNIT III: LEVEL I-A 45](#_Toc114837886)

[COE GUIDELINES FOR LEVEL I FIELDWORK 46](#_Toc114837887)

[Definition and Purpose 46](#_Toc114837888)

[BPCC OTA LEVEL I-A FIELDWORK EXPECTATIONS 47](#_Toc114837889)

[BPCC OTA LEVEL I-A FIELDWORK OBJECTIVES 49](#_Toc114837890)

[FIELDWORK 1-A STUDENT EVALUATION FORM 50](#_Toc114837891)

[Fieldwork 1-A ACTION PLAN 51](#_Toc114837892)

[Level 1-A Fieldwork Attendance Log/Timesheet 52](#_Toc114837893)

[Facility/Fieldwork 1-A Experience Evaluation 53](#_Toc114837894)

[Simucase 55](#_Toc114837895)

[FIELDWORK 1-A ASSIGNMENTS 56](#_Toc114837896)

[UNIT IV: LEVEL I-B 57](#_Toc114837897)

[COE Guidelines for an Occupational Therapy Fieldwork Experience – Level I Definition and Purpose 58](#_Toc114837898)

[Level I-B STUDENT Expectations 59](#_Toc114837899)

[Level 1-B Fieldwork Student Evaluation Form 64](#_Toc114837900)

[Fieldwork 1-B ACTION PLAN 67](#_Toc114837901)

[Level 1-B Facility/Fieldwork Experience Evaluation 68](#_Toc114837902)

[BPCC OTA LEVEL I-B – CASE STORY ASSIGNMENT 70](#_Toc114837903)

[BPCC OTA LEVEL I-B: Psychosocial/Occupation Based Practice: Level I-B Fieldwork Assignment 71](#_Toc114837904)

[MID-TERM and POST FIELDWORK ASSESSMENT: Assessment of OTA Student Professional Behavior/Affective Skills 79](#_Toc114837905)

[UNIT V: Level II A and B 80](#_Toc114837906)

[LEVEL II FIELDWORK Guidelines and Expectations 81](#_Toc114837907)

[Level II Objectives 84](#_Toc114837908)

[Fieldwork Level II Prep and Completion Checklist 86](#_Toc114837909)

[Failure to Complete Level II Fieldwork 89](#_Toc114837910)

[UNIT VI: Site-Specific and FWE Information 92](#_Toc114837911)

[Recommended Content for a Student Fieldwork Manual 93](#_Toc114837912)

[EXAMPLE of a Fieldwork Level II Experience Timeline: 95](#_Toc114837913)

[SAMPLE Site-Specific Objectives 99](#_Toc114837914)

[Fieldwork Educator (FWE) Training 99](#_Toc114837915)

[Starting a Fieldwork Program 99](#_Toc114837916)

[Fieldwork Educator Self-Assessment 99](#_Toc114837917)

[Verification of Understanding 100](#_Toc114837918)

[UNIT VII: Resources 101](#_Toc114837919)

[OTA CurriculumSheet 102](#_Toc114837920)

[BPCC Occupational Therapy Assistant (OCTA) Short Course Descriptions 104](#_Toc114837921)

[Occupational Therapy Code of Ethics (2020) 108](#_Toc114837922)

[AOTA Helpful Links: 111](#_Toc114837923)

[Medicare Requirements for Student Supervision 111](#_Toc114837924)

[How to Incorporate Evidence-Based Practice into Fieldwork Education 111](#_Toc114837925)

[State Licensure Information 111](#_Toc114837926)

[Resources for Fieldwork Education 111](#_Toc114837927)

[HIPAA Guidelines for Fieldwork 112](#_Toc114837928)

[HIPAA Frequently Asked Questions 113](#_Toc114837929)

[Unit VIII: FORMS 115](#_Toc114837930)

[Professional Behavior/ Affective Skills Self-Assessment Fieldwork 116](#_Toc114837931)

[Fieldwork Level I-A Documents 117](#_Toc114837932)

[FIELDWORK 1-A STUDENT EVALUATION FORM 118](#_Toc114837933)

[Attendance Log/Timesheet 119](#_Toc114837934)

[Facility/Fieldwork 1-A Experience Evaluation 121](#_Toc114837935)

[Fieldwork Level I-B Documents 123](#_Toc114837936)

[BPCC OTA Level 1-B Student Fieldwork Evaluation Form 124](#_Toc114837937)

[Level 1-B Facility/Fieldwork Experience Evaluation 127](#_Toc114837938)

[Fieldwork Level II Documents 129](#_Toc114837939)

[Student Weekly Planning Form 130](#_Toc114837940)

[Weekly Feedback Form 131](#_Toc114837941)

[Mid-Term Site Visit Evaluation 132](file:///R:\OTA\OTA%20Self%20Study%202022-2023\UPDATES\BPCC%20OTA%20Fieldwork%20Site%20Manual%20Final-%20UPDATED%209-22%20-%20check.docx#_Toc114837942)

[Student Evaluation of the Fieldwork Experience 133](#_Toc114837943)

[FWPE Guide for Fieldwork Educators 145](#_Toc114837944)

[How to access and complete the mid-term FWPE form 145](#_Toc114837945)

[Completing the Final Evaluation 146](#_Toc114837946)

[Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Assistant Student (Revised in 2020) 148](#_Toc114837947)

[Fieldwork Performance Evaluation (FWPE) Rating Scoring Guide (Revised in 2020) 151](#_Toc114837948)

# UNIT I: General Information

## PURPOSE OF THE BPCC OTA FIELDWORK SITE MANUAL

The Bossier Parish Community College (BPCC) *Occupational Therapy Assistant Student Fieldwork Site Manual* serves to inform fieldwork educators about the curriculum, rules, regulations, and policies of the OTA Fieldwork Program at BPCC. It also serves to disseminate clear information and guidelines for use in decision-making. The information in this handbook is intended to provide each fieldwork site with the knowledge of the intent and expectations of the OTA Program. This Manual is intended to be used in conjunction with the *BPCC Catalog,* the *BPCC Student Handbook, BPCC OTA Program Student Handbook* and the *BPCC OTA Student Fieldwork Manual.*

Our students must abide by the policies established by this program, rules and policies of each clinical affiliate and the standards established by the occupational therapy profession.

Bossier Parish Community College (BPCC) complies with the fieldwork (FW) educational Standards for an associate degree Level Educational Program, established by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). FW sites are sufficient in number and types to meet the curriculum intent and design.

Fieldwork education is designed to provide occupational therapy assistant students with multiple and varied opportunities to apply the knowledge and skills learned in the classroom to practice in the clinical setting. Fieldwork experiences are designed to enrich the coursework through observation and participation in the occupational therapy process. Under the supervision of FW Educators, students are expected to integrate academic knowledge with practical knowledge with the goal of becoming competent, entry-level generalists who can function and thrive in a rapidly changing and dynamic health and human service delivery system. Fieldwork experiences provide students the opportunity to collaborate with the OTR to identify clients' occupational performance issues and select appropriate theoretical frames of reference to screen and assess the clients. Students develop skills in assisting with the development of action plans with measurable goals and objectives that are matched to client- therapist agreed upon targeted outcomes, carry out interventions and plan for discontinuation of occupational therapy services and/or transition to other services under the supervision of a licensed OTR. Within the fieldwork practice settings, students further develop the professional skills necessary for the establishment of effective client-therapist relationships and for successful collaboration with other members of the client's service delivery team (AOTA, 2003).

Bossier Parish Community College academic coursework divides fieldwork education into three components, identified as Level I-A, Level I-B and Level II. According to the 2018 ACOTE standards, fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model. The academic fieldwork coordinator is responsible for the program’s compliance with fieldwork education requirements.

Fieldwork I placements are made with the academic course instructor and AFWC to meet the course learning objectives. The AFWC places students at sites that meet these objectives and have FW educators that agree with the plan.

Fieldwork II placements are assigned to provide students with experiences in a variety of occupational therapy practice settings serving clients experiencing a variety of physical and psychosocial occupational performance issues across the life span (AOTA, 1998). The Level II Fieldwork experience, an integral part of OT education, should be designed to promote clinical reasoning and reflective practice, to support ethical practice through transmission of the values and beliefs of the profession, to communicate and model professionalism as a developmental process and a career responsibility, and to expand knowledge and application of a repertoire of occupational therapy assessments and interventions related to human occupation and performance. Through the fieldwork experience, students learn to apply theoretical and scientific principles learned in the didactic portion of the academic program to address actual client needs and develop a professional identity as an occupational therapy practitioner within an interdisciplinary context. The fieldwork experience shall meet requirements in accordance with the Standards for an Accredited Educational Program for the Occupational Therapy Assistant (AOTA, 2018).

Students with disabilities should schedule a meeting with the Coordinator for Section 504 and ADA, (Career Services, Building F, 318-678-6005). The Coordinator for Section 504 and ADA will communicate with the AFWC to determine reasonable accommodations. Every student has completed HIPPA training and is to comply with the HIPPA polices of the organization and BPCC.

***BPCC reserves the right to change and make exceptions to this manual at any time. If changes are made, they will apply to students regardless of the date of admission.***

## BPCC Institutional and OTA Program Mission and Philosphy

**Institutional Mission**: Bossier Parish Community College provides innovative, accessible, and caring learning environments that advance educational goals, cultivate community partnerships, and strengthen the regional economy.

**Institutional Philosophy**: Bossier Parish Community College has a long tradition of innovation, flexibility, and sensitivity to student needs. Philosophically, the College maintains an educational environment which:

* Promotes integrity and inquiry in students, without emphasis on past academic performance;
* Encourages the achievement of full potential and the pursuit of lifelong learning; and
* Promotes continuous improvement and accountability with an effective program for planning, managing, and assessing services and programs of the College.

**Program Mission**: The Occupational Therapy Assistant (OTA) program prepares students to work under the direction of occupational therapists to provide patient care in a variety of clinical environments. The mission of the OTA Program at BPCC is to provide students with the academic instruction and support services necessary to earn an associate degree in occupational therapy assistant and graduate well-qualified and board eligible occupational therapy assistants committed to serving the needs of the occupational therapy community, state, and nation. The OTA Program supports OT services that promote the therapeutic use of occupation and activity during the OT process to increase a person’s health, wellness, and personal satisfaction.

**Program Philosophy**: The philosophy of the OTA program at Bossier Parish Community College reflects that of the occupational therapy profession as stated in The Philosophical Base of Occupational Therapy (American Occupational Therapy Association {AOTA}, 2017):

The focus and outcome of occupational therapy are individuals’ engagement in meaningful occupations that support their participation in life situations. Occupational therapy practitioners conceptualize occupations as both a means and an end in therapy. That is, there is therapeutic value in occupational engagement as a change agent, and engagement in occupations is also the ultimate goal of therapy.

Occupational therapy is based on the belief that occupations may be used for health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation. The use of occupation to promote individual, community, and population health is the core of occupational therapy practice, education, research, and advocacy. (7112410045p1)

In keeping with this statement, the following beliefs represent the guiding philosophy for the Bossier Parish Community College Occupational Therapy Assistant program:

We believe that individuals are intrinsically motivated, functionally active, and holistically unique in their pursuit of occupation and that all individuals have the right to participate in society and make personal choices. We believe each person has unique personal characteristics which affect their ability to participate in necessary occupations that may impact his or her quality of life. We believe that human development has multiple influences on human behavior which in turn affects occupational performance and outcomes. The OTA faculty believes that OT practitioners are deeply cognizant and keenly aware of the diversity of issues related to a person’s ability to successfully engage in meaningful occupations. We support OT services that promote the therapeutic use of occupation and activity during the OT process to increase a person’s health, wellness, and personal satisfaction.

“Engagement in occupation” is the unique contribution of occupational therapy in the process of promoting one’s health, participation, and independence in life activities. The successful use of occupation in the OT process means to actively engage the person through participation in purposeful, meaningful activities derived from the person’s values, experiences, and culture. Active participation involves learning by doing, allowing individuals to draw from past experiences as they learn and/or relearn various skills. We view occupation as a means to achieve desired goals and as an end which is the desired outcome of intervention.

Occupational therapy assistants work with registered occupational therapists to enable people to successfully engage in areas of occupation which are necessary for the highest quality of life possible.

The faculty of Bossier Parish Community College believe that all education should be student learning centered and that all persons learn best when their individual learning styles are addressed. Additionally, the learning experience should be based on a progression from comprehension of foundational information to application of knowledge, to development of critical thinking through self-reflection, analysis, and synthesis. Students learn best when they grasp the relevance of the information and are able to use the information to reach conclusions and solve problems. Further, the faculty members believe that the ultimate goal of their OTA education is the development of life-long learners who possess those affective characteristics identified by the Occupational Therapy Code of Ethics.

We as educators must also create an environment that develops a student's commitment to the profession of Occupational Therapy. Through their commitment to the profession, they will be on the cutting edge of emerging trends, emerging technology, research, and evidence-based practices which will help ensure the Vision 2025 of our profession as outlined by the AOTA (2019):

As an inclusive profession, occupational therapy maximizes health, well- being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living. (p. 1)

## BPCC OTA Program Learning Outcomes:

1. Recipients of the Associate of Applied Science degree in Occupational Therapy Assistant will have demonstrated the ability to:
2. apply foundational knowledge of human psychological, anatomical and physiological principles of occupations, normal movement and development in the assessments and treatments of patients across the lifespan;
3. think critically to interpret patient responses and assessment data in order to modify and progress interventions as indicated by the occupational therapist’s plan of care, setting, and patient’s diagnosis to facilitate individualized functional patient outcomes across the lifespan;
4. function competently and safely in a variety of patient care settings using psychomotor skills, emerging techniques, technology, equipment and supplies;
5. utilize verbal and non-verbal communication strategies that are sensitive to diversity while interacting with patients, caregivers, coworkers and other medical professionals, including the ability to develop rapport, collaborate, inform, inquire, redirect and teach;
6. identify and report relevant changes in patients’ status including preparation of timely, accurate, logically sequenced written documentation;
7. gather information through research of medical publications, patient records, continuing education and self-directed readings to enhance knowledge and skills for lifelong learning; and
8. demonstrate professional and ethical behaviors in accordance with the code of ethics, core values and standards of practice in the AOTA guidelines.

## BPCC OTA Program Goals

1. Offer a program of study, which meets all standards and guidelines of ACOTE, for students wishing to pursue an education in occupational therapy at the associate degree level.
2. Provide a dynamic OTA program curriculum based on Constructivist learning principles which provides students with the support necessary for success in the program and that prepares students with the necessary cognitive, affective and psychomotor skills necessary to function as entry level Occupational Therapy Assistants who are competent, ethical, and culturally sensitive.
3. Provide opportunities to promote the profession and develop leadership skills through participation in personal and professional growth activities and community service experiences.
4. Provide resources necessary to support professional development opportunities for faculty, to recruit and retain an excellent instructional faculty, to support and promote student learning in the classroom and laboratory and encourage the development of life-long learners and critical thinkers.
5. Develop working relationships with area employers and consumers of occupational therapy services and inter and intra-disciplinary relationships with other allied health programs to ensure adequate fieldwork sites and provide input on best practices and the appropriateness and currency of the OTA curriculum.

BPCC OTA Program Curriculum:

***First Semester (Summer Session C****) –* ***FOUNDATIONAL KNOWLEDGE***

|  |
| --- |
| OCTA 200: Introduction to Occupational Therapy |
| OCTA 201: Functional Anatomy for OTA |

**Second Semester (Fall) – ASSESSMENT and INTERVENTION PLANNING**

|  |
| --- |
| OCTA 203: Physical Challenges to Occupation |
| OCTA 204: Mental Challenges to Occupation |
| OCTA 205: Developmental Challenges to Occupation |
| OCTA 206: Therapeutic Interventions I |
| OCTA 208: Clinical Documentation I |

***Third Semester (Spring) – INTERVENTION PLANNING, IMPLEMENTATION, OUTCOMES***

|  |
| --- |
| OCTA 210: OTA Seminar |
| OCTA 212: OT Strategies and Interventions for the Elderly |
| OCTA: 213 OT Strategies and Interventions to Physical Challenges |
| OCTA 215: OT Strategies and Interventions to Pediatrics |
| OCTA 216: Therapeutic Interventions II |
| OCTA 217: Fieldwork I – B |
| OCTA 218: Clinical Documentation II |

***Fourth Semester (fall) - APPLICATION***

|  |
| --- |
| OCTA 220: Fieldwork Level II-A |
| OCTA 221: Fieldwork Level II-B |

The instructional design is based on Bloom’s Revised Taxonomy learning theory (Bloom, Krathwohl & Masia,1984). Each individual course as well as the overall curriculum follows the Bloom’s Taxonomy sequence of cognition: remembering, understanding, applying, analyzing, evaluation and creating and is reflective in the learning outcomes for each course. Each semester builds on the previous semester and students are supported in the development of higher order reasoning in all courses as the program progresses.

According to Bloom, learning occurs in three domains: cognitive, affective, and psychomotor; with each domain further subdivided into levels of simplest to most complex. The **cognitive** domain focuses on creating a knowledge base that fosters critical thinking and problem solving which progresses through the following stages: remembering, understanding, applying, analyzing, evaluating, and creating. Learning objectives, experiences, and assessments are designed to progress students through the stages form concrete to abstract in each course and through each semester of the program. The **affective** domain focuses on the attitudes, values, beliefs, and interests of the learners and includes receiving, responding, valuing, organization, and characterization. Affective skill development is a central focus and are fostered and evaluated throughout the program. The **psychomotor** domain focuses on skill and ranges from basic movement tasks to more purposeful and integrative tasks incorporating a variety of adaptive strategies. These skills are also taught and assessed in a progressive manner relative to the stage of learning and the roles and expectations of the OTA during the OT process. The OTA faculty believe that graduates of the program should be equally competent in each area to perform safely and competently as an entry level OTA.

The curriculum is designed to provide knowledge of typical (normal) development through the life span followed by atypical development and the effects on occupations. (Learning Outcome A. apply foundational knowledge of human psychological, anatomical, and physiological principles of occupations, normal movement and development in the assessments and treatments of patients across the lifespan.) The effects of disability on occupations are emphasized throughout the course work. The **prerequisite coursework** prepares students for the program courses in the areas of science, psychology, and liberal arts, while the program courses in the **first summer session** (OCTA 200 and OCTA 201) provide the foundation of which to build from introductory knowledge to entry level skills. In keeping with the spiral design, each topic presented and assessed in the first summer session is revisited with higher level expectations and assessment measures. The **first fall semester** (OCTA 203, OCTA 204, OCTA 205, OCTA 206, OCTA 208) focuses on the roles and responsibilities of the OTA with specific populations in beginning stages of the OT process. The **spring semester** courses build on each of the fall courses with a focus on intervention planning, implementation, and assessing outcomes (OCTA 213, OCTA 215, OCTA 216, OCTA 218). The **fourth semester** (fall semester) program courses (OCTA 220, OCTA 221) provide the student the opportunity to synthesize knowledge and skills through two level II fieldwork rotations which provide hands on application and patient interaction in a clinical environment. Psychosocial factors that influence a client’s participation in occupations are a primary focus throughout the curriculum.

Major curricular threads are woven throughout the program that increase in complexity as the student progresses in the program. They reflect the OTA program curriculum design, and the mission and philosophy of the college, program, profession, and OTA faculty. The functions of the curricular threads are to establish and direct the coursework to include all the didactic, psychomotor skills and clinical reasoning necessary to achieve the program learning outcomes and graduate competent OTAs.

### Curriculum Threads:

* Clinical Reasoning throughout the OT Process
* Personal and professional development
* Evidence-based practice
* Occupation based practice
* Community partnerships

**Clinical Reasoning throughout the OT Process**

The **first fall semester** focuses on formal and informal assessment measures and facilitates procedural, narrative, and interactive **clinical reasoning** skills in the pediatric (OCTA 205), adult (OCTA 203), and psychosocial populations (OCTA 204). The **spring semester** builds upon the fall and transitions to additional application, analyzing, evaluating, and creating through the intervention and outcomes processes. Each semester builds on the previous semester with faculty guidance provided to promote higher level thinking. Students continue to develop and advance the use of their **clinical reasoning** skills to design **evidence-based** interventions and assess outcomes (OCTA 213, OCTA 215, OCTA 210) *(Learning Outcome B. think critically to interpret patient responses and assessment data in order to modify and progress interventions as indicated by the occupational therapist's plan of care, setting and patient's diagnosis to facilitate individualized functional patient outcomes across the lifespan).*

Students are cleared to begin fieldwork only after they have been deemed competent relative to the expectations of each level of fieldwork and advancement in skills. Level I-A fieldwork (fall) directly ties to course learning outcomes. Students apply knowledge of typical and atypical development, medical conditions, assessment, observation, activity analysis, and interview skills to real-world experiences through assignments that target specific course objectives (OCTA 203, OCTA 204, OCTA 205). This also includes practical skills assessment in OCTA 206.

Level I-B fieldwork in the spring semester (OCTA 217) builds on skills and clinical reasoning expectations as students are expected to provide more “hands-on” intervention planning and implementation that target higher level spring course objectives (OCTA 213, OCTA 215, OCTA 216) (*Learning Outcome C. function competently and safely in a variety of patient care settings using psychomotor skills, emerging techniques, technology, equipment and supplies*). Fieldwork evaluation expectations increase in complexity for each level of fieldwork.

**Personal and Professional Development**

Safety, competency, and **personal and professional development** are continually evaluated throughout the program and include cultural competence and verbal, non-verbal, and written communication strategies. The faculty and students participate in **personal and professional development** seminars at the beginning of the program to promote self-awareness and gain a better understanding and appreciation of personal strengths. The workshop includes a student self-assessment and individual leadership profile which is used in an interactive format designed to engage and enlighten the students’ self-awareness. Training provides applicable information and supplemental materials focused on team building, leadership, and communication skills. These learning points are visually displayed in the classroom and consistently utilized throughout the didactic and fieldwork portions of the program. This information is vital in helping students reach their full potential, increase engagement, and promote teamwork and leadership skills. In addition, strengths-based awareness creates a more inclusive environment and greater understanding of other cultures. Increasing cultural competence is formally addressed in OCTA 204. The information is referred to and built upon throughout the program through group activities, interprofessional and intra-professional collaboration, community-based experiences, and fieldwork. Affective skills are formally assessed at a minimum of once per semester. In addition, students create a personal/professional development plan in the spring (OCTA 210) that includes goals, action plans, and outcomes to further promote these skills and the application of the OT process.

Activities promoting effective communication skills are integrated into each course relative to the stage of learning and target population of the course (*Learning Outcome D. utilize verbal and non-verbal communication strategies that are sensitive to diversity while interacting with patients, caregivers, coworkers and other medical professionals, including the ability to develop rapport, collaborate, inform, inquire, redirect and teach*). Documentation skills (OCTA 208 and OCTA 218) and observation skills are integrated into each course throughout the program and advance in complexity as the program progresses (*Learning Outcome E. identify and report relevant changes in patients' status including preparation of timely, accurate, logically sequenced written documentation*).

Knowledge and application of the AOTA Code of Ethics is vital to this theme and introduced at the beginning of the program and is assessed at a level of basic remembering and understanding (OCTA 200). The ethical principles are applied and evaluated throughout the program through learning activities, case studies, simulation exams and fieldwork data (OCTA 210) (*G. demonstrate professional and ethical behaviors in accordance with the code of ethics, core values and standards of practice in the AOTA guidelines*).

**Evidence-Based Practice**

The importance of scholarship is emphasized throughout the program as students engage in activities designed to encourage utilization of **evidence-based** and **occupation-based** interventions through self-directed literature reviews and research. The primary scholarship focus of the BPCC OTA program is Scholarship of Application. In this type of scholarship, practitioners apply the knowledge generated by Scholarship of Discovery or Integration to address real problems at all levels of society (Boyer, 1990). The agenda aligns with the curriculum design through evolution from a basic understanding of concepts (OCTA 200) to analyzing and applying information obtained through scholarship of discovery and integration findings (OCTA 203 and OCTA 205) to creating and evaluating appropriate interventions to meet specific societal needs (OCTA 210, OCTA 213, OCTA 215). The Scholarship of Teaching and Learning is also emphasized as effective strategies are essential in the classroom and in effectively educating clients, families, and caregivers. (*Learning Outcome F. gather information through research of medical publications, patient records, continuing education and self-directed readings to enhance knowledge and skills for lifelong learning*). Students apply and demonstrate these skills through course assignments, community experiences, and fieldwork rotations.

**Occupation Based Practice**

The role of occupation is emphasized throughout the OT process from identifying occupational needs (OCTA 203, OCTA 204, OCTA 205) to creating client-centered and **occupation-based** goals and interventions. Occupational needs are identified through participation in the assessment stage of the OT process during course and fieldwork requirements in the fall. These skills are built upon in the spring and practiced and assessed through class activities and assignments and applied through **community- based** outings (OCTA 215, OCTA 213, OCTA 216) and each level of fieldwork which increases in complexity throughout the program.

**Community Partnerships**

**Community** involvement is a priority and is implemented through student initiated, faculty initiated, and class-initiated experiences. These experiences provide opportunities to not only help meet needs in the community, but to also learn and apply essential skills of an OT practitioner, such as communication skills, assessing needs, increasing cultural awareness and sensitivity, utilizing effective teaching and learning strategies, and implementing evidence-based and occupation-based interventions. Community partnerships include community service, designing activities and equipment for individuals and populations in the community (OCTA 206, OCTA 215, OCTA 213) to implementing interventions in community-based settings (OCTA 215, OCTA 216). In addition, these experiences serve to close the loop by allowing students to apply prior knowledge and analyze new knowledge to create and evaluate **occupation-based intervention strategies** to meet the needs of populations within the **community**.

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## ACCREDITATION INFORMATION

### COLLEGE ACCREDITATION

Bossier Parish Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees, certificates, and technical diplomas. Questions about the accreditation of Bossier Parish Community College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC’s website (www.sacscoc.org).

### PROGRAM ACCREDITATION

The associate-degree-level occupational therapy assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE’s telephone number c/o AOTA is (301) 652- AOTA and its Web address is www.acoteonline.org.

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

## ACCREDITATION STANDARDS FOR AAS in OTA (ACOTE, 2018)

C.1.0: FIELDWORK EDUCATION

Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model. The academic fieldwork coordinator is responsible for the program’s compliance with fieldwork education requirements. The academic fieldwork coordinator will:

C.1.1: Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education.

C.1.2: Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience.

C.1.3: Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience. Ensure that fieldwork objectives for all experiences include a psychosocial objective.

C.1.4: Ensure that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.

C.1.5: Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.4.7.

C.1.6: The program must have evidence of valid memoranda of understanding in effect and signed by both parties from the onset to conclusion of the Level I fieldwork and the Level II fieldwork if it involves an entity outside of the academic program. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.

C.1.7: At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation.

**The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients. The program will:**

C.1.8: Ensure that personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed, or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.

C.1.9: Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork.

Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process and includes mechanisms for formal evaluation of student performance.

The program must have clearly documented student learning objectives expected of the Level I fieldwork. Level I fieldwork may be met through one or more of the following instructional methods:

* Simulated environments
* Standardized patients
* Faculty practice
* Faculty-led site visits
* Supervision by a fieldwork educator in a practice environment

All Level I fieldwork must be comparable in rigor.

**The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. Level II fieldwork must be integral to the program’s curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The program will:**

C.1.10: Require a minimum of 16 weeks’ full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement’s usual and customary personnel policies, if it is at least 50% of an FTE at that site.

The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.

C.1.11: Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the supervision of an occupational therapist) who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist or occupational therapy assistant prior to the onset of the Level II fieldwork.

Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork. The supervising therapist may be engaged by the fieldwork site or by the educational program.

C.1.12: Document a mechanism for evaluating the effectiveness of supervision (e.g., student

evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice)

C.1.13: Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client’s condition, and the ability of the student to support progression toward entry-level competence.

C.1.14: Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy assistant services and supervision by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the direction of an occupational therapist) with at least 3 years’ full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

C.1.15: Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA *Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student* or equivalent).

C.1.16: Document and verify that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork.

## FACULTY / STAFF CONTACT INFORMATION

**Program Mailing Address:**

Bossier Parish Community College

OTA Program Division of Nursing & Allied Health

6220 E. Texas St. Bossier City, LA 71111

**Web Address:** [www.bpcc.edu/OTA](http://www.bpcc.edu/OTA)

**OTA Program Director:**

Kelly Brandon, MS, LOTR

Division of Nursing and Allied Health – Building B Room 306

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**Administrative Assistant:**

Cindy Adams

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Email: cyadams@bpcc.edu

### AFWC Contact Information

While on fieldwork, students should seek to develop open lines of communication with their immediate Fieldwork Educator (FWE) and concerns that are specific to the fieldwork site should be addressed directly to the FWE(s).

If students have questions or concerns which the FWE(s) are unable to adequately address, or which go beyond the scope of the fieldwork site, the student should contact BPCC Academic Fieldwork Coordinator. Students should attempt to contact AFWCs by telephone or email during the normal business hours of 8:00 a.m. to 3:00 p.m. Students may contact AFWC at home by telephone in an emergency but are asked not to abuse this privilege.

AFWC Contact Information:

[mallison@bpcc.edu](mailto:mallison@bpcc.edu%20) and/or [kbrandon@bpcc.edu](mailto:kbrandon@bpcc.edu) email is checked throughout the day at work. Be sure to indicate if an immediate email reply or telephone call is required, and if the call should be made to your home, cell phone or to the fieldwork site. AFWC is generally available to make weeknight calls between 6:30 and 9:30 p.m. and will attempt to return weekend calls in a timely manner. If you leave a message, please indicate if an immediate return call is required, or if the call can be made during the next business day.

Students are also encouraged to use the on-line Level II Fieldwork discussion forums to discuss and seek the opinions of their peers regarding general issues arising in the fieldwork setting.

##### An additional resource for students is the AOTA Fieldwork Information Line for Students at 1-800-729-2682, press 5.

## FIELDWORK TERMINOLOGY

**The Academic Fieldwork Coordinator (AFWC)** is the Program faculty member with the academic and administrative responsibility of overseeing the fieldwork education component of the Program.

Responsibilities include:

* Liaison between the Program and fieldwork sites/faculty.
* Communicates regularly with fieldwork sites and fieldwork educators in planning for student affiliations
* Works with the Clinical Coordinator of the Division (Cherish Henderson) to establish affiliation agreements that meet the needs of the College, student, and facility
* Assigns students to sites for fieldwork experiences
* Provides or facilitates continuing education and training of fieldwork educators in collaboration with the facility AFWC
* Monitors and facilitates student progress toward individual and course goals/objectives during fieldwork experiences
* Counsel students individually on fieldwork performance and professional behavior issues
* Determines the grade for fieldwork practice courses
* Evaluates the effectiveness of fieldwork, fieldwork facility student programs, and the Program’s fieldwork education component
* Communicates information related to student fieldwork performance and the effectiveness of the fieldwork education program to the Advisory Committee

**The Center Coordinator of Clinical Education (CCCE)** is the individual appointed by the fieldwork education site and designated as the primary contact person for the Program Coordinator and OTA AFWC who is responsible for coordinating student fieldwork education experiences at the fieldwork education site.

Responsibilities include:

* Serves as the key contact person for the Program Coordinator and AFWC in planning for upcoming fieldwork education rotations/experiences
* In collaboration with the Nursing & Allied Health Division Program Coordinator, facilitates on-site the completion of the Affiliation Agreement (Memorandum of Understanding) with the College
* Provides the Program with current information regarding student pre-requisite requirements (immunizations, laboratory tests, certifications, screenings, etc.)
* Provides or arranges for education and training of fieldwork educators in collaboration with Program AFWC
* Delegates fieldwork supervision of students to approved occupational therapy fieldwork educators
* Oversees the orientation of the student to the fieldwork facility
* Acts as a liaison between the student and fieldwork educator
* Evaluates, in consultation with the AFWC, the effectiveness of the fieldwork education program and the facility’s fieldwork educators
* Maintains necessary/appropriate documentation related to the site’s fieldwork education program

**The Fieldwork Educator (FWE)** is the occupational therapist or occupational therapy assistant selected by the CCCE with at least one year of clinical experience who directly supervises the student in the Level II fieldwork environment. The FWE for supervision of Level 1 Fieldwork students may include, but are not limited to, academic or fieldwork educators, occupational therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses, physical therapists, social workers, etc. The supervisors must be knowledgeable about occupational therapy and cognizant of the goals and objectives of the Level 1 Fieldwork experience. It is preferred, but not required, that the Level II FWE have completed the AOTA FWE Certification Course and that the FWE be a member of AOTA.

Responsibilities include:

* In collaboration with the FWE and AFWC, plans appropriate learning experiences for the student
* Works with the student and Program to identify appropriate objectives for the fieldwork experience
* Supervise the student appropriately to provide quality learning experiences in the areas of professional skills, data collection, interventions, and site-specific skills
* Provides both formal and informal feedback to the student regarding his/her performance on a regular basis
* Communicates with the student and AFWC regarding student performance
* Completes Program required documentation in a timely manner
* Addresses the varying needs of fieldwork students in terms of experience, learning style, progress within the curriculum and interpersonal communication characteristics
* Serves as a role model for legal, ethical, and professional behavior

# UNIT II: POLICIES AND PROCEDURES

## PROCEDURE FOR FIELDWORK PLACEMENT

During the OTA Program, students complete four fieldwork experiences of varying lengths. Officially, these experiences are divided into:

* Level I-A fieldwork is integrated into OCTA 203 (Physical Challenges to Occupation), 204 (Mental Challenges to Occupation), and 205 (Developmental Challenges to Occupation)
* OCTA 217 (Fieldwork I-B) - (spring) – Two one-week fieldwork rotations for a total minimum of 70 hours (or full time equivalent) of fieldwork I-B experience
* OCTA 220 (Fieldwork II-A) – (final fall) – full time or full-time equivalent fieldwork experience, 8 weeks
* OCTA 221 (Fieldwork II-B) – (final fall) – full time or full-time equivalent fieldwork experience, 8 weeks

Through communication with the Nursing & Allied Health Program Coordinator, the OTA Program AFWC maintains a record of fieldwork sites/affiliates with current fieldwork education agreements (Memorandum of Understanding) with the School/Program.

Additionally, the AFWC tracks the “available” fieldwork placements/slots for each upcoming fieldwork experience. This record is updated regularly through (1) returned *Student Commitment Forms* (annual request for placements) and (2) informal communications with sites regarding available student placements (email, phone calls).

During the first fall semester of the Program, students are prompted to give input into the selection of the sites for their fieldwork rotations through completion of a *Fieldwork Rotation Choices Form.* Students are instructed to reference the **Fieldwork Site Binders** (located in the OTA classroom B-307) in completing this form.

These binders (for active/available fieldwork sites) contain:

* the *AOTA Fieldwork Data Form* which describes the fieldwork setting, including student prerequisites, intervention activities used, and student assignments
* *Evaluations of the Fieldwork Site/Experience Forms* from students who have previously been assigned to the facility (if available)
* the *Fieldwork Site Report Form* which summarizes “logistical” information on the facility (parking, dress code, etc.)
* a color code indicating the “setting” category of the facility with “Physical Dysfunction” = red, “Pediatrics” = green, “Mental Health” = blue and “Specialty” = yellow

Students are instructed to make fieldwork site requests in categories of Physical Dysfunction, Pediatrics, Mental Health (if available) with fourth selection either a Specialty selection or repeat of a required category (3 choices per category) and to list a minimum of one out-of-town fieldwork site (outside of Shreveport-Bossier) on the *Fieldwork Rotation Choices Form*.

A student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings. A minimum of 16 weeks of full-time Level II fieldwork must be completed. This may be completed on a part-time basis as defined by the fieldwork placement in accordance with the fieldwork placement’s usual and customary personnel policies if it is at least 50% of a full-time equivalent at that site and is completed within 16 months of completion of didactic coursework.

The AFWC, who is ultimately responsible for the decisions related to student fieldwork placements, takes into consideration multiple factors in making those fieldwork assignments. Those factors include:

* a student’s prior experiences before entering the program and strengths/weaknesses identified during previous fieldwork rotations;
* requirement that students are provided experiences in a variety of practice settings;
* location of the fieldwork facilities;
* communication and learning style of the student;
* environment and teaching style of the facility/fieldwork educator(s);
* educational and personal goals of the student;
* consideration of student requests.

Students are notified of fieldwork II placement decisions a minimum of 4 weeks prior to the start of the rotation to arrange transportation/housing if necessary. Complaints and/or appeals of fieldwork placement decisions should be presented directly to the AFWC and are handled on a case-by-case basis.

Students should be aware that depending upon fieldwork site availability, any or all their fieldwork II experiences may be scheduled *outside the Shreveport-Bossier* area.

Potential hardships related to travel should be presented to the AFWC who may factor in those circumstances when making placement considerations.

Students are typically not placed in facilities in which they are (or have been) employed, in which a family member is employed, or in other settings in which the AFWC deems there is a *conflict of interests*. Such conditions pose a risk of undue subjectivity in grading.

Students are responsible for the arrangement and cost of *transportation and housing* for each fieldwork practice course.

If a student is interested in a fieldwork rotation at a facility not currently contracted with the school, then a ***Request for Fieldwork Site Development Form*** must be submitted. The AFWC corresponds with the requested site to investigate the option of planning a student in the facility. If the site/fieldwork educators are deemed appropriate for fieldwork experiences, the Program Coordinator is then contacted to facilitate execution of a Fieldwork Education Agreement Memorandum of Understanding) prior to the student’s fieldwork experience.

The illustration below summarizes the responsibilities of the Program Coordinator and AFWC when establishing a new fieldwork relationship and the method by which the Fieldwork site is established.

## SUMMARY OF THE PROCEDURES FOR OBTAINING FIELDWORK SITE DATA

The illustration below summarizes the responsibilities of the Program Coordinator and AFWC when establishing a new fieldwork relationship and the method by which the Fieldwork site is established.

PCONSIDERATIONS FOR STUDENT PLACEMENT

The AFWC, who is ultimately responsible for the decisions related to student fieldwork placements, takes into consideration multiple factors in making those fieldwork assignments. Those factors include:

* A student’s prior experiences before entering the program and strengths/weaknesses identified during previous fieldwork rotations
* Requirement that students are provided experiences in a variety of practice settings
* Location of the fieldwork facilities
* Communication and learning style of the student
* Environment and teaching style of the facility/fieldwork educator(s)
* Educational and personal goals of the student
* Consideration of student requests
* Data obtained from SEFWE and Level I Facility Evaluations (if available)

## COMMUNICATING CURRICULUM TO FIELDWORK EDUCATORS

Each fieldwork facility is directed to and has access to the *BPCC OTA Fieldwork Site Manual* on the BPCC OTA website after completion of the MOU and communicating with the CCCE about fieldwork availability. This manual is made available to FWEs prior to student placement and is reviewed as needed with the AFWC. It provides information regarding student objectives and monitoring student’s progress and performance. Specifically, the following information is located on the BPCC OTA website and/or the *BPCC OTA Facility Fieldwork Manual*:

* BPCC OTA program *mission*, *philosophy* and *program learning outcomes*
* List of faculty and staff contact information
* Accreditation information
* OTA curriculum *short course descriptions*
* Descriptions of each level of fieldwork including required and suggested student supervision
* Sample Site-specific fieldwork objectives
* Student assignments for Level I-B
* *Student Evaluation forms* (Level I-A, I-B, Level II)
* *Facility/Fieldwork Educator evaluation forms*
* Occupational Therapy Code of Ethics
* HIPAA information

FWEs are encouraged to remain in contact with the AFWC and express any questions or concerns regarding student issues, **curriculum design,** or fieldwork objectives.

Informal communication, such as email or phone conversations, among the FWEs, members of the Advisory Committee, program faculty, AFWC, and Program Director occurs continuously allowing for multiple opportunities to address curriculum links between didactic and fieldwork experiences. The AFWC or Program Director will determine if a topic presented informally should be addressed in an official forum.

The weaving together of didactic instruction and fieldwork experiences is also explored during routinely occurring, formal events. Examples of formal events in which these issues may be discussed include but are not limited to Advisory Board Committee meetings, program faculty meetings, midterm conferences, and conferences after the end of each fieldwork rotation.

Meetings between the AFWC and FWE at the end of a fieldwork rotation are determined on an as needed basis and may occur due to student, FWE, AFWC, and/or PD request.

## STUDENT COMPETENCE ASSESSMENT PRE-REQUISITE and RELATIONSHIP TO CURRICULUM DESIGN

As described on the syllabi for all OTA Fieldwork courses, as an additional pre-requisite to placement in a fieldwork facility, students must have demonstrated ***competence and safety*** with the application of clinical skills in the laboratory setting as evaluated by the faculty member coordinating/instructing the course.

|  |  |
| --- | --- |
| **Fieldwork Experience** | **Pre-requisite competence/safety:**  **(skills that faculty must evaluate & deem student competency and safety prior to fieldwork experience, appropriate to level of fieldwork and progression in the program)** |
| **Fieldwork I-A**  **Integrated in**   * **OCTA 203** * **OCTA 204** * **OCTA 205**   **Fall Semester** | \*Skills related to roles and responsibilities of the OTA in the evaluation process: Observation skills, interview skills, documenting assessment findings through SOAP and narrative formats selected assessments (examples are but not limited to assessments in developmental milestones, psychosocial skills, motor control, ROM, strength sensation, perception and cognition, ADL and IADL) positioning/draping, vital sign assessment,  transfers, infection control procedures, proper body mechanics, ergonomics, functional ambulation, wheelchair safety, goniometry, functional muscle testing. |
| **Fieldwork I-B OCTA 217**  **Spring Semester** | \*Skills related to roles and responsibilities of the OTA in the evaluation  and intervention process: activity analysis, treatment planning, treatment interventions, grading and adapting, therapeutic positioning and handling, facilitation/inhibition techniques, sensory integration, interview, and documentation skills, PNF technique applications, introduction to NDT basics, PAMS, as well as analysis of discharge planning and outcome measures |
| **Fieldwork Level II A and B**  **OCTA 220 and 220**  **Final Fall semester** | See above. Student by this point has completed all class/lab curriculum |

## MAINTAINING CONTRACTS

Through communication with the Nursing & Allied Health Program Coordinator, the OTA Program AFWC maintains a record of fieldwork sites/affiliates with current MOUs with the School/Program.

Students will not be placed in a Level I or Level II fieldwork site until an MOU signed by both parties is on file. A sample of the standard MOU utilized by the OTA program is provided.

MOUs are maintained by the Program Coordinator. Each OTA program MOU will be reviewed annually unless limited to a shorter term.

## PROFESSIONAL APPEARANCE DURING FIELDWORK

OTA students must follow the facility-specific dress code policies of each fieldwork site to which they are assigned. If lab coats and/or scrubs are required by the facility, then the student will be responsible for securing those items. Hair will be fashioned as to not fall forward or over the sides of the face when working with patients/clients. Nails will be kept short to enable easy cleaning, prevent puncture of gloves, and prevent injury to the patient/client. Students should not wear excessive fragrance, makeup, or jewelry. Distracting body art such as facial/body piercings or easily visible tattoos may be required to be camouflaged, covered, or removed. A BPCC name badge (or facility badge) identifying the student as a “student” or “SOTA” must be worn during all patient interactions (more information below).

### **Student Identification**

While in fieldwork rotations students must display facility appropriate identification as specified by the fieldwork site such as a hospital issued ID badge or BPCC issued fieldwork student ID badge. Students must return this security badge/card to the program director by a specified date. Failure to submit the badge/card will result in the immediate release of the student’s name to Bossier Parish Community College’s Office of Student Services. A “Hold” will be placed on the student’s file preventing the release of the student’s records. This will interfere with graduation, registration, or obtaining a copy of official transcripts (transferring to another school). If a “Hold” is placed for this reason, it will be removed once the security badge/card has been returned to the Program Coordinator, Shunta Spearman (B105).

## PROFESSIONAL BEHAVIORS/AFFECTIVE SKILLS EXPECTATIONS

In addition to requirements related to technical skill development during fieldwork practice experiences, the Program additionally expects students to demonstrate affective behaviors consistent with a “professional”. Students are expected to always conduct themselves in a professional manner during fieldwork experiences. The policies and procedures of the Program and of the Fieldwork Facility must be adhered to and additionally the student should conform to the principles outlined in the AOTA Guide for Professional Conduct and the AOTA Code of Ethics. Specifically, the Program has defined the expected affective behaviors/skills as:

* Commitment to Learning
* Interpersonal Skills
* Communication Skills
* Effective Use of Time & Resources
* Use of Constructive Feedback
* Problem Solving
* Critical Thinking
* Professionalism
* Responsibility
* Stress Management

Preceding the first fieldwork experience, students will receive from the AFWC more detailed descriptions, expectations and examples related to each of the affective skills. Following this lecture series, students will be required to complete a ***Self-Assessment of Affective Behaviors* (sample available in “Forms”)** and participate in a one-on-one meeting with the AFWC to discuss that assessment and set goals related to affective skill development for the fieldwork experience(s).

Fieldwork educator feedback is solicited during each fieldwork experience on the student’s professional skills and course requirements related to which skills must be “checked off” during the rotation(s) are outlined on each fieldwork practice course syllabus.

Students are expected to comply with BPCC Program policies and procedures as well as facility specific policies and procedures during placement in facility. Students are expected to attend a formal and/or informal facility orientation to be trained about student expectations and facility policies and procedures at the beginning of the fieldwork experience.

Electronic Devices

Electronic communications devices (cell phones, smart watchers, beepers, hand-held computers, blackberry’s, I-pods, pagers, etc.) must be silenced, not used, and out of sight (**including** text messaging) during **all** fieldwork experiences.

## ATTENDANCE AND MAKE-UP POLICY FOR LECTURE, LAB, AND FIELDWORK COURSES

The BPCC attendance policy states that students are to attend all classes regularly and punctually. The college policy also acknowledges that in clinical and laboratory classes, regarding both excused and unexcused absences, the student may be expected to abide by additional attendance policies. The OTA program has a more stringent attendance policy because of the condensed delivery format, demands of the OTA curriculum, and the problems encountered when class/laboratory/fieldwork activities are missed. Faculty are charged with ensuring and documenting safety of all skills, and there is a limit to both the quantity and quality of make-up work that faculty can provide. For these reasons, the OTA program has the following expectations regarding student attendance:

Definitions

**“Excused Absence” -** An absence can be excused **ONLY** if the student has notified the program office/program faculty member (and fieldwork affiliate if absent from fieldwork hours) **prior** to the scheduled class/fieldwork time of the missed day. Excused absences *could* include illness, death of immediate family member, jury duty, military duty, or any circumstance with ***prior*** approval by faculty member. Excused absences require documentation at the discretion of the program director/AFWC/instructor.

**“Unexcused Absence” -** An absence which does not meet the definition of excused absence or one in which the program office/program faculty member (and AFWC/fieldwork educator if absent from fieldwork hours) were not contacted ***prior*** to the scheduled fieldwork time is considered unexcused. Unexcused absences could include car trouble, routine doctor appointments, dentist appointments, childcare issues, failure to complete immunization requirements, etc.

OTA Program Policy regarding unexcused absences:

For all OTA lecture/laboratory ***and*** clinical practice/fieldwork courses, one unexcused absence/incident will result in a written programmatic counseling. Two unexcused absences/incidents will result in a referral to the Office of Student Services with the recommendation for dismissal from the OTA Program.

Unexcused hours missed will be applied toward the maximum total contact hours a student may miss in any class as described below.

Any assignments or exams missed because of an unexcused absence will be scored a zero.

**ALL unexcused** missed fieldwork hours must be made-up.

OTA Program Policy regarding excused absences:

For all OTA lecture/laboratory ***and*** clinical practice/fieldwork courses, two (2) excused absences will result in a verbal programmatic counseling. Three (3) excused absences will result in a written programmatic counseling. Four (4) or more excused absences may result in a referral to the Office of Student Services with the recommendation for dismissal from the OTA Program. It is at the discretion of the program faculty and AFWC, if the excused FW absence must be made up.

**The Standards for an Accredited Educational Program for the Occupational Therapy Assistant require a total of 16 weeks of Level II fieldwork (AOTA, 2018).** Students are required to complete two eight-week rotations. Students are required to be in attendance during the hours that their FWE works. If the FWE is absent from work, the student is still expected to attend if arrangements have been made for appropriate supervision. If the FWE chooses to give the student the day “off” due to lack of appropriate supervision available, the student is responsible for notifying the AFWC and day(s) must be made up. Actual days of the week and exact number of hours of work per week will vary, depending on the schedule of the FWE to whom the student is assigned. **Each rotation will include a 40-hour work week (or full-time equivalent), with several hours each evening devoted to reflection, research, and preparation for the next day.** Students should be prepared to plan accordingly. The AFWC must receive prior notification if any variation in this schedule occurs.

Vacation days during Fieldwork are not permitted. The AFWC must be notified when “Comp” time is granted because of a change in the typical schedule. Variation from a typical schedule is described as any time outside of the typical 8-hour day/5 days per week work schedule.

**The BPCC academic holidays do not apply to fieldwork students unless the fieldwork site recognizes the same holidays.** Do not plan family trips, weddings, or other scheduled holidays to interrupt a fieldwork placement or events that too closely coincide with the expected completion date of the fieldwork course. Requested time off for unexcused absences as outlined in the BPCC OTA Attendance Policy will result in disciplinary action. School districts or state and federal agencies may have additional holidays. Make up days will be determined by the FWE and AFWC.

The AFWC must be notified *prior* to all student-initiated absences from fieldwork and prior to any variation in the “typical” schedule.

Typical schedule variation example: The FWE would like for you to work on a Saturday to experience a weekend schedule, so he/she gives you a Friday off.

Student initiated *excused* example: You call in sick. In this situation, you must contact FWE and AFWC **prior** to the beginning of the workday. Time will be made up at the discretion of the FWE and with approval from AFWC.

Student initiated *unexcused* example: You have a routine doctor’s appointment or car trouble, and you miss 3 hours of fieldwork. While you must give **prior** notice to FWE and AFWC, this is considered unexcused and will result in disciplinary action. Any absence that occurs without giving prior notice to AFWC and FWE is considered unexcused. Refer to BPCC OTA Attendance Policy for additional information.

## SUMMARY OF THE ROLES AND RESPONSIBILITIES OF THE FIELDWORK STUDENT

While individual fieldwork practice course syllabi describe requirements for each fieldwork experience specifically, OTA students participating in fieldwork education courses have the following global responsibilities:

* submit requests to the AFWC for fieldwork education placements on the *Fieldwork Rotation Choices Form* by the established deadline
* assume travel and accommodation expenses related to each assigned fieldwork site and appropriate uniform/dress as specified by facility
* read and abide by the policies, procedures and standards of the College, the Program, the fieldwork facility, and the profession.
* fulfill and maintain all prerequisite requirements for fieldwork education identified by the Program and the fieldwork site
* complete all assignments requested by the Program or the fieldwork site during the fieldwork and submit facility evaluations and assessments of the student’s performance to the AFWC upon completion of each fieldwork rotation.

This includes:

* + Level I –
    - Level I-A student evaluations
    - Level I-A facility evaluations
  + Level I-B student evaluations
    - Level I-B facility evaluations
  + Level II –
    - Midterm evaluation
    - *AOTA Performance Evaluation* – Midterm and Final
    - Student Assessment of the *Facility/Fieldwork Experience, a Student Evaluation of the Fieldwork Experience* (SEFWE) form
    - *Fieldwork Experience Assessment Tool* (FEAT) – optional

**Certain behaviors, including but not limited to the following, may result in immediate removal from the fieldwork site:**

* **Violation of patient’s rights**
* **Violation of patient’s confidentiality**
* **Falsifying data or records**
* **Illegal behavior or act**
* **Possession or use of intoxicants or narcotics**
* **Failure to follow the instructions of employees of the facility**
* **Any conduct that results in dismissal from a fieldwork site or programmatic course**
* **Failure to submit to a drug test or a positive drug test result**
* **Failure to submit to a criminal background check**
* **Jeopardizing patient safety**
* **Failure to maintain personal health insurance**
* **Failure to consent to a background check, drug/alcohol screen, or Release of information for Preparation of Clinical Rotation**

## FIELDWORK PERFORMANCE EVALUATION

Level II Fieldwork Practice courses in the OTA Program curriculum are “pass/fail” in nature. A failing grade or failure to complete all fieldwork courses and requirements may result in dismissal from the OTA program. See the policies and procedures associated with failure to complete fieldwork, unsatisfactory performance, withdrawal, or failure for each level of FW in their relative section of the FW manual.

The primary tool utilized by the Program for the evaluation of Level II student fieldwork performance is the ***AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student***. Learning outcomes and course objectives on the course syllabi (OCTA 203, OCTA 204, OCTA 205, OCTA 217, OCTA 220 & OCTA 221) describe the student expectations for the student to receive a passing grade for the course.

|  |  |
| --- | --- |
| **Fieldwork I-A**  **Fall rotation** | Student is expected to achieve “entry-level” skill with:   * Skill 1 – Interpersonal Skills * Skill 2 – Communication Skills: Oral & Written * Skill 3 – Professionalism * Skill 4 –Participation   Satisfactory completion of Level I-A Fieldwork assignments. |
| **OCTA 217**  **(Fieldwork I-B)**  **Spring rotation** | Student is expected achieve “entry-level” skill with (**must be re-checked**):   * Skill 1 – Commitment to Learning * Skill 2 – Interpersonal Skills * Skill 3 – Communication Skills: Oral & Written * Skill 4 – Effective Use of Time and Resources * Skill 5 – Use of Constructive Feedback * Skill 6 – Professionalism * Skill 7 – Responsibility * Skill 8 – Problem solving * Skill 9 – Stress Management * Skill 10 – Safety Awareness   Satisfactory completion of Level I-B Fieldwork assignments. |
| **OCTA 220 & 221**  **Fieldwork II A & B**  **Summer rotation** | Student must be “checked” (deemed entry-level) on all skills from the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student  Satisfactory completion of all assignments. |

Student performance during fieldwork II experiences is also assessed using the **Midterm conference/communication** between AFWC (available in “Forms”), FWE and student during the fieldwork experience which provides qualitative information regarding student performance.

Formal evaluations of the student by the fieldwork educator in consultation with the AFWC should occur at “midterm” and at/near the end of each fieldwork rotation. Identified deficits in student performance occurring during these assessments may result in the addition of student assignments, the extension of fieldwork practice hours, and/or the establishment of additional goals/expectations for student performance. Meetings between the student and FWE should occur weekly to establish goals and objectives and assess student performance and expectations. A **Weekly Planning/Feedback form** is available in the “Forms” section.

While information related to student performance is gathered from the fieldwork educator’s comments, documentation and grading/scoring, the responsibility for assigning the fieldwork education course grade ultimately lies with the AFWC who uses that input to objectively assign the pass or fail grade as appropriate.

OTA students from BPCC must complete fieldwork rotations within the continental United States.

## STRUGGLING STUDENT

The student is responsible for following the line of authority in the FW setting for discussing any problems or issues that may arise. Discussions should first be conducted with the FW educator. If resolution is not achieved with the FW educator, the student should attempt to resolve the issue with the FW educator and her/his supervisor. The AFWC is available to assist the student in planning how to approach the FWE and/or supervisor, and how to express her/his concerns or issues. If problems or issues are not resolved at this level, the student may contact the Director of the OTA Program.

See **Level I-A** Action Plan for specific plans, timelines, responsibilities, and requirements for any students receiving a rating of “needs improvement” or “unsatisfactory” on the Level I-A Student Evaluation Form.

See **Level I-B** Action Plan for specific plans, timelines, responsibilities, and requirements for any students receiving a rating of less than “7” on the Level I-B Student Evaluation Form.

During **Level II fieldwork**, if the student’s performance is not satisfactory at mid-term or at any point in the FW experiences, the AFWC is notified immediately. A written developmental plan will be developed jointly by the FWE, AFWC and student. The plan includes a description of the problem, suggested learning strategies, outcomes measures, timelines and consequences of success or failure to meet timelines. The FWE monitors the progress and provides written feedback for the student at daily/weekly meetings. AOTA’s Fieldwork Experience Assessment Tool (FEAT) may also be used to structure and promote FW educator/student communication on the learning experience. This tool enables the FW educator and student to reflect and create a plan. The student outcome is to develop clinical skills and appropriate professional behaviors.

If the student wishes to pursue additional discussion and/or a formal complaint, he/she will be directed to speak with the appropriate supervisor at the fieldwork site. The AFWC will keep the OTA Program Director informed of this situation. If the AFWC, the student and the program director determine that another setting is in the best educational interests of the student, then a different fieldwork placement will be arranged for the student.

Students must notify the AFWC or OTA Program Director prior to withdrawing from FW. Any abandonment of one’s professional responsibilities to the patient and facility is considered a serious violation of professional ethics. The student will receive a failing grade if they leave a FW site without notifying BPCC AFWC or Program Director.

See the *Failure to Complete Level II Fieldwork* in the Level II section of the fieldwork manual for policies and procedures regarding unsuccessful completion.

## Comparison of characteristics of an effective student vs. a challenging student

|  |  |
| --- | --- |
| **Effective Student** | **Challenging Student** |
| Asks questions, speaks to others | Withdrawn |
| Energetic, cheerful | Depressed attitude |
| Honest, forthright | Manipulative |
| Listens carefully to feedback and participates in the problem-solving process | Has an excuse for most problems |
| Does not discuss the strengths and growth  areas of others beyond appropriate conversations | Projects own problems onto others |
| Continuously monitors own performance  and seeks feedback from a variety of sources | Poor insight |
| Develops personal system for organization of tasks and assignments | Poor organizational skills |
| Asks questions of others when needing  assistance, independently monitors case load, assignments, etc. | Requires a lot of outside pressure to keep up with minimum standards |
| Seeks feedback from supervisor, shows initiative in trying new tasks, aware of  growth areas but not afraid to try new things | Heavy reliance on supervisor |
| Assignments and job tasks are completed in a timely manner | Work is consistently late, incomplete and/or not up to standards set |
| Honest | Dishonest |
| Is open to hearing constructive feedback and seeks clarification on issues not fully  understood | Defensive when given constructive feedback |
| Calm, cool and collected | Hostile |
| Appreciate the time, energy and efforts put forth by fieldwork site and supervisor | Arrogant |
| Flexible | Critical of department, staff, procedures |
| Seeks clarification if unsure about performing new tasks, does not hesitate to perform routine tasks | Does not initiate tasks independently |
| Manages routine tasks effectively, initiates  discussion with supervisor if having difficulty completing assignments | Often overwhelmed |
| Gives 110% effort | Attempts to “get by” but falls short |
| Academically prepared, spends own time after work as needed preparing for  fieldwork | Poorly prepared and cannot seem to “catch up” on the job |

|  |  |
| --- | --- |
| **Effective Student** | **Challenging Student** |
| On time for work, completes paperwork  and assignments on time, maintains client schedule | Unreliable |
| Learns from mistakes, asks questions,  initiates discussion if unsure of how to complete task | Makes same mistakes repeatedly, regardless of how many times discussed |
| Is aware of strengths and growth areas. Modifies performance after feedback. Critiques own performance – finding both strengths and growth areas with minimal  prompting | Extremely self-critical |
| Supports school and/or uses professional language when critiquing program | Criticizes school |
| Keeps personal issues away from work. If having personal difficulty that interrupts work, discreetly discusses problems with  supervisor | Emotional over-reactions: both work and non-work related |
| Completes assigned work in a timely manner. While at fieldwork site, concentrates on work related activities | Appears “busy” but not with work related tasks |
| Rested | Always tired |
| Is friendly to staff and patients | Does not get along with other students and staff |
| Requires close supervision at beginning of fieldwork. As fieldwork progresses, supervision can be pulled back due to the increasing level of independent  performance | Requires constant supervision for entire fieldwork experience |
| Talks with supervisor when unsure of self or stills, or when wants to explore a new/different area of interventions | Does not communicate learning needs |
| Follows schedule, attends meetings,  mingles well with other staff | Cannot seem to “get into” the routine |
| Gets along well with patients, directs intervention so that client feels that “personal touch” has been given and goals  are met | Spends more time socializing with patients than treating them |
| Is aware of safety hazards and precautions | Poor safety judgment |
| Delivers effective therapeutic interventions | Can verbalize ideas but cannot carry them out effectively |
| Progresses patients, in a timely manner, towards their long-term goals | Difficulty working with patients towards their long-term goals |
| Takes responsibility for own learning needs | Does not take responsibility for self or learning experience |

**Adapted from**: Bird, c. & Aukas R.(1998). Meeting the fieldwork challenge: Strategies for a new century. Professional Development Program sponsored by the Continuing Education Department, American Occupational Therapy Association.

**Resource:** The University of Utah: Division of Occupational Therapy. [www.health.utah.edu/ot](http://www.health.utah.edu/ot)

## COVID POLICIES

### **Covid Sign and Symptoms**

COVID-19 is a disease caused by a new strain of coronavirus. 'CO' stands for corona, 'VI' for virus, and 'D' for disease. Formerly, this disease was referred to as '2019 novel coronavirus' or '2019-nCoV.'

According to the CDC: COVID-19 affects different people in different ways. Infected people have had a wide range of symptoms reported – from mild symptoms to severe illness.

Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID- 19:

Fever or chills Cough

Shortness of breath or difficulty breathing Fatigue

Muscle or body aches Headache

New loss of taste or smell Sore throat

Congestion or runny nose

Nausea or vomiting

Diarrhea

Look for emergency warning signs for COVID-19. If someone is showing any of these signs, seek emergency medical care immediately:

Trouble breathing

Persistent pain or pressure in the chest

New confusion

Inability to wake or stay awake

Pale, gray, or blue-colored skin, lips, or nail beds, depending on skin tone

Bossier Parish Community College follows the guidelines recommended by the CDC (see below). Fieldwork students will follow facility policies and procedures (see Fieldwork Protocol/Clinical Contingency Plan).

[CDC Guidelines: What to do if you are sick](https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html)

[Isolation and Precautions for People with COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/your-health/isolation.html)

### **Fieldwork Protocol / Clinical Contingency Plan due to COVID-19** – GENERAL

For Fieldwork/Clinical Experience Education:

* Healthy students will continue to participate in the clinical/field experience if clinical facilities are allowing students on site.
* Students should abide by the **facility’s policy** regarding the treatment and/or direct contact with patients that are suspected or currently being treated for COVID-19 or patients in isolation with airborne or droplet precautions. Program directors and faculty have the discretion to impose more stringent guidelines and/or restrictions regarding student contact, including but not limited to student exposure and PPE requirements.
* Students and faculty will conduct self-screening (if applicable) using the designated tool to determine eligibility to attend clinical experience.
* If screening indicates an area of concern, the student will not be allowed to participate in the clinical/field experience and should voluntarily quarantine until medically cleared by a licensed care provider indicating that they are safe to engage in patient care. The program director and NAH Program Coordinator should be notified. The student must present a “return to school” clearance from their healthcare provider before returning to patient care rotations.
* Additionally, students and faculty will comply with any on-site screening requirements or restrictions of the clinical facility.
* If students are unable to enter a clinical site due to current CDC recommendations or confirmed cases, alternative clinical sites will be sought and utilized based on regulatory body allowances and guidelines.
* If a clinical/field experience must be temporarily cancelled with no available alternative, to the extent allowed by the appropriate regulatory body, simulation experiences will be utilized on campus.
* If a clinical/field experience cannot be completed prior to semester end, the college- wide grade policy may be utilized to issue incompletes.
* BPCC’s clinical faculty will self-assess their own risk factors and will not enter clinical facilities, as appropriate.

### **COVID-19 Vaccination Informed Consent & Election Form**

Bossier Parish Community College’s Nursing & Allied Health programs provide required clinical education through partnerships with private medical facilities. These private facilities establish requirements for faculty and students who enter their private facilities. All affiliated clinical facilities have strongly recommended that I receive the COVID-19 vaccination to protect the faculty, staff, students, and patients I serve in their clinical settings, and many of them require the COVID-19 vaccination to enter their facility for clinical training.

**Based on the foregoing, I acknowledge that I am aware of the following:**

COVID-19 is a serious disease that has resulted in critical illness and death of hundreds of thousands of persons in the United States since the start of the pandemic. All affiliated clinical facilities have strongly recommended that I receive the COVID-19 vaccination to protect the faculty, staff, students, and patients I serve in their clinical settings, and many of them require the COVID- 19 vaccination to enter their facility for clinical training.

President Biden announced on August 18, 2021 that the Secretary of Health and Human Services will be establishing a requirement that all workers in nursing homes must be vaccinated for the facility to participate in the Medicare and/or Medicaid program. Therefore, all such nursing homes will require vaccination for clinical participation beginning during the fall semester of 2021.

The Pfizer COVID-19 vaccine is FDA approved.

The Moderna and Johnson & Johnson COVID-19 vaccines are currently utilized pursuant to the FDA’s Emergency Use Authorization while being evaluated for full FDA approval.

The American Nurses Association has issued the following statement:

The American Nurses Association (ANA), representing the interests of the nation’s 4.2 million registered nurses, supports health care employers mandating nurses and all health care personnel to get vaccinated against COVID-19 in alignment with current recommendations for immunization by public health officials.

Increasing circulation of new variants, lagging COVID-19 vaccination rates, and continued public skepticism calls for nurses to uphold their professional and ethical obligations to model the same prevention measures as their patients. For our nation to maintain the momentum of recovery efforts from this persistent pandemic, enough individuals and communities must get vaccinated to reduce the risk of further infections, hospitalizations, and deaths.

The American Hospital Association has issued the following statement:

To protect all patients, communities, and personnel from the known and substantial risks of COVID-19, the American Hospital Association (AHA) strongly urges the vaccination of all health care personnel. COVID-19 vaccines protect health care personnel when working both in health care facilities and in the community. They provide strong protection against workers unintentionally carrying the disease to work and spreading it to patients and peers.

I understand that, if I contract COVID-19, I can shed the virus before symptoms appear. Even if my symptoms are mild or non-existent, I can spread it to others who can become seriously ill and result in death.

I understand that the college will attempt to place students in clinical settings, if available, based on their vaccination status. However, I also understand that, for any student that is denied entry by a private facility due to their non-vaccinated status and for which alternative clinical settings are not available, make-up hours and program progression cannot be guaranteed.

I understand that, regardless of my decision regarding receipt of a COVID-19 vaccination, I agree to fully adhere to the policies of the college and/or clinical site where I receive my clinical education instruction. Regardless of vaccination status, all students may be required to wear N-95 or KN95 masks in clinical facilities. All students may be required to participate in periodic COVID-19 testing based on their vaccination status according to the policies of the clinical setting.

**Having been informed of these facts, I make the following election:**

I elect/have elected to receive the COVID-19 vaccination (attach proof of vaccination).

I elect to decline the COVID-19 vaccination for the following reason(s):

Medical reason *(Physician’s letter attached)*

Religious Beliefs

I understand that, should I change my election and receive the COVID-19 vaccination, I should immediately notify my clinical instructor or departmental dean.

**I have read and fully understand the information on this COVID-19 Vaccination Informed Consent & Election Form.**

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

Name (print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_LOLA#: \_

# UNIT III: LEVEL I-A

Fall Semester

## COE GUIDELINES FOR LEVEL I FIELDWORK

### Definition and Purpose

The *AOTA ACOTE 2018 Standards* describe the goal of Level 1 Fieldwork " to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients.”

Level 1 Fieldwork is not intended to develop independent performance, but to "include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process."

Services may be provided to a variety of populations through a variety of settings. Experiences may include those directly related to occupational therapy, as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of individuals throughout the life span. Day care centers, schools, neighborhood centers, hospice, homeless shelters, community mental health centers, and therapeutic activity or

work centers are among the many possible sites. Level 1 Fieldwork may also include

services management and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences. Populations may include disabled or well populations; age-specific or diagnosis-specific clients.

**Qualified personnel for supervision of Level 1 Fieldwork may include, but are not limited to, currently licensed, or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists. The supervisors must be knowledgeable about occupational therapy and cognizant of the goals and objectives of the Level 1 Fieldwork experience.**

## BPCC OTA LEVEL I-A FIELDWORK EXPECTATIONS

The Level 1-A Fieldwork experience is designed to build a student’s performance in observation and documentation skills, affective skills, professional behaviors and increase general knowledge and understanding of the analysis of occupational performance in areas of occupation and becoming familiar with the varying roles of the OT and OTA and their relationships with other healthcare providers in a variety of traditional and non-traditional sites.

**The Level 1-A Fieldwork experience is part of the course requirements of OCTA 203- Physical Challenges to Occupation, OCTA 204 – Mental Challenges to Occupation, OCTA 205- Developmental Challenges to Occupation**.

* The students are not expected to participate in direct patient care during Fieldwork 1-A as courses thus far have included foundational knowledge of OT principles and its application to practice. Intervention techniques and strategies will be introduced in the fall semester and expanded upon in the Spring Semester facilitating the progression of comprehending foundational knowledge to application of the knowledge to the development of critical thinking skills (See **Program Curriculum in “Resources”**).
* Fieldwork educators will evaluate the student’s affective skills, professional behaviors, and participation on a satisfactory/needs improvement/unsatisfactory basis using the **Fieldwork 1-A Student Evaluation.** An action plan will be implemented in the event of any score less than satisfactory. (**See Action Plan in this section**). The **Fieldwork 1-A Student Evaluation** is an electronic evaluation, and a student specific link will be provided by the AFWC. A paper copy of this form is available at the end of this section and in “Forms” for reference) The FWE may complete a hard copy of the form and mail to AFWC or send with the student.
* **\*\*It is the student’s responsibility** to assure the Student Evaluation Form is completed and returned to the AFWC along with any assignment within one week of completing each site visit.
* The **objectives** that define the affective skills, professional behaviors, and participation

expectations of each student that the Fieldwork educators will be evaluating are described on affective skills assessment and are condensed on the Student Evaluation Form.

* The **objectives** that enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process, and include mechanisms for formal evaluation of student performance are located on the syllabus for each course related to the Level I-A Fieldwork
* Fieldwork educators are encouraged to openly **communicate** with students during patient care by facilitating student feedback regarding basic Occupational Therapy principles, models of practice and frames of reference, the use of Occupation in their practice, holistic approaches to treatment, questioning observation skills, sharing documentation procedures and any other areas that the Fieldwork Educator deems appropriate to contribute to the successful application and understanding of the Occupational Therapy Process.
* Level 1-A Fieldwork educators are not required to issue assignments. The course specific objectives and activities that directly link the Level I-A fieldwork experience to didactic coursework through directed observation and participation in selected aspects of the occupational therapy process are located on the Level I-A Fieldwork Assignments for OCTA 203, OCTA 204, and OCTA 205. Level I- A Fieldwork assignments and specific course related objectives can vary year to year based on course content, fieldwork settings, and student needs.
* Students are expected to complete an **Attendance Log** at the end of each visit. The Attendance Log lists the name of the site, the total time at the site for each day and the FWE’s signature. This log is due upon completion of all Level I-A rotations. A copy of the Attendance Log can be found in this section, in the “Forms” and on CANVAS.
* Students are required to complete a **Facility/Fieldwork I-A Evaluation Form** for each Fieldwork site and submit to the Academic Fieldwork Coordinator via CANVAS within one week of completing assigned hours at each facility. A Copy of this evaluation form is can be found in this section, in “Forms” and on CANVAS.
* The time and/or days of the placements are dependent upon the schedule of the facilities and/or fieldwork educators.
* Level I Fieldwork experiences cannot be substituted for any part of Level II Fieldwork.

## BPCC OTA LEVEL I-A FIELDWORK OBJECTIVES

1. Demonstrate an understanding of the basic tenets of occupational therapy.
2. Enrich classroom knowledge through directed observation in the setting.
3. Apply didactic coursework to participation in selected aspects of the occupational therapy setting.
4. Demonstrate the ethical behavior expectations of the profession in practice settings.
5. Compare and contrast the roles of the OT and OTA in the **OT process**
6. Develop an understanding of **occupation-based** versus preparatory intervention plans for various practice settings.
7. Recognize and begin to develop an understanding of how to adapt occupations and the environment to promote **clinical reasoning**.
8. Develop an understanding of various contexts in which occupational therapy services are provided.
9. Interact appropriately with clients, caregivers, and other professionals.
10. Exhibit **professional work behaviors,** i.e., proper maintenance of practice environments, time management, respectful treatment of others.
11. Identify how **psychosocial factors** influence a person’s participation in desired occupations.
12. Observe collaboration between healthcare disciplines in clinical setting
13. Observe and participate in assessments, if applicable.
14. Articulate an understanding of personal, professional, and ethical considerations that contribute to therapeutic use of self and the development of **cultural competence**.
15. Develop a **cultural awareness** for diverse populations and identify how these factors that influence occupational therapy treatment in a variety of mental health settings
16. Observe the principles of **scholarship of teaching-learning** process in relation to therapist/patient relationships as well as with the supervisor/student relationship.
17. Recognize the need of **evidence-based** practice in treatment settings.

BOSSIER PARISH COMMUNITY COLLEGE OTA PROGRAM

## FIELDWORK 1-A STUDENT EVALUATION FORM

Student Name:

Facility:

Fieldwork Educator(s) and credentials:

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The following evaluation tool should be completed by the fieldwork educator.

Please circle Satisfactory, Needs Improvement, or Unsatisfactory for each area. Comments are vital to student growth and are required if student receives needs improvement or unsatisfactory in any area.

1. **Interpersonal Skills** (respecting others, interacting appropriately and confidently…)

SATISFACTORY NEEDS IMPROVEMENT UNSATISFACTORY Comments:

1. **Communication Skills** (appropriate verbal and non-verbal communication, listening…)

SATISFACTORY NEEDS IMPROVEMENT UNSATISFACTORY Comments:

1. **Professional Behaviors** (introduces self, positive attitude, abide by facility and school policies and procedures, AOTA Code of Ethics, patient confidentiality, appropriate dress, demeanor…)

SATISFACTORY NEEDS IMPROVEMENT UNSATISFACTORY

Comments:

1. **Participation** (attendance, punctuality, interaction in open discussion, use of professional language)

SATISFACTORY NEEDS IMPROVEMENT UNSATISFACTORY

Comments:

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Student Signature Date

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FWE’s Signature and Credentials Date

Bossier Parish Community College OTA

## Fieldwork 1-A ACTION PLAN

If a student is rated as needing improvement and/or unsatisfactory on any skill on the Fieldwork Educator’s evaluation of the Level 1-A Fieldwork experience, the student is responsible for scheduling a meeting with the Academic Fieldwork Coordinator and collaborating on a plan for improvement which addresses the identified area(s).

The plan identified may include one or more of the following:

1. Review of the guiding principles behind OT practice with the population on which this fieldwork focuses
2. Review of principles and application of professional behaviors
3. Additional opportunities to refine verbal and/or nonverbal communication skills
4. Revision of written work or supplemental assignments
5. Additional Level 1-A fieldwork experience, if applicable (to be determined by OTA faculty)

Students with less than a 90% average score on Level I-A student evaluations will be given a grade of “Incomplete” in the course or courses most applicable to the fieldwork practice setting receiving the unsatisfactory or needs improvement score, until the plan for improvement is successfully carried out and all course requirements are met. If a student does not successfully complete the Level 1-A fieldwork, he or she must petition the OTA Department **one time only** for permission to repeat the experience. This request to repeat the fieldwork must be made in writing to the Academic Fieldwork Coordinator within one week of the notification to the student that he/she has failed the Level 1-A fieldwork.

The OTA faculty will meet to review the request. Permission to repeat the fieldwork may or may not be granted and will depend on the reason for the failure. Faculty will not grant permission to repeat the fieldwork if it is felt that it would violate the *Occupational Therapy Code of Ethics.* If permission is not granted to repeat the Level 1-A Fieldwork, the student will be unable to complete the OTA Program.

If the student is permitted to repeat the fieldwork experience, scheduling will again be dependent upon site and/or fieldwork educator’s availability and may need to be completed after the completion of the semester. The student will receive an “I” in the corresponding course until the Level 1-A fieldwork is successfully completed. The student will be allowed to enroll in the spring semester but will not be allowed to initiate Fieldwork 1-B until Fieldwork I-A is successfully complete. This grade of “I” will be converted to an “F” if the requirements for Fieldwork 1-A are not successfully completed prior to assigned time to begin Fieldwork 1-B and the student will be unable to complete the OTA program.

If the student successfully completes the Fieldwork 1-A within the designated time frame, the “I” grade will be changed to a letter grade for the course.

Bossier Parish Community College – OTA Program

## Level 1-A Fieldwork Attendance Log/Timesheet

*(completed by student)*

Student Name:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DATE** | **FACILITY** | **IN** | **OUT** | **DAILY TIME** | **FWE Signature** |
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| TOTAL I-A Hours → | | | |  |  |

*Additional copies available in “Forms” section and on CANVAS*

Bossier Parish Community College OTA Program

## Facility/Fieldwork 1-A Experience Evaluation

Student Name: Facility:

Fieldwork Educator(s): \_

The following evaluation tool should be completed by the student and discussed with the fieldwork educator if possible. A copy should be left with the fieldwork educator and the original returned to the AFWC via CANVAS. A grade will be given for the rotation only after this form has been received.

Complete the questions below thoughtfully and accurately. Provide comments for any “No” score.

1. Describe your site (practice setting, clientele served, etc.):
2. FWE and staff provided a supportive attitude for your role as an OTA student.

YES NO

Comments:

1. FWE and staff provided effective role models for problem solving communication and teamwork.

YES NO

Comments:

1. FWE and staff demonstrated high morale and harmonious working relationships.

YES NO

Comments:

1. FWE and staff adhered to ethical codes and legal statutes and standards (Medicare, HIPAA, AOTA, etc.)

YES NO

Comments:

6. FWE and staff were sensitive to individual differences (race, age, sex, etc.)

YES NO

Comments:

7. Was the use of Occupation evidenced in this facility? Explain.

1. What suggestions would you offer the fieldwork site in terms of improving the clinical/learning environment?
2. What suggestions or comments do you have for your FWE to help improve the facility’s student program?
3. What suggestions or comments do you have for the course instructor or fieldwork coordinator to help improve the fieldwork experience?
4. Indicate your level of satisfaction with your FWE.

Very satisfied

Satisfied

Neither satisfied nor dissatisfied

Dissatisfied

Very dissatisfied

1. Indicate your level of satisfaction with this fieldwork site.

Very satisfied

Satisfied

Neither satisfied nor dissatisfied

Dissatisfied

Very dissatisfied

\_ Student’s Signature Date

\_ Fieldwork Educator’s Signature and Credentials Date

*Additional copies available in “Forms” section and CANVAS*

## Simucase

**If students are not allowed to perform Level I-A rotations in the clinical settings due to extenuating circumstances, Simucase may be used throughout each course to provide clinical simulation studies to achieve the following standard:**

C.1.9: Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork.

Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process, and includes mechanisms for formal evaluation of student performance.

The program must have clearly documented student learning objectives expected of the Level I fieldwork.

Level I fieldwork may be met through one or more of the following instructional methods:

* + - * Simulated environments
      * Standardized patients
      * Faculty practice
      * Faculty-led site visits
      * Supervision by a fieldwork educator in a practice environment

All Level I fieldwork must be comparable in rigor.

**Bossier Parish Community College OTA PROGRAM**

## FIELDWORK 1-A ASSIGNMENTS

***Specific directions for completing assignments will be provided in their corresponding course (OCTA 203, OCTA 204, OCTA 205) and are based on the area and setting of OT practice in which the fieldwork occurs.***

# UNIT IV: LEVEL I-B

Spring Semester

## COE Guidelines for an Occupational Therapy Fieldwork Experience – Level I Definition and Purpose

The AOTA ACOTE 2018 Standards describe the goal of Level 1 Fieldwork " to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients.”

Level 1 Fieldwork is not intended to develop independent performance, but to "include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process."

Services may be provided to a variety of populations through a variety of settings. Experiences may include those directly related to occupational therapy, as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of individuals throughout the life span. Day care centers, schools, neighborhood centers, hospice, homeless shelters, community mental health centers, and therapeutic activity or work centers are among the many possible sites. Level 1 Fieldwork may also include services management and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences. Populations may include disabled or well populations; age-specific or diagnosis-specific clients.

Qualified personnel for supervision of Level 1 Fieldwork may include, but are not limited to, currently licensed, or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists. The supervisors must be knowledgeable about occupational therapy and cognizant of the goals and objectives of the Level 1 Fieldwork experience.

## Level I-B STUDENT Expectations

* The Level 1-B Fieldwork experience is designed to build a student’s performance in skills, attitude, professional behaviors, and general knowledge in a variety of traditional and non-traditional sites.
* Students will increase their observational, assessment, intervention, and documentation skills by having the opportunity to apply didactic learning and theory of occupational therapy to real work environments under the supervision of an OTR or COTA.
* The Level 1-B Fieldwork experience is part of the requirements of OCTA 217 – Fieldwork 1-B. Students will be assigned to two one-week fieldwork rotations for a total minimum of 70 hours (or full time equivalent) of fieldwork I-B experience.
* During Level I-B, fieldwork students are supervised by an OTR or COTA and could observe, assess, practice documentation, begin treatment planning and in most cases get some rudimentary hands-on experience. Level I-B can be viewed as a stepping-stone in the synthesis of knowledge and skill required to facilitate future client’s road to function. It can be to the student’s advantage to be assertive asking for hands-on experience with clients. Previous courses taken and current courses are listed under Program Curriculum (available in “Resources”).
* The focus of one of the level I-B fieldwork experiences is on the psychological and social factors that influence engagement in occupation regardless of the practice setting.
* Fieldwork educators will evaluate student’s performance using the Fieldwork 1-B Student Evaluation Form (available in this section, on CANVAS and in “Forms”). An action plan will be implemented in the event of any score less than 7. (See Action Plan in this section) It is the student’s responsibility to make sure the Student Evaluation Form is completed and returned to the AFWC along with assignments within one week of completing each Level I-B rotation.
* The objectives that define the expected skills and behaviors of each student are described on the student evaluation form and listed above.
* Competency form may be used as a guide to assess skills
* Level 1-B Fieldwork educators are encouraged but not required to issue assignments. The I-B Case Story assignment and the Psychosocial Assignment are included in this section for your viewing. Additional assignments may be issued by the Class Instructor/ Academic Fieldwork Coordinator prior to each site visit.
* Students are required to complete a Facility/Fieldwork Experience Evaluation Form (available in this section, on CANVAS and in “Forms”) for each Fieldwork site and submit to the Academic Fieldwork Coordinator within one week of completing assigned hours at each facility.
* The time and/or days of the placements are dependent upon the schedule of the facilities and/or fieldwork educators.
* Level I Fieldwork experiences cannot be substituted for any part of Level II Fieldwork.

**BPCC OTA Level I-B Objectives**

To achieve the learning outcomes, the student will:

1. Exhibit consistently a commitment to learning throughout the fieldwork experience through:
   * demonstrating a willingness to evaluate own performance.
   * identifying problems and information/learning needs.
   * identifying and locating appropriate resources.
   * incorporating new knowledge into clinical performance.
2. Effectively communicate and work inter-professionally with those who provide services to individuals and groups in order to clarify each member’s responsibility in executing an intervention plan
   * maintaining a professional demeanor in all interactions.
   * demonstrating respect for all persons, including respect for differences in culture, learning style, and lifestyle.
   * responding appropriately to unexpected situations.
   * interacting confidently with all persons.
   * demonstrating understanding, acceptance, and appropriate execution of multiple roles of the student OTA.
3. Effectively interact through written, oral and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.
   * initiating and completing verbal and written communication in a timely manner, choosing appropriate time and place.
   * using English language effectively (grammar, spelling, expression, organization and sequencing).
   * writing legibly.
   * using effective non-verbal communication.
   * adjusting verbal and non-verbal communication to each person and situation.
   * listening actively (including restating, reflecting, and clarifying messages).
   * following all documentation policies and procedures of the facility.
4. Effectively utilize time and resources obtaining the maximum benefit from a minimum investment of time and resources.

* Completing tasks within given time frame
* Taking initiative to remain productive throughout the day
* Mindful not to waste resources

1. Demonstrate therapeutic use of self, including one’s personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.
2. Appropriately receive and utilize constructive feedback during the fieldwork experience by:
   * actively seeking feedback.
   * demonstrating positive attitude toward feedback.
   * assessing own performance accurately.
   * incorporating intrinsic and extrinsic feedback into future experiences.
   * providing appropriate feedback to others, including modifying of feedback according to recipient’s need.
3. Demonstrate effective intraprofessional OT/OTA collaboration to explain the role of the

occupational therapy assistant and occupational therapist in the screening and evaluation process. **(B.4.24) (A, B)**

1. Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies. **(B.4.26) (A, B)**
2. Understand when and how to use the consultative process with specific consumers or

consumer groups as directed by an occupational therapist. (B)

1. Utilize the **scholarship** of the **teaching-learning process** with the client, family, significant others, colleagues, other health providers, and the public.
2. Under the direction of an administrator, manager, or OT, collect, organize, and report on data for evaluation of client outcomes**.**
3. Define strategies for effective, competency-based legal and ethical supervision of

occupational therapy assistants and non-occupational therapy personnel. **(B.5.8) (C)**

1. Utilize **Clinical reasoning** appropriately recognize and define problems, considering options, implementing solutions, and critiquing outcomes by:

* Recognizing potential conflicts and generating solutions
* Choosing the best one and acting accordingly – i.e. scheduling conflicts, absences, working with others in the setting

1. Demonstrate an understanding of **occupation-based** versus preparatory intervention plans for various practice settings.
2. Demonstrate the use of **evidence-based practice** in treatment settings.
3. Behave at all times throughout the fieldwork experience by exhibiting **professional work behaviors** including:
   * introducing self as student.
   * abiding by state practice act, facility and school policies and procedures, and the AOTA Code of Ethics
   * confirming informed consent from patient.
   * projecting professional image.
   * exercising discretion, including maintenance of confidentiality.
   * managing personal affairs in a manner that does not interfere with professional responsibilities.
   * respecting authority and complying with decisions of those in authority.
   * participating in profession-related organizations/activities.
4. Consistently accept responsibility during the fieldwork experience by:
   * arriving prior to the start of all scheduled activities.
   * accepting responsibility for own actions and outcomes.
   * completing projects, duties and assignments without prompting.
   * recognizing need and offering assistance to others.
   * recognizing own limitations and asking for assistance.
5. Demonstrate ability to manage stress consistently during the fieldwork experience by:
   * recognizing stress in self and others.
   * identifying probable sources of stress in self and others.
   * seeking assistance for self or others when appropriate.
   * establishing effective stress management and coping mechanisms.
   * prioritizing multiple commitments in personal and professional life.
6. Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice.
   * recognizing and remedying safety concerns during patient care.
   * asking for assistance when unable to manage patient safely.
   * using appropriate body mechanics and guarding techniques.
   * demonstrating standard precautions.
   * demonstrating safe handling of patient and equipment.
   * familiarizing self with and practicing risk management policies of the facility and school (falls, burns, disaster plans, etc.).
   * attendance.
   * appearance/dress.
   * professional behavior.
   * patient confidentiality.
   * drug use.
7. Document OT services to ensure accountability of service provision and to meet standards for reimbursement of services.
8. Describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator.
9. Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of OT intervention and the need for continued or modified intervention, and communicate the identified needs identified through use of the **OT Process**.
10. Facilitate discharge planning by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment, and identify those needs to the OT, client, and others involved in discharge planning.
11. In this clinical setting, what was the mechanism used by OTAs to recommend further evaluation by the OTR or refer clients to other healthcare professionals.
12. Demonstrate an understanding of personal, professional, and ethical considerations that contribute to therapeutic use of self and the development of **cultural competence.**
13. Demonstrate a **cultural awareness** for diverse populations and identify how these factors that influence occupational therapy treatment in a variety of mental health settings
14. Demonstrate skills in identifying psychosocial factors and their impact on occupation and addressing **psychosocial factors** through treatment planning. **(C.1.7)**

**Bossier Parish Community College OTA**

## Level 1-B Fieldwork Student Evaluation Form

|  |
| --- |
| **Student Name:** |
| **Facility:** |
| **Fieldwork Educator’s Name and Credentials: # of Years Experience:** |
| **Fieldwork Population:** (circle one) Infants/Child Adults Elders  **Fieldwork Area:** (circle one) Physical Dysfunction, Mental Health, Pediatrics, Specialty\_\_\_\_\_\_\_ |

The fieldwork educator should keep each of the following areas in mind as the student completes his/her fieldwork. Please complete this form and discuss your grading with the student on their last day of

fieldwork. Comments are vital to student growth. Please include comments about your reasoning for the grade.

Circle the number of the appropriate grade or for each area per the following scale:

1------7 passing------10 A score of ‘7’ is considered ‘average’

1. **Commitment to Learning**: The ability to self-assess, self-correct and self-direct; identify needs and sources of learning; continually seek new knowledge and understanding.

**Examples**- asks appropriate questions, is consistently engaged, actively observing and enthusiastic about learning

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**COMMENTS:**

1. **Interpersonal Skills**: The ability to communicate effectively with patients, families, colleagues, other health care professionals and the community; deals effectively with cultural/ethnic diversity issues. **Examples** – shows respect for others, easily and readily establishes rapport, works well with others

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**COMMENTS:**

1. **Communication Skills:** The ability to communicate effectively (speaking, body language, reading, writing, listening) with a variety of audiences and purposes.

**Examples** – displays open, alert postures, maintains eye contact, actively listens

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**COMMENTS:**

1. **Effective Use of Time and Resources**: The ability to obtain the maximum benefit from a minimum investment of time and resources.

**Examples** – completes task within given time frame, takes initiative to remain productive throughout the day, mindful to not waste resources

|  |  |  |  |  |  |  |  |  |  |
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**COMMENTS:**

1. **Use of constructed Feedback:** The ability to identify sources, seek out and effectively ask for feedback; effectively use and provide feedback to improve personal interaction.

**Examples** – takes initiative to ask for feedback and responds accordingly

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**COMMENTS:**

1. **Problem Solving:** The ability to recognize and define problems, considers options, implement solutions, and critique outcomes.

**Example –** recognizes potential conflicts generate solutions, choose the best one, and act accordingly –

i.e., scheduling conflicts, absences, working with others in the setting

|  |  |  |  |  |  |  |  |  |  |
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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**COMMENTS:**

1. **Professional Behavior:** The ability to exhibit appropriate professional conduct and to represent the profession effectively.

**Examples –** ability to handle personal problems/stress without it interfering with fieldwork duties, express empathy to client situations, arrives to fieldwork at specified time

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**COMMENTS:**

1. **Professional Appearance:** The ability to demonstrate appropriate professionalism in dress, hygiene, grooming, and alertness.

**Examples –** adhere to facility dress code, keep hair and nails neat where they do not interfere with duties, give full attention to situation at hand

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**COMMENTS:**

1. **Responsibility:** The ability to fulfill commitments and be accountable for actions and outcomes. **Examples –** dependable in carrying out given tasks without redirection, timely completion of assignments or group activities, owning up to and apologizing for mistakes and then taking steps to remedy the situation

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**COMMENTS:**

1. **Safety Awareness:** The ability to recognize and respond to the safety needs of clients, self, and other disciplines working in the setting.

**Examples –** noticing potential hazards in group or ax facilitation, keeping track of and safe handling of all media supplies, monitoring w/c or other equipment for problems, being aware of environment and need to remove all items that may lead to a potential fall or other injury

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**COMMENTS:**

1. **What suggestions or comments do you have for the course instructor or academic fieldwork**

**coordinator to help improve the fieldwork experience? Examples**- appropriate objectives, time frame, student preparation

**FWE’s Signature and Credentials Date**

**Student’s Signature Date**

*Additional copies available in “Forms” section and on CANVAS*

Bossier Parish Community College OTA Program

## Fieldwork 1-B ACTION PLAN

If a student is rated as “needing improvement” (Rating 1-6) on any Affective Skill on the Fieldwork educator’s evaluation of the Level 1-B fieldwork, the *student is responsible for scheduling a meeting* with the Academic Fieldwork Coordinator and collaborating on a plan for improvement which addresses the identified area.

The plan identified may include one or more of the following:

1. Review of the guiding principles behind OT practice with the population on which this fieldwork focuses.
2. Review of principles and application of professional behaviors.
3. Additional opportunities to refine verbal communication skills.
4. Revision of written work or supplemental assignments.
5. Additional Level 1-B Fieldwork experience

A grade of “Incomplete” will be given until the plan for improvement is successfully carried out and all course requirements are met. If a student does not successfully complete the Level 1-B fieldwork, he or she must petition the OTA Department **one time only** for permission to repeat the experience. This request to repeat the fieldwork must be made in writing to the Academic Fieldwork Coordinator within one weeks of the notification to the student that he/she has failed the Level 1-B fieldwork.

The OTA faculty will meet to review the request. Permission to repeat the fieldwork may or may not be granted and will depend on the reason for the failure. Faculty will not grant permission to repeat the fieldwork if it is felt that it would violate the *Occupational Therapy Code of Ethics.* If permission is not granted to repeat the Level 1-B Fieldwork, the student will be unable to complete the OTA Program.

If the student is permitted to repeat the fieldwork experience, scheduling will again be dependent upon site and/or fieldwork educator’s availability and may need to be completed after the completion of the semester. The student will receive an “I” in the course until the Level 1-B fieldwork is successfully completed. The student will not be allowed to enroll in the Level II Fieldwork until Level 1-B Fieldwork is successfully complete. This grade of “I” will be converted to an “F” if the requirements for Fieldwork 1- B are not successfully completed prior to mid-term of the first summer session and the student will be unable to complete the OTA program.

If the student successfully completes the Fieldwork 1-B within the designated time frame, the “I” grade will be changed to a letter grade for the course.

Bossier Parish Community College OTA Program

## Level 1-B Facility/Fieldwork Experience Evaluation

Student Name: Facility:

Fieldwork Educator(s) and Credentials:

The following evaluation tool should be completed by the student and discussed with the fieldwork educator by the last day of the fieldwork rotation. A copy should be left with the fieldwork educator and the original returned to the fieldwork coordinator. A grade will be given for the rotation only after this form has been received. Complete the questions below thoughtfully and accurately.

Provide comments for any score for (2) or less.

1. **Facility Orientation-** How would you rank the overall orientation that was provided by the fieldwork site?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1**  **Poor** | **2**  **Below Average** | **3**  **Average** | **4**  **Above Average** | **5**  **Exceptional** |

##### Comments:

1. **Expectations –** Rate your fieldwork educator’s ability to help you clearly Understand his/her expectations and assignments for this fieldwork rotation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1**  **Poor** | **2**  **Below Average** | **3**  **Average** | **4**  **Above Average** | **5**  **Exceptional** |

##### Comments:

1. **Professional Behaviors –** Rate your FWE’s ability to model professional behavior in communication, dress, and treatment skills.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1**  **Poor** | **2**  **Below Average** | **3**  **Average** | **4**  **Above Average** | **5**  **Exceptional** |

##### Comments:

1. **Technical Skills –** Rate your FWE’s ability to teach/model treatment techniques.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1**  **Poor** | **2**  **Below Average** | **3**  **Average** | **4**  **Above Average** | **5**  **Exceptional** |

##### Comments:

1. FWE and staff were sensitive to individual differences (race, age, sex, etc.)

YES NO

Comments:

1. Was the use of Occupation evidenced in this facility? Explain.
2. What suggestions or comments do you have for your FWE and/or the facility to help improve the facility’s student program?
3. What suggestions or comments do you have for the course instructor or fieldwork coordinator to help improve the fieldwork experience?
4. **Indicate your level of satisfaction with your FWE.**
   * Very satisfied
   * Satisfied
   * Neither satisfied nor dissatisfied
   * Dissatisfied
   * Very dissatisfied
5. **Indicate your level of satisfaction with this fieldwork site.**
   * Very satisfied
   * Satisfied
   * Neither satisfied nor dissatisfied
   * Dissatisfied
   * Very dissatisfied

Student Signature Date

FWE’s Signature and Credentials Date

*Additional copies available in “Forms” section and on CANVAS*

## BPCC OTA LEVEL I-B – CASE STORY ASSIGNMENT

In addition to the Level I-B assignments required for each rotation, you are also required to complete one case story. The case story should be typed, double spaced, and 5-6 pages in length with a bibliography. Carefully select the patient for your story.

The story should include:

* The patient’s diagnosis – additional information about diagnosis that is important
* Presenting problems or reason for referral
* Detailed description of patient history through chart review AND patient interview – you must get to know the patient to get a detailed history
* OT goals, intervention strategies
* Patient goals – (if different from therapist’s goals)
* Address areas of OTPF
* Occupational Profile
* Areas of Occupation
* Performance Skills and Patterns
* Context(s)
* FWE’s interpretation of patient’s condition, diagnosis, progress, and prognosis
* Your recommendations for intervention strategies/activities, equipment, AT…what would you like to do or try if you were treating this patient OR what recommendations would you make regarding discharge?
* In this clinical setting, what was the mechanism used by OTAs to recommend further evaluation by the OTR or refer clients to other healthcare professionals.
* Therapist’s discharge plan for patient (if different from patient’s discharge plan)
* List statements from patient’s chart (evaluation, progress notes…) that reflect consideration of reimbursement issues
* Identify evidence of clinical reasoning you observed or demonstrated in this rotation (pragmatic, narrative, procedural, conditional, interactive). How has your decision-making process changed or evolved during this rotation?
* Identify **evidenced-based intervention** utilized in this setting
* Culture:
  + How do you see the patient’s culture impacting their perspective on health, recovery, communication with staff/family, participation in therapy, goal setting, etc.?
  + How did your own culture impact your interactions with others including patients, families and clinical staff?

**Case Story is to be submitted via CANVAS by 8:00 a.m. the Friday following the rotation.**

## BPCC OTA LEVEL I-B: Psychosocial/Occupation Based Practice: Level I-B Fieldwork Assignment

**Purpose**: The focus of this fieldwork experience is the psychological and social factors that influence engagement in occupation. The assignment provides you with an opportunity to complete an occupational profile with a client and compare your findings with your supervisor’s evaluation and intervention plan.

**Associated ACOTE Standard**

C.1.7: Ensure that at least one fieldwork experience (either Level I or Level II) has as its focus psychological and social factors that influence engagement in occupation.

**Assignment Directions**

* + - 1. Identify a client
      2. Identify psychological and social factors influencing engagement in occupation in this setting.
         1. Talk with your client and/or family members. Find out who they really are and what is important to them. What is the client’s occupational history (i.e., life experiences, values, interests, and previous patterns of engagement in occupations and in daily life activities, the meanings associated with them)?
         2. During your interview, ask questions related to the COPM. It would be great if you could do the COPM, but at least use the style of questions to find out what they are needing support with to increase life participation.

What areas of occupation are successful, and what areas are causing problems or have safety risks?

What contexts and environments support or inhibit participation and engagement in desired occupations?

What are the client’s priorities and desired outcomes?

What are the OT goals that have been written for the client?

* + - * 1. In each of the first four days of the fieldwork experience, identify 2 psychological and social factors in the environment and your client’s projected discharge environment that impact occupation.
      1. Consider the emotional impact the client is experiencing secondary to the condition that warrants OT services. What coping skills are supporting recovery, which are inhibiting? What seems to motivate this client to want to work with you?
      2. Complete all requirements for paper outline as described below

**Paper Outline** (Although the assignment has multiple parts, turn everything in as one paper)

1. Cover page
2. Occupational Therapy Process (use attached checklist of Client Factors and Contexts)
   1. Describe a minimum of 8 social and/or psychosocial factors that impact your patient’s occupation in the facility environment
   2. In 1-2 paragraphs, describe an example of how an occupational therapist addressed (or could address) social and psychological needs of a client in treatment.
   3. Describe an “ah-ha” moment at this facility when you applied psychosocial content to treatment decisions regarding clients with physical/cognitive disability.
3. Copy of your intervention plan using problem statement, psychosocial goals (one long term and two short term goals that support long term) and two occupation-based intervention
4. If you can implement your intervention plan, describe what worked and what didn’t and why. if you are unable to implement your intervention plan, describe the circumstances

**Day to Day outline *suggestion* for Psychosocial Fieldwork Completion**

**Day 1**

1. Meet with the FWE and discuss the purpose of this assignment. Give the FWE an example of the type of client you will need to complete this assignment
2. Once the client has been selected, complete a chart review.
3. Observe the client in whatever settings are available (physical therapy, occupational therapy, breakfast, group).
4. Identify two psychosocial and social factors that impact your client’s occupation (use the attached checklist based on the OT Practice Framework)

**Day 2**

1. Identify two more (different than what has already been identified) psychological and social factors in the environment or the anticipated discharge environment that impact occupation.
2. Begin working on intervention plan including setting long term and short-term goals.
3. Discuss possible treatment interventions that address the limiting factors you have identified.

**Day 3**

1. Identify two more (different than what has already been identified) psychological and social factors in the environment or the anticipated discharge environment that impact occupation.
2. Develop a list of 3-5 factors that are limiting your client’s participation in occupation. Choose one limiting factor and develop a treatment plan

**Day 4**

1. Review with the FWE the client’s progress and resources available to support continued progress.
2. Identify 2 more psychological and social factors in the environment

**Intervention Plan**

**Make sure your goals and intervention plan address psychological and social factors (see checklist based on the OT Practice Framework).**

**Limiting Factors:**

**Problem Statement:**

**Psychological and Social Factors:**

**Contraindications/Precautions:**

**Psychosocial Goals (use COAST, RUMBA or SMART format)**

**Long Term Goal:**

1. **Short Term Goal**
   1. Intervention Strategy
   2. Intervention Strategy
2. **Short Term Goal**
   1. Intervention Strategy
   2. Intervention Strategy

Intervention goals and strategies must be predominantly occupation based, original and not a restatement of your supervisor’s goals

**Psychological and Social Factors Impacting Occupation: Checklists**

|  |  |  |
| --- | --- | --- |
| **Psychological Factors** |  | **Support or hinder engagement in occupation - Explain** |
| Ability to experience pleasure |  |  |
| Affect |  |  |
| Attention |  |  |
| Beliefs about physical deficits |  |  |
| Beliefs about self |  |  |
| Contact with reality |  |  |
| Decision making |  |  |
| Emotional regulation |  |  |
| Gender identity |  |  |
| Insight |  |  |
| Locus of control |  |  |
| Memory |  |  |
| Metacognition |  |  |
| Mood |  |  |
| Motivation |  |  |
| Orientation to self, time and place |  |  |
| Pain |  |  |
| Problem solving |  |  |
| Self-care |  |  |
| Self-efficacy |  |  |
| Self-esteem |  |  |
| Sensory Perception |  |  |
| Sexual orientation |  |  |
| Sleep quality |  |  |
| Spirituality |  |  |
| Thought content |  |  |
| Thought Process |  |  |
| Use of coping strategies |  |  |

|  |  |  |
| --- | --- | --- |
| **Sociological Factors** |  | **Support or hinder engagement in occupation - Explain** |
| Accepts feedback from others |  |  |
| Appropriate social touch |  |  |
| Assertiveness |  |  |
| Change’s behavior based on feedback |  |  |
| Community engagement |  |  |
| Conversation, initiate |  |  |
| Conversation, maintain |  |  |
| Conversation, terminate |  |  |
| Cultural identification and awareness |  |  |
| Cultural values, beliefs, rituals |  |  |
| Emotional expression |  |  |
| Empathy for others |  |  |
| Family relationships |  |  |
| Friendship participation |  |  |
| Gives feedback to others |  |  |
| Intimacy |  |  |
| Offers social support |  |  |
| Parenting |  |  |
| Religious values, beliefs, rituals |  |  |
| Requests social support |  |  |
| Social and personal space |  |  |
| Social etiquette |  |  |
| Speech quality & volume |  |  |
| Values clarification |  |  |
| Conversation, appropriate content |  |  |
| Awareness of social cues |  |  |
| Accepts affection from others |  |  |
| Regulates amount of social  interaction as needed |  |  |

**Psychological and Social Factors in the Environment**

|  |  |  |
| --- | --- | --- |
| **Physical** |  | **Support or hinder engagement in occupation - Explain** |
| Client’s personal space, room |  |  |
| Clutter |  |  |
| Layout of facility |  |  |
| Light: natural, amount, source |  |  |
| Personal items |  |  |
| Physical accommodations (bathrooms, access to water and food, other comforts) |  |  |
| Plants |  |  |
| Signage, cognitive cues |  |  |
| Smells |  |  |
| Sound: volume, type, distraction |  |  |
| Space between people and objects |  |  |
| Temperature |  |  |
| Visual intensity, variety, colors |  |  |
| **Social** |  |  |
| # animals, pets |  |  |
| # family members |  |  |
| # of clients |  |  |
| # of staff |  |  |
| Opportunity to interact |  |  |
| Other’s affect or mood |  |  |
| Other’s social skills |  |  |
| Personal safety |  |  |
| Proximity of others |  |  |
| Respect, kindness |  |  |
| Social climate |  |  |
| Social engagement by staff, family |  |  |
| Social support |  |  |
| **Cultural** |  |  |
| Cultural sensitivity, competence |  |  |
| Dress code |  |  |
| Facility mission, philosophy |  |  |
| Facility policies, norms |  |  |
| Family norms |  |  |
| Gender, ethnicity, SES of others |  |  |
| Level of professionalism |  |  |
| Medical model vs. Client-centered |  |  |
| Participation voluntary or not |  |  |
| Representation of diversity |  |  |
| Respect for privacy |  |  |
| Spiritual climate |  |  |
| Type of setting (inpatient, clinic, etc.) |  |  |
| **Temporal** |  |  |
| Frequency, duration of tx sessions |  |  |
| Interruptions to routine |  |  |
| Season |  |  |
| Temporal cues, schedules visible |  |  |
| Time of day, routine, randomness |  |  |

MID-TERM and POST FIELDWORK ASSESSMENT: Assessment of OTA Student Professional Behavior/Affective Skills

The following will be used to compare results from the identified areas of improvement during the student’s Affective Skills Meeting(s) and the student’s performance during Fieldwork utilizing scores from the *Fieldwork Evaluations.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Affective Skill Perception**  **√ = entry level**  **+ = above entry level NI= needs improvement** | | **Level I A or B: FWE perception**  **√ = entry level**  **+ = above entry level NI= needs improvement** | | **Comments** | **Remediation plan needed: Yes or No** |
| □ | 1. Commitment to  Learning | □ | Commitment to Learning |  |  |
| □ | Interpersonal Skills | □ | Interpersonal Skills |  |  |
| □ | 2. Communication Skills | □ | 3. Communication Skills |  |  |
| □ | 4. Effective Use of  Time and Resources | □ | 5. Effective Use of  Time and Resources |  |  |
| □ | 6. Use of  Constructive Feedback | □ | 7. Use of  Constructive Feedback |  |  |
| □ | 8. Problem Solving | □ | 9. Problem Solving |  |  |
| □ | 10. Professionalism | □ | 11. Professionalism |  |  |
| □ | 12. Responsibility | □ | 13. Responsibility |  |  |
| □ | 14. Critical Thinking | □ | 15. Critical Thinking |  |  |
| □ | 16. Stress  Management | □ | 17. Stress  Management |  |  |

**GRADES:** 203 204 205 206 208 = Current GPA:

210 212 213 215 216 217 218 = Current GPA:

I acknowledge that I have met with the OTA Program AFWC/PD concerning professional behavior/affective skill strengths, weaknesses, and expectations as well as concerns about my academic performance to date.

I understand that the intention of the meeting and feedback is to maximize opportunities for successful completion of required OTA skills during clinical practice experiences.

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

Student Signature Date AFWC/PD Date

# UNIT V: Level II A and B

Second Fall Semester

## LEVEL II FIELDWORK Guidelines and Expectations

* Students will be assigned 2 full time placements (for 8 weeks each) at an affiliation site for ~40 hours per week or the Full Time Equivalent at each location. Students will practice and apply skills learned during the academic component of the OTA program. Students will be under the supervision of an OTR or COTA.
* Students may complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.
* The ACOTE/AOTA Standards (2018) describes the goal of Level II Fieldwork is... “to develop competent, entry-level, generalist occupational therapy assistants. Level II fieldwork must be integral to the program’s curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings.”
* The fieldwork agency should have currently participated in a review process as established by the appropriate body, such as Joint Commission on Accreditation of Health Care Organizations, the Commission on Accreditation of Rehabilitation Facilities, or a state regulatory board. In lieu of this review body there should be a review by the university/program which is using the center as a fieldwork site.
* Fieldwork educators responsible for educating Level II Fieldwork occupational therapy assistant students shall meet state regulations governing practice and have as a minimum 1 year of practice experience, after initial certification by NBCOT as an occupational therapist or an occupational therapy assistant.
* Level II fieldwork is required and designed to promote clinical reasoning, to perform legally and ethically as outlined in the Standards of Practice and Code of Ethics, to communicate in a professional manner, and to develop and expand skills and performance in selecting and performing appropriate assessments and interventions related to human occupation and performance. Level II fieldwork experience should include in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation.
* In all settings, an understanding of psychosocial factors and their impact on occupations when developing client centered, meaningful, and occupation-based outcomes must be addressed
* Adequate staff to provide occupational therapy services and educational services should be maintained with supervisory and administrative responsibilities clearly defined.
* The ratio of fieldwork educators considered adequate to carry out a fieldwork experience is dependent upon the complexity of the services and the ability to ensure proper supervision and frequent assessment in achieving fieldwork objectives.
* The fieldwork educator should carry out an organized procedure of orientation to the agency, services, and the fieldwork experience.
* The fieldwork placements should provide the student with experience with various groups across the life span, persons with various psychosocial and physical performance challenges, and various service delivery models reflective of current practice in the profession. Within the required total of 16 weeks for the occupational therapy assistant student, there should be exposure to a variety of traditional and emerging settings and a variety of client ages and conditions.
* The fieldwork educator shall provide ongoing supervision of the student.
* The student should be supervised in all aspects of his/her fieldwork experience by adequate supervisory staff who should have full knowledge of and responsibility for all aspects of the program being carried out by the student under her or his guidance and protection.
* The fieldwork educator should have full knowledge of the student's assigned workload and responsibilities and how they are being handled and should be available to the setting and to the needs of the student.
* Ongoing supervision should be provided daily and/or weekly as an essential part of the fieldwork program. It should be flexible in accordance with the interests, needs and abilities of the student. Supervision should begin with more direct supervision and gradually decrease to less direct supervision as the student demonstrates competence with respect to the setting and client's condition and needs.
* The ratio of fieldwork educators to students shall be such as to ensure proper supervision and frequent assessment in achieving fieldwork objectives. The FWE to Student recommended ratio for Level II is 1:1.
* Students will not be placed for a Level II FW in a facility that no OT services exists at this time. However, students are required to serve in non-traditional settings in which OT services do not exist to identify the potential need and value of OT. If these sites are determined to become quality fieldwork sites, students may be placed for a Level II placement where no OT services exist. In such a case, documentation and verification of supervision will be provided in the setting where no OT services exist which would include a documented plan for provision of occupational therapy assistant services and supervision by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the direction of an occupational therapist) with at least 3 years’ full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.
* The **AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student** should be used as the rating tool. The student should be formally evaluated using this form. Performance should be reviewed by the fieldwork educator and the student at both midterm and end of the fieldwork experience. Other structured forms of feedback that promote educator/student communication on the student's progress may also be used on an ongoing basis.
* **Student will demonstrate learning through**:

Demonstration of entry level competency in the completion of Level II Fieldwork achieving the following on the Level II AOTA Fieldwork Performance Evaluation:

* + All items must be scored to receive for a Pass on the FWPE for OTAS
  + A sum score of 91 or higher will be required to receive a Pass on the FWPE for OTAS
  + A score of 3 or higher on the items:
* # 1 (Adheres to the American Occupational Therapy Association’s Code of Ethics and all federal, state, and facility regulations),
* # 2 (Adheres to safety regulations and reports/documents incidents appropriately), and
* # 3 (Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents) will all be required to receive a Pass on the FWPE for OTAS
  + Scores of 1 on any of the items is not allowed to receive a Pass on the FWPE for OTAS
* Completion of all clinical practical hours; and satisfactory completion (minimum of 80% average) of all course requirements including paperwork and discussion board assignments, and presentation of satisfactory clinical in-service (if applicable to site).
* The student shall be evaluated and be kept informed on an ongoing basis of her/his performance status. The use of **Weekly meeting forms** to discuss weekly performance and objectives for following week are encouraged and **available in “Forms.”**
* Formal evaluations of the student by the fieldwork educator in consultation with the AFWC should occur at “midterm” and at/near the end of each fieldwork rotation using the **Mid-Term Conference Form** and the **AOTA Fieldwork Performance Evaluation of the Occupational Therapy Student** (available in “Forms.”) Identified deficits in student performance occurring during these assessments may result in additional of student assignments, extension of fieldwork practice hours, and/or establishment of additional goals/expectations for student performance.
* If the student's performance is not satisfactory at mid-term or at any point in the fieldwork experience, both the student and academic institution must be notified immediately and documentation concerning the student's progress and outcomes of interventions should be maintained.

## Level II Objectives

To achieve the Level II learning outcomes, the student will:

1. Exhibit a commitment to the fundamentals of practice by:

a. Adhering consistently to the AOTA Code of Ethics (4) and the site’s policies and procedures.

b. Adhering consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.

c. Using sound judgment in regard to safety to self and others during all fieldwork-related activities. B

2. Demonstrate adherence to the Basic Tenets of Occupational Therapy by:

a. Clearly communicating the values and beliefs of occupational therapy, highlighting the use of occupation to clients, families, significant others, and service providers.

b. Communicating the role of the occupational therapist and occupational therapy assistant to clients, families, significant others, and service providers.

c. Making informed practice decisions based on published research and relevant informational resources.

3. Demonstrate Entry Level Competence in the Evaluation and Screening process by:

a. Under the supervision of and in cooperation with the occupational therapist and/or occupational therapy assistant, accurately gather relevant information regarding a client’s occupations of self-care, productivity, leisure and the factors that support and hinder occupational performance.

b. Establishing service competency in assessment methods, including but not limited to interviews, observations, assessment tools, and chart reviews within the context of the service delivery setting.

c. Assisting with the interpreting assessments in relation to the client’s performance and goals in collaboration with the occupational therapist

d. Reporting results accurately in a clear, concise manner that reflects the client’s status and goals

e. Developing client-centered and occupation-based goals in collaboration with the occupational therapist.

4. Demonstrate Entry Level Competence with Therapeutic Interventions by:

a. In collaboration with the occupational therapist, establish methods, duration and frequency of interventions that are client-centered and occupation-based. Intervention plans reflect context of setting.

b. Select and sequence relevant interventions that promote the client’s ability to engage in occupations.

c. Implement occupation-based interventions effectively in collaboration with clients, families, significant others and service providers.

d. Grade activities to motivate and challenge clients in order to facilitate progress.

e. Effectively interact with clients to facilitate accomplishment of established goals.

f. Monitor the client’s status in order to update, change, or terminate the intervention plan in collaboration with the occupational therapist.

5. Effectively and appropriately communicate consistently in both oral and written format throughout the fieldwork experience by:

a. Clearly and effectively communicate verbally and nonverbally with clients, families, significant others, colleagues, service providers and the public.

b. Produces clear and accurate documentation according to site requirements. All writing is legible, using proper spelling, punctuation, and grammar.

6. Behave at all times during the clinical experience professionally as demonstrated by:

a. Taking responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others

b. Constructive response to feedback

c. Demonstrating consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.

d. Demonstrating effective time management

e. Demonstrating positive interpersonal skills including but not limited to cooperation, flexibility, tact and empathy.

f. Respecting diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual and lifestyle choices.

7. Demonstrate an understanding of psychosocial factors and their impact on occupations when developing client centered, meaningful, and occupation-based outcomes.

Fieldwork Level II Prep and Completion Checklist

**Fieldwork II Preparation**

Submit written request to AFWC (Fieldwork Rotations Choices Form)

Study Fieldwork Manual

Review Fieldwork site binders

Submit fieldwork letters and personal data sheet **via CANVAS** to AFWC

Submit the signed Fieldwork II Agreement Form (in FW manual)

Send Confirmation Letter and Personal Data Sheet to *each* site **30 days** prior to FW

Call FWE or CCCE about 3 weeks before *each* rotation if necessary

Complete all the FW site prerequisites including Hep B series, BLS, TB and/or physical

Complete pre-registration with Shunta Spearman ([sspearman@bpcc.edu](mailto:eobanion@bpcc.edu)) (if necessary)

**Fieldwork II Completion**

Meet weekly with your FW educator and complete the weekly feedback form.

Schedule **Midterm conference** with your FWE and AFWC to review your performance using the **AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student** and the **Midterm Conference Form**.

Complete ALL Canvas Discussion Board assignments weekly.

**At the end of the rotation, submit the following documents:**

*Fieldwork Level II Prep and Completion Checklist to AFWC*

*Weekly conference/feedback forms*

*Copy of site-specific objectives from site (if needed)*

*Student Evaluation of the FW Experience, (SEFWE)*

*Criteria for Selection of Fieldwork II Experience – Student Perspective*

*FEAT completed in collaboration with FWE (optional)*

Schedule time with your FWE to review the completed **AOTA Fieldwork Performance**

**Evaluation for the Occupational Therapy Assistant Student** during last week of rotation.

**Update the school on address/contact information with each rotation.**

Apply for NBCOT examination application packet ~2 months prior to desired exam date.

Apply for OTA State License

BPCC OTA Program Criteria for Selection of Fieldwork II Experience- Student Perspective

**Name of Site: Date:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CRITERIA** | **Available** | | | **COMMENTS** |
| **Yes** | | **No** |
| **Variety of diagnoses and diverse populations at the site** |  | |  |  |
| **Multidisciplinary approach, with opportunity to observe**  **others** |  | |  |  |
| **OT evaluations- specific and an appropriate variety** |  | |  |  |
| **Written treatment plan for each patient** |  | |  |  |
| **Periodic documentation of treatment as determined by patient/client need and facility guidelines** |  | |  |  |
| **Variety of therapeutic activities used in treatment of patient/client** |  | |  |  |
| **Caseload for student is increased throughout the affiliation, with end competencies equivalent to those of an entry-level**  **therapist** |  | |  |  |
| **Available resources within facility** |  | |  |  |
| **Provides weekly supervision to meet students’ needs** |  | |  |  |
| **Site-specific objectives**  **established and followed** |  | |  |  |
| **Environment accommodates student** |  | |  |  |
| **Regularly scheduled in-**  **services** |  | |  |  |
| **Opportunity for oral presentation** |  | |  |  |
| **Completed AOTA Data Form** |  | |  |  |
| **Signed MOU** |  | |  |  |
| **APPROPRIATE** |  |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **QUALIFICATIONS OF SUPERVISOR** |  | | |
| **Minimum of one year of**  **clinical experience** |  |  |  |
| **Demonstrates commitment to meeting students’ educational needs** |  |  |  |
| **Provides structure to meet students’ learning needs in orientation, assignments, and**  **behavioral objectives** |  |  |  |
| **Can articulate verbally or in writing, methods used to stay current with knowledge in**  **the area of supervision** |  |  |  |
| **Is NBCOT certified or licensed to practice in state** |  |  |  |
| **Can identify and report a variety of OT treatment approaches used in treatment**  **of patient/client population** |  |  |  |
| **Satisfactory scores (or 3 or above) on SEFWE** |  |  |  |
| **Is a Certified FWE** |  |  |  |
| **Formalized orientation** |  |  |  |
| **Adherence to required evaluation procedures for weekly, mid-term and final**  **evaluations** |  |  |  |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**FWE Name Facility BPCC OTA Student Name**

## Failure to Complete Level II Fieldwork

**POLICY:** Any student who fails to successfully complete a scheduled fieldwork experience is not allowed to progress in the curriculum which will result in dismissal from the OTA program.

**RATIONALE:** Fieldwork courses are the demonstration of applied knowledge learned in the curriculum. Clinical practice, and therefore by extension, fieldwork courses are the primary medium for the implementation of occupational therapy. An inability to demonstrate applied knowledge and comply with the academic standards are justifications to limit progress in the curriculum.

**Fieldwork Circumstances which may result in Programmatic Dismissal**:

Academic Standards for the OTA Program at Bossier Parish Community College Student Handbook state that a student’s academic standing may be jeopardized by one or more of the following:

* Failure to demonstrate/achieve entry-level competency on the Level II AOTA Fieldwork Performance Evaluation by scoring below 91 or a score of 1 on any individual item; Less than a score of “3” on Items 1,2 or 3 on the AOTA FWPE
* Failure to complete all clinical practice hours;
* Failure to complete course requirements including paperwork and discussion board assignments (below 80% average),
* Failure to complete a satisfactory clinical in-service (if applicable to site).
* Failure to comply with school and fieldwork site’s rules or procedures
* Unprofessional conduct, unethical conduct, or illegal conduct
* Behavior that hinders professional competence and interpersonal or professional relations

Failure to successfully complete a fieldwork experience reflects inadequate integration of skills required for progressing in the curriculum.

**PROCEDURES:** Upon unsuccessful completion or termination from a fieldwork experience the student will:

* Receive an Academic Notice within one week from the Academic Fieldwork Coordinator (AFWC) receiving the final results of the fieldwork
* The Academic Notice will advise the student of the inability to progress in the curriculum with the current fieldwork results.
* The student may request a review of the circumstances by the BPCC OTA faculty (see consideration for repeat fieldwork).
* The BPCC OTA Faculty will evaluate the circumstances surrounding the failure in order to determine if the student should be:
* Considered for repeat of the fieldwork experience or
* Dismissed from the program

**Consideration for Repeat of Fieldwork**

* + 1. The student contacts the BPCC OTA Academic Fieldwork Coordinator (AFWC) and requests a review of the fieldwork circumstance by the faculty.
    2. The student presents to the faculty (in person and in writing) a description of what led

to the unsuccessful fieldwork experience. Additionally, the student presents a justification for continuation in the curriculum and the opportunity to repeat the fieldwork.

* + 1. The plan of action should include identification of areas needing improvement and the strategies the student will use to successfully complete a fieldwork. If due to evidence considered, the faculty decision is to dismiss from the program, the process follows as in section “B” below.
    2. If the faculty approves the student’s request to repeat the fieldwork and to continue in the curriculum, the following steps are followed:
* The Academic Fieldwork Coordinator will schedule another fieldwork experience in the same practice area.
* The student will develop an action plan in collaboration with the Academic Fieldwork Coordinator to address identified issues that led to failure.
* Remedial fieldwork objectives, timeline, and criteria for receiving a passing grade will be established by AFWC and Program Director. Student will be required to sign plan.
* The sequence of the fieldwork will be determined in collaboration with the student, AFWC, and the Program Director, to optimize the potential for the student’s future success.
* If the fieldwork sequence can only be completed in the following academic year, the student will audit all coursework previously completed in the semester immediately leading up to the fieldwork placement.
* Failure of the student to successfully complete the repeat fieldwork will result in dismissal from the program.
* All Level II fieldwork must be completed within 16 months of completion of didactic coursework.

**Dismissal from the Program:**

Circumstances which warrant dismissal from the program include:

* History of inadequate academic performance in the curriculum;
* Previous failed fieldwork experience;
* Failure to comply with School and fieldwork site’s rule or procedures
* Unprofessional, unethical and/or illegal conduct;
* Compromised patient safety in a clinical setting
* History of behavior that hinders professional competence and interpersonal or professional relations.

The faculty decision may be appealed only if the student can show that:

* There was an error in the procedure used by the faculty
* There is new evidence sufficient to alter the decision
* The sanction imposed was not appropriate to the severity of the violation or professional or academic standards.

All appeals shall be submitted in writing to the Dean of the BPCC Nursing and Allied Health within four working days of receiving the notice of dismissal. For further information regarding the appeals process, see the BPCC Student Handbook.

Students who withdraw or fail a FW II experience are responsible for the tuition associated with repeating the FW II course. Withdrawal and/or failure of a level II FW experience will result in a delay in graduation.

**Student Initiated Withdrawal:**

1. The student contacts the BPCC OTA Academic Fieldwork Coordinator (AFWC) explaining the student’s reasoning for withdrawal.
2. If it is determined by the OTA faculty that the reasons are extenuating circumstances, then the student will be dropped from the FW courses. The students will follow the considerations for repeat of a fieldwork experience.
3. If approved, the student will have 16 months in which to repeat and/or finish the mandatory 16 weeks of fieldwork. Students who withdraw or fail a FW II experience are responsible for the tuition associated with repeating the FW II course.
4. Withdrawal and/or failure of a level II FW experience will result in a delay in graduation.

**Problem resolution procedures**:

1. FWE and/or student will identify the problems with specific, documented goals.

Either FWE or student will contact AFWC indicating problems.

1. AFWC will attempt to negotiate solutions and also discuss options as related to education.
2. If problems persist, AFWC and FWE will develop specific goals with a time limitation and inform student.
3. Goals and time frame must be documented with a copy to student, AFWC and FWE.

**Certain behaviors, including but not limited to the following, may result in immediate removal from the fieldwork site:**

* Violation of patient’s rights
* Violation of patient’s confidentiality
* Falsifying data or records
* Illegal behavior or act
* Possession or use of intoxicants or narcotics
* Failure to follow the instructions of employees of the facility
* Any conduct that results in dismissal from a fieldwork site or programmatic course
* Failure to submit to a drug test or a positive drug test result
* Failure to submit to a criminal background check
* Jeopardizing patient safety
* Failure to maintain personal health insurance
* Failure to consent to a background check, drug/alcohol screen, or Release of information for Preparation of Clinical Rotation

**See BPCC Fieldwork Manual for policies regarding all levels of fieldwork.**

# UNIT VI: Site-Specific and FWE Information

* **Recommended Content for a Student Fieldwork Manual**
* **EXAMPLE of a Fieldwork Level II Experience Timeline**
* **Example Site-Specific Objectives (additional site-specific objective samples available on BPCC OTA website)**
* **FWE Training**
* **Starting a Fieldwork Program**
* **Fieldwork Educator Self-Assessment**

## Recommended Content for a Student Fieldwork Manual

1. Orientation Outline
2. Assignments
3. Safety Procedures/Codes
4. Behavioral Objectives
5. Week-by-Week Schedule of Responsibilities
6. Patient Confidentiality Information (Patient Rights)
7. Guidelines for Documentation:
   * Completed samples of all forms
   * Acceptable medical abbreviations
   * Discharge plan
   * Billing
   * Dictation Directions, if applicable
8. The Occupational Therapy Practice Framework: Domain and Process

**Additional information that can gradually be added to the student manual**

1. Organizational Chart of the Fieldwork Setting
2. History of the Fieldwork Setting
3. Department Information
   * Policy and procedures
   * Mission statement
   * Organizational chart
   * Essential job functions
   * Dress code
4. Regularly Scheduled Meetings:
   * Dates\times
   * Purpose of meeting
5. Special Client Related Groups\Programs
   * Purpose
   * Referral system
   * Operation
   * Transport
6. Patient Confidentiality Information (Patient Rights)
7. Guidelines for Documentation
8. Responsibilities of:
   * Fieldwork educator
   * Student
   * Fieldwork coordinator (if position exists)
9. Performance Evaluation

Procedure and guidelines used in the evaluation of

* + Student
  + Fieldwork Educator
  + Fieldwork Experience

Material for your student manual can be gathered from other sources within your facility (e.g., employee handbooks, Human Resources Department, etc.)

Feel free to call the academic programs that you have contracts with to get the names of nearby facilities that are similar to your site. Call those facilities and see if they are willing to share their student manual with you.

Don't feel that you need to have a separate manual for students and fieldwork educators. The manuals can be the same.

*10/2/2000*

<https://www.aota.org/Education-Careers/Fieldwork/NewPrograms/Content.aspx>

## EXAMPLE of a Fieldwork Level II Experience Timeline:

**Week 1**

* Department Orientation
* Review facility policies and procedures
* Review of Student manual, assignments, and expectations
* Observation with therapists (OT, PT, SP) in setting
* Participate in Department/Patient Care meetings/IEPs
* Review documentation process, equipment, and evaluation tools
* Review chart, observe evaluation/treatment of client which student will assume in week II, discuss treatment plan and goals
* Assist with clinic maintenance
* Meet with FWE to discuss weekly performance and objectives for following week

**Week 2**

* Assume responsibility for first client and assist FWE with caseload
* Complete appropriate documentation for treatment sessions
* Develop ax plan to meet tx goals
* Assist with collection of evaluation data
* Perform skills learned in academic setting (goniometry, splinting…)
* Use medical terminology appropriately and increase medical vocabulary
* Schedule time with FWE to demonstrate competency with safe transfer techniques using proper body mechanics
* Recognize changes in patient’s/client’s physical/emotional condition and respond appropriately
* Participate in department/patient care meetings
* Determine department in-service project
* Assist with clinic maintenance
* Meet with FWE to discuss weekly performance and objectives for following week

**Week 3**

* Discuss in-service topic with FWE
* Assume responsibility for second client/patient and assist FWE with caseload
* Complete appropriate documentation for treatment sessions
* Develop activity plan to meet treatment goals
* Professionally communicate with patients and families. Collaborate with them to formulate an effective treatment plan
* Observe and assist with one individualized home program
* Demonstrate ability to explain treatment programs effectively
* Participate in department/patient care meetings
* Assist with collection of evaluation data
* Assist with clinic maintenance
* Meet with FWE to discuss weekly performance and objectives for following week

**Week 4**

* Assume responsibility for third client and assist FWE with caseload
* Complete appropriate documentation for treatment sessions
* Assist with evaluation data collection
* Develop activity plan to meet goals
* Adapt/modify intervention activities to meet treatment goals
* Continue with in-service development
* Demonstrate ability to organize daily workload and adapt pace according to the needs of the patients/clients
* Become proficient at organizing schedule to allow adequate time for patient treatment as well as documentation
* Participate in department/patient care meetings
* Demonstrate ability to explain treatment programs effectively
* Assist with clinic maintenance
* Meet with FWE to discuss Midterm review. Both student and FWE to complete AOTA evaluation form for mid-term status as well as meeting with AFWC

**Week 5**

* Assume responsibility of fourth client and assist FWE with caseload
* Present in-service
* Determine department journal article review presentation
* Complete appropriate documentation for treatment sessions
* Assist with evaluation data collection
* Develop activity plan to meet goals
* Adapt/modify intervention activities to meet treatment goals
* Demonstrate ability to organize daily workload and adapt pace according to the needs of the patients/clients
* Become proficient at organizing schedule to allow adequate time for patient treatment as well as documentation
* Student primarily responsible for arranging client/patient schedules
* Demonstrate creative and individualized functional treatment activities with patients
* Participate in department/patient care meetings
* Demonstrate ability to explain treatment programs effectively
* Assist with clinic maintenance
* Meet with FWE to discuss weekly performance and objectives for following week

**Week 6**

* Assume responsibility of fifth client or maintain present caseload
* Continue Journal article review
* Complete appropriate documentation for treatment sessions
* Assist with evaluation data collection
* Develop activity plan to meet goals
* Adapt/modify intervention activities to meet treatment goals
* Demonstrate ability to organize daily workload and adapt pace according to the needs of the patients/clients
* Become proficient at organizing schedule to allow adequate time for patient treatment as well as documentation
* Student primarily responsible for arranging client/patient schedules
* Demonstrate creative and individualized functional treatment activities with patients
* Participate in department/patient care meetings
* Demonstrate ability to explain treatment programs effectively
* Assist with clinic maintenance
* Meet with FWE to discuss weekly performance and objectives for following week

**Week 7**

* Begin caseload transition to facility therapists
* Continue with journal article review
* Complete appropriate documentation for treatment sessions
* Assist with evaluation data collection
* Develop activity plan to meet goals
* Adapt/modify intervention activities to meet treatment goals
* Demonstrate ability to organize daily workload and adapt pace according to the needs of the patients/clients
* Become proficient at organizing schedule to allow adequate time for patient treatment as well as documentation
* Student primarily responsible for arranging client/patient schedules
* Demonstrate creative and individualized functional treatment activities with patients
* Participate in department/patient care meetings
* Demonstrate ability to explain treatment programs effectively
* Assist with clinic maintenance
* Meet with FWE to discuss weekly performance and objectives for following week

**Week 8**

* Complete caseload transition to facility therapists
* Present journal article
* Complete appropriate documentation for treatment sessions
* Assist with evaluation data collection
* Develop activity plan to meet goals
* Adapt/modify intervention activities to meet treatment goals
* Demonstrate ability to organize daily workload and adapt pace according to the needs of the patients/clients
* Become proficient at organizing schedule to allow adequate time for patient treatment as well as documentation
* Student primarily responsible for arranging client/patient schedules
* Demonstrate creative and individualized functional treatment activities with patients
* Participate in department/patient care meetings
* Demonstrate ability to explain treatment programs effectively
* Assist with clinic maintenance
* Exit interview and discussion of AOTA Fieldwork Performance Evaluation form and SEFWE

It is strongly recommended that the OTA students from Bossier Parish Community College participate in the development and presentation of at least one home/independent study assignment to be presented to the fieldwork site’s staff/department. Suggestions for assignments are as follows:

1. Case study – create a patient story to include all aspects of the OT process, implementing the OTPF, treatment goals, and outcomes
2. Clinic project/equipment – provide a project, program or piece of equipment to benefit the clinic. Perform a needs assessment to determine what type of project would be most beneficial to the clinic and the clinic’s population
3. Journal article – research a topic of interest to your clinic through journal review and present findings
4. In-service – research a topic about evidence-based practice and/or emerging areas of practice and present to department

Resources:

AOTA.org

<https://www.aota.org/Education-Careers/Fieldwork/LevelII.aspx>

## SAMPLE Site-Specific Objectives

Sample Objectives are available on the BPCC OTA website and can be found by clicking on the following link:

[BPCC OTA FIELDWORK EDUCATOR SAMPLE SITE SPECIFIC OBJECTIVES](https://www.bpcc.edu/academics/nursing-and-allied-health/occupational-therapy-assistant-program/fieldwork-educator)

## Fieldwork Educator (FWE) Training

**Fieldwork Educator Certificate Program**

The American Occupational Therapy Association offers comprehensive training for the role of FWE via regional 2-day workshops, providing 15 contact hours of continuing education credit. For more information, go to: [AOTA FWE Certificate Workshop](https://www.aota.org/education/fieldwork/~/link.aspx?_id=CC082C1971E640CFB9ED9862409048CB&_z=z)

## Starting a Fieldwork Program

AOTA has resources available to help you and your facility start your own fieldwork program. The resources can be found at the following link:

[Fieldwork Management](https://www.aota.org/education/fieldwork/starting-a-fieldwork-program)

## Fieldwork Educator Self-Assessment

This tool, provided by AOTA, is used to assist FWEs in assessing their own level of competence and to identify areas for further development. Take the assessment here:

[Self-Assessment Tool FWE Competency](https://www.aota.org/education/fieldwork/-/media/c7fc694ef1f44315a3e052bc7e63c853.ashx)

## Verification of Understanding

This manual is a guide for fieldwork. The Academic Fieldwork Coordinator is available to clarify any information. Review this manual for the policies and procedures relating to the BPCC OTA Fieldwork program and the requirements in accordance with the Standards for an Accredited Program for the Occupational Therapy Assistant. Collaboration with the AFWC is essential in choosing a FW II site. After you complete reading this manual and have discussed the content with the AFWC, please sign and date this page and give to the BPCC AFWC. Please make a copy for yourself.

By signing this paper, you agree to the contents of this manual, course objectives for Level I, and the collaboration between the AFWC and the FWEs in establishing Level II site-specific objectives that reflect both the curriculum design of the BPCC OTA educational program and the model of service delivery of your fieldwork setting.

**Signature: Date:**

**Printed Name:**

**AFWC Signature: Date:**

**Signature: Date:**

**Printed Name:**

**AFWC Signature: Date:**

**Signature: Date:**

**Printed Name:**

**AFWC Signature: Date:**

**Signature: Date:**

**Printed Name:**

**AFWC Signature: Date:**

**Signature: Date:**

**Printed Name:**

**AFWC Signature: Date:**

# UNIT VII: Resources

* **Program Curriculum/Courses Short Course Descriptions**
* **AOTA Code of Ethics (2020)**
* **Frequently Asked Questions (general)**
* **HIPAA Frequently Asked Questions**
* **HIPAA Guidelines for Fieldwork**

**Bossier Parish Community College**

## OTA CurriculumSheet

*This unofficial curriculum sheet is established for guidance of students while pursuing an associate degree or certificate at BPCC. Students must earn a minimum grade of C in each course on the curriculum sheet.*

**Associate of Applied Science**

**in**

**Occupational Therapy Assistant**

CWID#:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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

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

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

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

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

City: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_State:\_\_\_\_\_\_\_ Zip: \_\_\_\_\_\_\_\_

|  |
| --- |
|  |

*The following developmental courses that do not appear on your curriculum may need to be taken*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course** | **Accuplacer Nex Gen** | **Accuplacer Classic** | **ACT** | **Dept Exam** | **Other** | **complete** |
| READ 099 | < 256 | <85 | <16 | <14 |  |  |
| MATH 098 | QAS < 250 | Elementary Algebra <65 | <16 | <53 |  |  |
| MATH 099 | QAS 250-262  AAF 200-249 | Elementary Algebra 65-120  College level Math 20-44 | 17-18 | 53-108 |  |  |
| ENGL 099 | Writing < 229-249 | Sentence skills < 86 | 17 | <12 |  |  |
| ENGL 099 plus ENGL 099L | Writing <225 | Sentence skills <60 | <17 | 12-15 |  |  |

**Qualification Courses (must be completed prior to enrolling in program classes)**

*Credit*

*Course Name and Number Grade Equivalent / Transfer Hours*

|  |  |  |  |
| --- | --- | --- | --- |
| ENGL 101: Composition & Rhetoric I |  |  | 3 |
| ENGL 102: Composition & Rhetoric II |  |  | 3 |
| Humanities Elective |  |  | 3 |
| \*MATH 102: College Algebra or  MATH 101: Algebra for College Students |  |  | 3 |
| PSYC 201: Introduction to Psychology |  |  | 3 |
| PSYC 220: Developmental Psychology |  |  | 3 |
| BLGY 110: Medical Terminology |  |  | 3 |
| BLGY 230: Human Anatomy & Physiology I |  |  | 3 |
| BLGY 230L: Human Anatomy & Physiology I Lab |  |  | 1 |
| BLGY 231: Human Anatomy & Physiology II |  |  | 3 |
| ALHT 109: Health Care Systems/Safety |  |  | 2 |

**Total Pre-OTA Hours: 30**

**Program Courses (Students are selected by committee to enter the OTA program)**

*Credit*

*First Semester (Summer Session C****)*** *Grade Equivalent / Transfer* *Hours*

|  |  |  |  |
| --- | --- | --- | --- |
| OCTA 200: Introduction to Occupational Therapy |  |  | 2 |
| OCTA 201: Functional Anatomy for OTA |  |  | 2 |

4

*Second Semester (Fall)*

|  |  |  |  |
| --- | --- | --- | --- |
| OCTA 203: Physical Challenges to Occupation |  |  | 3 |
| OCTA 204: Mental Challenges to Occupation |  |  | 3 |
| OCTA 205: Developmental Challenges to Occupation |  |  | 3 |
| OCTA 206: Therapeutic Interventions I |  |  | 2 |
| OCTA 208: Clinical Documentation I |  |  | 2 |

**13**

*Third Semester (Spring)*

|  |  |  |  |
| --- | --- | --- | --- |
| OCTA 210: OTA Seminar |  |  | 2 |
| OCTA 212: OT Strategies and Interventions for the Elderly |  |  | 2 |
| OCTA: 213 OT Strategies and Interventions to Physical  Challenges |  |  | 3 |
| OCTA 215: OT Strategies and Interventions to Pediatrics |  |  | 3 |
| OCTA 216: Therapeutic Interventions II |  |  | 1 |
| OCTA 217: Fieldwork I – B |  |  | 1 |
| OCTA 218: Clinical Documentation II |  |  | 1 |

**13**

*Fourth Semester (fall)*

|  |  |  |  |
| --- | --- | --- | --- |
| OCTA 220: Fieldwork Level II-A |  |  | 6 |
| OCTA 221: Fieldwork Level II-B |  |  | 6 |

**Total OTA Clinical Hours: 42**

**Total credit hours to earn the degree: 72**

\* For transfer to a four year institution, students are strongly advised to take MATH 102 instead of MATH 101. Students must seek the assistance of their advisor to determine the appropriate mathematics course*.*

***Semesters Advised*** *FA \_\_\_ SP \_\_\_\_\_\_ SU \_\_\_\_\_\_ FA \_\_\_\_\_\_ SP \_\_\_\_\_\_ SU \_\_\_\_\_\_*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Advisor**

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Dean**

*3/22*

## BPCC Occupational Therapy Assistant (OCTA) Short Course Descriptions

***Prerequisite: Enrollment in the OCTA program courses is limited to those students who have been selected and admitted to the professional phase of the program. Program courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.***

**OCTA 200: Introduction to Occupational Therapy** Credit Hours: 2

Lecture hours per week: 2 Lab hours per week: 0

Prerequisite(s): Admission to the OTA clinical program Corequisite(s): OCTA 201

This course provides knowledge in the foundation of OT practice by introducing the historical development, theory, principles, values, and roles and responsibilities in occupational therapy. Topics include OT standards of practice, professional behaviors, educational preparation and certification, code of ethics, emerging trends, practice framework, models of practice and frames of reference. The basic tenets of occupational therapy will also be discussed. Enrollment in OCTA program courses is limited to those students who have been selected and admitted to the professional phase of the program. Program courses are sequenced by semester and must be taken as a group each semester per program requirements. (Summer semester only)

**OCTA 201: Functional Anatomy for OTA** Credit Hours: 2

Lecture hours per week: 1 Lab hours per week: 3

Prerequisite(s): Admission to the OTA clinical program Corequisite(s): OCTA 200

This course includes the study of human musculoskeletal anatomy with emphasis on major bones, bony landmarks, joint anatomy, and origin/insertion/action/innervation of selected muscles. Lab activities include palpation of selected bony and soft tissue landmarks and basic analyses of human movement. Enrollment in OCTA program courses is limited to those students who have been selected and admitted to the professional phase of the program. Program courses are sequenced by semester and must be taken as a group each semester per ***program*** requirements. (Summer semester only)

Credit Hours: 3

Lecture hours per week: 3 Lab hours per week: 0

**OCTA 203: Physical Challenges to Occupation** Credit Hours: 3

Lecture hours per week: 3 Lab hours per week: 0

Prerequisite(s): OCTA 200 and OCTA 201

Corequisite(s): OCTA 204, OCTA 205, OCTA 206, OCTA 208

This course will provide knowledge of occupational therapy assessments and strategies for the OTA to use along with the OTR in gathering data and in assessing individuals in the adult population with various major medical diagnoses that have altered the individual’s performance in areas of occupation (ADL, IADL, health management, education, play, work, leisure, rest and sleep and social participation). Topics include evaluation and assessment of client factors, activity analysis, intervention principles, and the role of the OT practitioner in various practice areas. Students will apply didactic knowledge to the clinical setting in a variety of Level I-A fieldwork settings.

Enrollment in OCTA program courses is limited to those students who have been selected and admitted to the professional phase of the program. Program courses are sequenced by semester and must be taken as a group each semester per program requirements. (Fall semester only)

**OCTA 204: Mental Challenges to Occupation** Credit Hours: 3

Lecture hours per week: 2 Lab hours per week: 3

Prerequisite(s): OCTA 200, OCTA 201

Corequisite(s): OCTA 203, OCTA 205, OCTA 206, OCTA 208

This course will introduce the history and theories, contexts, and interactions with individuals with psychosocial issues that alter an individual’s performance in areas of occupation (ADL, IADL, health management, education, play, work, play, leisure, rest and sleep and social participation). It will explore treatment approaches and techniques for the client with psychosocial dysfunction to be performed by the OTA. Topics include role of the OTA, practice models, behavioral and life span issues, major DSM-V diagnoses, contexts of intervention,

symptoms, therapeutic use of self, safety, culture, professional behaviors, communication skills (oral and written), group techniques and planning strategies for group intervention and group activities. The evaluation process and appropriate assessments will be introduced. Students will apply didactic knowledge to the clinical setting in a variety of Level I-A fieldwork settings. Enrollment in OCTA program courses is limited to those students who have been selected and admitted to the professional phase of the program. Program courses are sequenced by semester

and must be taken as a group each semester per program requirements. (Fall semester only)

**OCTA 205: Developmental Challenges to Occupation** Credit Hours: 3

Lecture hours per week: 2 Lab hours per week: 3

Prerequisite(s): OCTA 200, OCTA 201

Corequisite(s): OCTA 203, OCTA 204, OCTA 206, OCTA 208

This course will provide knowledge of the role of the OT practitioner within the pediatric population. Topics include normal pediatric and adolescent development, activity analysis, development of occupational performance skills and areas of occupation, intellectual disabilities, and other pediatric disorders that interfere with an individual’s performance in areas of occupation (ADL, IADL, health management, education, play, work, leisure, rest and sleep and social participation). The evaluation process and appropriate assessments will be introduced.

Students will apply didactic knowledge to the clinical setting in a variety of Level I-A fieldwork settings. Enrollment in OCTA program courses is limited to those students who have been selected and admitted to the professional phase of the program. Program courses are sequenced by semester and must be taken as a group each semester per program requirements. (Fall semester only)

**OCTA 206: Therapeutic Interventions I** Credit Hours: 2

Lecture hours per week: 1 Lab hours per week: 3

Prerequisite(s): OCTA 200, OCTA 201

Corequisite(s): OCTA 203, OCTA 204, OCTA 205, OCTA 208

This course will provide knowledge in patient care, body mechanics, therapeutic modalities and orthotics that will be used to increase the individual’s participation in areas of occupation across the life span. Topics include assessment of vital signs, patient equipment management, transfers and positioning, range of motion, manual muscle testing, assistive technology, functional ambulation and splinting. Skills such as observation, activity analysis, modalities and their therapeutic value will be introduced. Enrollment in OCTA program courses is limited to those students who have been selected and admitted to the professional phase of the program. Program courses are sequenced by semester and must be taken as a group each semester per program requirements. (Fall semester only)

**OCTA 208: Clinical Documentation I** Credit Hours: 2

Lecture hours per week: 2 Lab hours per week: 0

Prerequisite(s): OCTA 200, OCTA 201

Corequisite(s): OCTA 203, OCTA 204, OCTA 205, OCTA 206

This course will provide knowledge of the documentation process for occupational therapy assistants. Topics include clinical reasoning skills, professional behaviors, use of language, ethical and legal considerations, goal writing, SOAP and other methods of documenting, and intervention plans. Enrollment in OCTA program courses is limited to those students who have been selected and admitted to the professional phase of the program. Program courses are sequenced by semester and must be taken as a group each semester per program requirements. (Fall semester only)

**OCTA 210: OTA Seminar** Credit Hours: 2

Lecture hours per week: 2 Lab hours per week: 0

Prerequisite(s): OCTA 203, OCTA 204, OCTA 205, OCTA 206, OCTA 208

Corequisite(s): OCTA 212, OCTA 213, OCTA 215, OCTA 216, OCTA 217, OCTA 218

This course focuses on the role of the OTA in the management, administration, and delivery of OT services, preparation for certification and licensure, and job readiness. Topics include the contexts of healthcare, leadership and advocacy, professionalism, reimbursement, marketing, documentation and quality improvement, supervision and fieldwork requirements, health literacy, ethics, and scholarly practice. This course will also include a review of skills and principles expected of the occupational therapy assistant to develop competency as an entry level COTA. (Spring semester only)

**OCTA 212: OT Strategies and Interventions for the Elderly** Credit Hours: 2

Lecture hours per week: 2 Lab hours per week: 0

Prerequisite(s): OCTA 203, OCTA 204, OCTA 205, OCTA 206, OCTA 208

Corequisite(s): OCTA 210, OCTA 213, OCTA 215, OCTA 216, OCTA 217, OCTA 218

This course will provide knowledge about issues related to aging trends, concepts and theories, health and well-being, cultural diversities and ethical aspects related to elders. Topics include emphasis on occupational therapy interventions with the elderly population including working with families and caregivers, mobility and other common medical and psychosocial issues. Enrollment in OCTA program courses is limited to those students who have been selected and admitted to the professional phase of the program. Program courses are sequenced by semester and must be taken as a group each semester per program requirements. (Spring semester only)

**OCTA 213: OT Strategies and Intervention to Physical Challenges** Credit Hours: 3

Lecture hours per week: 2 Lab hours per week: 3

Prerequisite(s): OCTA 203, OCTA 204, OCTA 205, OCTA 206, OCTA 208

Corequisite(s): OCTA 210, OCTA 212, OCTA 215, OCTA 216, OCTA 217, OCTA 218

This course will provide knowledge of occupational therapy strategies and interventions in the adult population for conditions that alter an individual’s performance in areas of occupation (ADL, IADL, education, play, work, leisure, sleep, and social participation). Topics include common diagnoses, treatment environments and treatment for areas of occupation. Lab activities will concentrate on intervention strategies for visual, neurological, cognitive and orthopedic deficits as well as therapeutic positioning and handling of the adult client. The evaluation process and appropriate assessments will be expanded upon. Enrollment in OCTA program courses is limited to those students who have been selected and admitted to the professional phase of the program. Program courses are sequenced by semester and must be taken as a group each semester per program requirements. (Spring semester only)

**OCTA 215: OT Strategies and Interventions to Pediatrics** Credit Hours: 3

Lecture hours per week: 2 Lab hours per week: 3

Prerequisite(s): OCTA 203, OCTA 204, OCTA 205, OCTA 206, OCTA 208

Corequisite(s): OCTA 210, OCTA 212, OCTA 213, OCTA 216, OCTA 217, OCTA 218

This course will provide knowledge in occupational therapy strategies and intervention techniques for individuals ranging in age from birth to age 22 that have limitations that affect their performance in areas of occupation (ADL, IADL, health management, education, play, work, leisure, rest and sleep and social participation). Topics include common diagnoses, assessments, treatment environments, and treatment interventions for areas of occupation. Lab activities will focus on applying skills necessary to prevent, remediate, compensate, adapt and promote participation in the pediatric population as well as effectively communicating (verbal and written) with patients/families, caregivers, clinicians and teachers. The evaluation process, appropriate assessments, and documentation skills will be expanded upon. Enrollment in the OCTA program courses is limited to those students who have been selected and admitted to the professional phase of the program. Program courses are sequenced by semester and must be taken as a group each semester per program requirements and policies. (Spring semester only)

**OCTA 216: Therapeutic Interventions II** Credit Hours: 1

Lecture hours per week: 0 Lab hours per week: 3

Prerequisite(s): OCTA 203, OCTA 204, OCTA 205, OCTA 206, OCTA 208

Corequisite(s): OCTA 210, OCTA 212, OCTA 213, OCTA 215, OCTA 217, OCTA 218

This course will provide knowledge of a variety of remedial and compensatory techniques used to increase the individual’s participation in areas of occupation across the life span. Topics include an emphasis on recognizing and choosing appropriate functional activities based on a person’s needs, abilities and goals and adapting, altering or designing equipment, activities and/or environments that support participation and independence in all areas of performance. An understanding of basic modalities as preparatory techniques prior to occupation-based activities will be expanded upon. Observation skills, activity/task grading and analysis, media and ADL activities and equipment and their therapeutic value will be expanded upon. Enrollment in the OCTA program courses is limited to those students who have been selected and admitted to the professional phase of the program. Program courses are sequenced by semester and must be taken as a group each semester per program requirements and policies. (Spring semester only**)**

**OCTA 217: Fieldwork 1-B**

Credit Hours: 1; 70 clinical practice hours

Prerequisite(s): OCTA 203, OCTA 204, OCTA 205, OCTA 206, OCTA 208

Corequisite(s): OCTA 210, OCTA 212, OCTA 213, OCTA 215, OCTA 216, OCTA 218

This course will provide experience in physical disability, pediatric, and psychosocial clinical settings to increase knowledge and performance in clinical skills, clinical reasoning, and documentation skills. Students will be assigned to two different settings, for a minimum of 70 clinical practice hours or full-time equivalent, under the supervision of a licensed OT practitioner. Enrollment in OCTA program courses is limited to those students who have been selected and admitted to the professional phase of the program. Program courses are sequenced by semester and must be taken as a group each semester per program requirements. (Spring semester only)

**OCTA 218: Clinical Documentation II** Credit Hours: 1

Lecture hours per week: 1 Lab hours per week: 0

Prerequisite(s): OCTA 203, OCTA 204, OCTA 205, OCTA 206, OCTA 208

Corequisite(s): OCTA 210, OCTA 212, OCTA 213, OCTA 215, OCTA 216, OCTA 217

This course will provide opportunities to increase documentation skills throughout the OT process and expand upon clinical reasoning skills. Topics will include documenting skilled services for reimbursement, goal writing, intervention plans, SOAP notes and other forms of documentation, electronic documentation, and the introduction of telehealth as an emerging delivery model. Enrollment in OCTA program courses is limited to those students who have been selected and admitted to the professional phase of the program. Program courses are sequenced by semester and must be taken as a group each semester per program requirements. (Spring semester only)

**OCTA 220: Fieldwork Level II-A**

Credit Hours: 6; 8 weeks of full-time clinical practice

This is the first eight-week, full time placement at an affiliation site. Students will practice and apply skills learned during the didactic component of the OTA program. Specific objectives and assignments relative to each site will be collaboratively developed by the fieldwork educator, academic fieldwork coordinator and the student. Students will be under the supervision of a licensed OTR or COTA. Enrollment in OCTA program courses is limited to those students who have been selected and admitted to the professional phase of the program. Program courses are sequenced by semester and must be taken as a group each semester per program requirements. (Fall semester only)

**OCTA 221: Fieldwork Level II-B**

Credit Hours: 6; 8 weeks of fulltime clinical practice

This is the second eight-week, full time placement at an affiliation site. Students will practice and apply skills learned during the didactic component of the OTA program. Specific objectives and assignments relative to each site will be collaboratively developed by the fieldwork educator, academic fieldwork coordinator and the student. Students will be under the supervision of a licensed OTR or COTA. Enrollment in the OCTA program courses is limited to those students who have been selected and admitted to the professional phase of the program. Program courses are sequenced by semester and must be taken as a group each semester per program requirements and

policies. All didactic coursework must be completed prior to placement in Level II Fieldwork. (Fall semester only)

## Occupational Therapy Code of Ethics (2020)

**Preamble**

The 2020 Occupational Therapy Code of Ethics (the Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the occupational therapy profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in practice, research, education, and policy. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients of service in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be persons, groups, families, organizations, communities, or populations (AOTA, 2020).

**The Code serves two purposes:**

1. It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles, and
2. It delineates enforceable Principles and Standards of Conduct that apply to AOTA members.

Although many state regulatory boards incorporate the Code or similar language regarding ethical behavior into regulations, the Code is meant to be a freestanding document that guides ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist with resolving conflicts and ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees, organizational ethics officers or consultants, and the AOTA Ethics Commission. For a full list of AOTA ethics resources, please refer to the AOTA website at [https://www.aota.org/Practice/Ethics.aspx.](http://www.aota.org/Practice/Ethics.aspx)

**Core Values**

The occupational therapy profession is grounded in seven longstanding Core Values: Altruism, Equality, Freedom,

Justice, Dignity, Truth, and Prudence (AOTA, 1993). The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. These Core Values should be considered when determining the most ethical course of action (adapted from Core Values and Attitudes of Occupational Therapy Practice; AOTA, 1993):

*Altruism* indicates demonstration of unselfish concern for the welfare of others. Occupational therapy personnel reflect this concept in actions and attitudes of commitment, caring, dedication, responsiveness, and understanding.

*Equality* indicates that all persons have fundamental human rights and the right to the same opportunities. Occupational therapy personnel demonstrate this value by maintaining an attitude of fairness and impartiality and treating all persons in a way that is free of bias. Personnel should recognize their own biases and respect all persons, keeping in mind that others may have values, beliefs, or lifestyles that differ from their own. Equality applies to the professional arena as well as to recipients of occupational therapy services.

*Freedom* indicates valuing each person’s right to exercise autonomy and demonstrate independence, initiative, and self- direction. A person’s occupations play a major role in their development of self-direction, initiative, interdependence, and ability to adapt and relate to the world. Occupational therapy personnel affirm the autonomy of each individual to pursue goals that have personal and social meaning. Occupational therapy personnel value the service recipient’s right and desire to guide interventions.

*Justice* indicates that occupational therapy personnel provide occupational therapy services for all persons in need of these services and maintain a goal-directed and objective relationship with recipients of service. Justice places value on upholding moral and legal principles and on having knowledge of and respect for the legal rights of recipients of service. Occupational therapy personnel must understand and abide by local, state, and federal laws governing professional practice. Justice is the pursuit of a state in which diverse communities are inclusive and are organized and structured so that all members can function, flourish, and live a satisfactory life regardless of age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in social justice: addressing unjust inequities that limit opportunities for participation in society (Ashe, 2016; Braveman & Bass-Haugen, 2009). They also exhibit attitudes and actions consistent with occupational justice: full inclusion in everyday meaningful occupations for persons, groups, or populations (Scott et al., 2017).

Dignity indicates the importance of valuing, promoting, and preserving the inherent worth and uniqueness of each person. This value includes respecting the person’s social and cultural heritage and life experiences. Exhibiting attitudes and actions of dignity requires occupational therapy personnel to act in ways consistent with cultural sensitivity, humility, and agility.

Truth indicates that occupational therapy personnel in all situations should be faithful to facts and reality. Truthfulness, or veracity, is demonstrated by being accountable, honest, forthright, accurate, and authentic in attitudes and actions. Occupational therapy personnel have an obligation to be truthful with themselves, recipients of service, colleagues, and society. Truth includes maintaining and upgrading professional competence and being truthful in oral, written, and electronic communications.

Prudence indicates the ability to govern and discipline oneself through the use of reason. To be prudent is to value judiciousness, discretion, vigilance, moderation, care, and circumspection in the management of one’s own affairs and to temper extremes, make judgments, and respond on the basis of intelligent reflection and rational thought. Prudence must be exercised in clinical and ethical reasoning, interactions with colleagues, and volunteer roles.

**Principles**

The Principles guide ethical decision making and inspire occupational therapy personnel to act in accordance with the highest ideals. These Principles are not hierarchically organized. At times, conflicts between competing principles must be considered in order to make ethical decisions. These Principles may need to be carefully balanced and weighed according to professional values, individual and cultural beliefs, and organizational policies.

Principle 1. Beneficence

Occupational therapy personnel shall demonstrate a concern for the well-being and safety of persons.

The Principle of Beneficence includes all forms of action intended to benefit other persons. The term beneficence has historically indicated acts of mercy, kindness, and charity (Beauchamp & Childress, 2019). Beneficence requires taking action to benefit others—in other words, to promote good, to prevent harm, and to remove harm (Doherty & Purtilo, 2016). Examples of Beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, offering services that benefit persons with disabilities, and acting to protect and remove persons from dangerous situations (Beauchamp & Childress, 2019).

Principle 2. Nonmaleficence

The Principle of Nonmaleficence indicates that occupational therapy personnel must refrain from causing harm, injury, or wrongdoing to recipients of service. Whereas Beneficence requires taking action to incur benefit, Nonmaleficence requires avoiding actions that cause harm (Beauchamp & Childress, 2019). The Principle of Nonmaleficence also includes an obligation not to impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle is often examined in the context of due care, which requires that the benefits of care outweigh and justify the risks undertaken to achieve the goals of care (Beauchamp & Childress, 2019). For example, an occupational therapy intervention might require the service recipient to invest a great deal of time and perhaps even discomfort; however, the time and discomfort are justified by potential long-term, evidence-based benefits of the treatment.

Principle 3. Autonomy

The Principle of Autonomy expresses the concept that occupational therapy personnel have a duty to treat the client or service recipient according to their desires, within the bounds of accepted standards of care, and to protect their confidential information. Often, respect for Autonomy is referred to as the self-determination principle. Respecting the Autonomy of service recipients acknowledges their agency, including their right to their own views and opinions and their right to make choices in regard to their own care and based on their own values and beliefs (Beauchamp & Childress, 2019). For example, persons have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, their Autonomy should be respected through the involvement of an authorized agent or surrogate decision maker.

Principle 4. Justice

Occupational therapy personnel shall promote equity, inclusion, and objectivity in the provision of occupational therapy services.

The Principle of Justice relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2019). Occupational therapy personnel demonstrate attitudes and actions of respect, inclusion, and impartiality toward persons, groups, and populations with whom they interact, regardless of age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes. Occupational therapy personnel also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent observance of policies to generate unbiased decisions. For example, occupational therapy personnel work to create and uphold a society in which all persons have equitable opportunity for full inclusion in meaningful occupational engagement as an essential component of their lives

Principle 5. Veracity

Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

The Principle of Veracity refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information. Veracity is based on the virtues of truthfulness, candor, honesty, and respect owed to others (Beauchamp & Childress, 2019). In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. For example, when entering into a therapeutic or research relationship, the service recipient or research participant has a right to accurate information. In addition, transmission of information must include means to ensure that the recipient or participant understands the information provided.

Principle 6. Fidelity

The Principle of Fidelity refers to the duty one has to keep a commitment once it is made (Veatch et al., 2015). This commitment refers to promises made between a provider and a client, as well as maintenance of respectful collegial and organizational relationships (Doherty & Purtilo, 2016). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. For example, occupational therapy personnel should consistently balance their duties to service recipients, students, research participants, and other professionals, as well as to organizations that may influence decision making and professional practice.

American Occupational Therapy Association (2020).Occupational therapy code of ethics. *The American Journal of Occupational Therapy*,

*74*(Suppl. 3), 7413410005p1–7413410005p13. <https://doi.org/10.5014/ajot.2020.74S3006>

## AOTA Helpful Links:

### [Medicare Requirements for Student Supervision](https://www.aota.org/education/fieldwork/medicare-requirements-for-student-supervision)

### [How to Incorporate Evidence-Based Practice into Fieldwork Education](https://www.aota.org/education/fieldwork/fieldwork-resources)

### [State Licensure Information](https://www.aota.org/education/fieldwork/~/link.aspx?_id=2C458F5344C84C009FEFB0F3625F815D&_z=z)

### [Resources for Fieldwork Education](https://www.aota.org/education/fieldwork/fieldwork-resources)

## HIPAA Guidelines for Fieldwork

Per HIPAA guidelines, only the following information obtained on fieldwork **can** be shared:

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

**Students cannot report this information in fieldwork assignments** such as case studies:

* + Name
  + Location - includes anything smaller than a state, such as street address
  + Dates - all, including date of birth, admission, and discharge dates
  + Telephone numbers
  + Fax numbers
  + Electronic e-mail addresses
  + Social security numbers
  + Medical record numbers
  + Health plan beneficiary numbers
  + Account numbers
  + Certificate and/or license numbers
  + Vehicle identification numbers and license plate numbers
  + Device identifiers and their serial numbers
  + Web Universal Resource Locators (URLs)
  + Internet Protocol (IP) address numbers
  + Biometric identifiers, including finger and voice prints
  + Full face photographic images and any comparable images
  + Any other unique identifying number, characteristic, or code.

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

[Health Insurance Portability and Accountability Act (HIPAA) and Fieldwork](https://www.aota.org/education/fieldwork/fieldwork-resources)

## HIPAA Frequently Asked Questions

**What is HIPAA?**

The Health Insurance Portability and Accountability Act, otherwise known as HIPAA, was enacted by Congress in 1996 to address insurance portability (when moving from employer to employer), to reduce fraud, and to protect confidential medical information.

**What is a "covered entity"?**

Under HIPAA, this is a health plan, a health care clearinghouse, or a health care provider who transmits any health information in electronic form in connection with a HIPAA transaction.

**What is a business associate?**

A business associate is a person or organization that performs a function or activity on behalf of a "covered entity."

**Do schools and fieldwork programs fall under "business associate" status?**

There has been much discussion as to whether a fieldwork contract requires schools to become "business associates" and therefore fall under the HIPAA requirements for each contract.

The decision of whether or not to become a business associate lies with each school. But the argument can be made that the occupational therapy and occupational therapy assistant students and the schools are not business associates using the following information:

* + A Business Associate Agreement is required by HIPAA where a person or entity provides services for a covered entity that involve access to patient health information.
  + An exception to that is a person who performs "in the capacity of a member of the workforce of [a] …covered entity".
  + 45 CFR Sec. 160.103 defines members of the "workforce" as "employees, volunteers, trainees, and other persons whose conduct, in the performance of work for a covered entity, is under the direct control of such entity, **whether or not they are paid** by the covered entity.
  + There is a specific exception indicating that a Business Associate Agreement is not required for persons or entities involved in a patient's treatment. 45 CFR 164.502(e)(1).

**Is training required for occupational therapy and occupational therapy assistant students? If so, how can it be accomplished?**

In order to meet HIPAA guidelines, individual fieldwork sites will require students to be trained, according to HIPAA standards, to follow privacy and confidentiality guidelines. Sites may meet this objective in several ways. They may send a video to the school and require that student watch the video prior to beginning the fieldwork. They may accept HIPAA training that is covered in the academic coursework, or they may stipulate that all HIPAA training be completed at their facility. It is important to remember that the fieldwork site is responsible for making sure that students meet the HIPAA guidelines as interpreted by their facility, and that there is clear communication between fieldwork site(s) and the school regarding how the school can best help meet those requirements.

*\*BPCC OTA students receive regular and up to date information on the topic of HIPAA and other Code of Ethics issues in their OTA courses.*

**Must fieldwork contracts be updated to include a HIPAA statement?**

For any site that is required to meet HIPAA guidelines, the contract should be updated to reflect any changes in responsibility by the school or the site. This is true with any fieldwork contractual agreement - the contract should reflect shared responsibilities as well as individual responsibilities of the school and the fieldwork site. The school or fieldwork site can choose to initiate these changes per contract guidelines.

*\*Our Fieldwork Agreements speak to the responsibility of the fieldwork site and staff as well as the responsibility of the OTA program and its students.*

**What are the consequences, if any, if a student violates the policy while on fieldwork?**

If a student violates HIPAA guidelines while on fieldwork, the school and fieldwork site should develop an action plan to address the issue. While up to the site and/or school, possible steps to take could range anywhere from a review of HIPAA policy to removal of the student from fieldwork - depending upon the severity of the violation. Schools should work with fieldwork sites so that the action taken with a student violation is similar or no greater than an action that would be taken with an employee.

[*https://www.aota.org/education/fieldwork/fieldwork-resources*](https://www.aota.org/education/fieldwork/fieldwork-resources)

# Unit VIII: FORMS

* **Self-Assessment of Affective Skills**
* **Fieldwork I-A Forms/Evaluations**
* **Fieldwork I-B Forms/Evaluations**
* **Fieldwork II A and B Forms/Evaluations**

## Professional Behavior/ Affective Skills Self-Assessment Fieldwork

**NAME: DATE:**

**Referencing the Affective Skills Criteria for Beginning/Developing/Entry Levels of performance, *mark the scale/line with an X* to indicate where along the spectrum you feel you are at this time for each item below.**

**B = Beginning Level D = Developing Level E = Entry Level**

* 1. Commitment to Learning

B D E

* 1. Interpersonal Skills

B D E

* 1. Communication Skills

B D E

* 1. Effective Use of Time and Resources

B D E

* 1. Use of Constructive Feedback

B D E

* 1. Problem Solving

B D E

* 1. Professionalism

B D E

* 1. Responsibility

B D E

* 1. Critical Thinking

B D E

* 1. Stress Management

B D E

I acknowledge that I have met with the OTA Program AFWC concerning professional behavior/affective skill strengths, weaknesses, and expectations as well as updates and/or concerns about my academic performance to date.

I understand that the intention of the meeting and feedback is to maximize opportunities for successful completion of required OTA skills during clinical practice experiences.

Student Signature Date AFWC Signature Date

## Fieldwork Level I-A Documents

* + - **Fieldwork Level I-A Student Evaluation**
    - **FW Level I-A Attendance Log**
    - **FW Level I-A Facility/Fieldwork Experience Evaluation**

BOSSIER PARISH COMMUNITY COLLEGE OTA PROGRAM

### FIELDWORK 1-A STUDENT EVALUATION FORM

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Facility:

Fieldwork Educator(s) and Credentials:

The following evaluation tool should be completed by the fieldwork educator. Please circle Satisfactory, Needs Improvement, or Unsatisfactory for each area. Comments are vital to student growth and are required if student receives needs improvement or unsatisfactory in any area.

1. **Interpersonal Skills** (respecting others, interacting appropriately and confidently…) SATISFACTORY NEEDS IMPROVEMENT UNSATISFACTORY

Comments:

1. **Communication Skills** (appropriate verbal and non-verbal communication, listening…) SATISFACTORY NEEDS IMPROVEMENT UNSATISFACTORY

Comments:

1. **Professional Behaviors** (introduces self, positive attitude, abide by facility and school policies and procedures, AOTA Code of Ethics, patient confidentiality, appropriate dress, demeanor…)

SATISFACTORY NEEDS IMPROVEMENT UNSATISFACTORY

Comments:

1. **Participation** (attendance, punctuality, interaction in open discussion, use of professional language)

SATISFACTORY NEEDS IMPROVEMENT UNSATISFACTORY

Comments:

Student Signature Date FWE’s Signature and Credentials Date

Bossier Parish Community College OTA Program Level 1-A Fieldwork

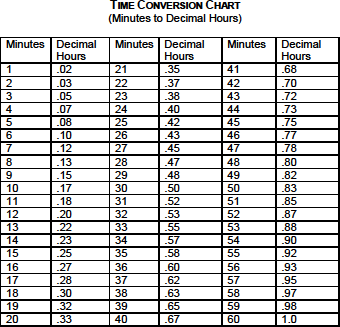
### Attendance Log/Timesheet

(to be completed by the student)

Student Name:

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| --- | --- | --- | --- | --- | --- |
| **DATE** | **FACILITY** | **IN** | **OUT** | **DAILY TIME** | **FWE Signature** |
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| TOTAL I-A Hours → | | | |  |  |

#### Minutes to Decimal Conversion Chart



Bossier Parish Community College OTA Program

### Facility/Fieldwork 1-A Experience Evaluation

Student Name: Facility:

Fieldwork Educator(s):

The following evaluation tool should be completed by the student and discussed with the fieldwork educator if possible. A copy should be left with the fieldwork educator and the original returned to the fieldwork coordinator. A grade will be given for the rotation only after this form has been received. Complete the questions below thoughtfully and accurately.

Provide comments for any score rated as “No.”

1. **Describe your site (practice setting, clientele served, etc.):**
2. **FWE and staff provided a supportive attitude for your role as an OTA student.**

**YES NO**

**Comments:**

1. **FWE and staff provided effective role models for problem solving, communication and teamwork.**

**YES NO**

**Comments:**

1. **FWE and staff demonstrated high morale and harmonious working relationships.**

**YES NO**

**Comments:**

1. **FWE and staff adhered to ethical codes and legal statutes and standards (Medicare, HIPAA, AOTA, etc.)**

**YES NO**

**Comments:**

1. **FWE and staff were sensitive to individual differences (race, age, sex, etc..) YES NO**

**Comments:**

1. **Was the use of Occupation evidenced in this facility? Explain.**
2. **What suggestions would you offer the fieldwork site in terms of improving the clinical/learning environment?**
3. **What suggestions or comments do you have for your FWE to help improve the facility’s student program?**
4. **What suggestions or comments do you have for the course instructor or fieldwork coordinator to help improve the fieldwork experience?**
5. **Indicate your level of satisfaction with your FWE.**
   * Very satisfied
   * Satisfied
   * Neither satisfied nor dissatisfied
   * Dissatisfied
   * Very dissatisfied
6. **Indicate your level of satisfaction with this fieldwork site.**
   * Very satisfied
   * Satisfied
   * Neither satisfied nor dissatisfied
   * Dissatisfied
   * Very dissatisfied

**Student’s Signature Date**

**FWE’s Signature and Credentials Date**

## Fieldwork Level I-B Documents

* FW Level I-B Student Evaluation
* FW Level I-B Facility/Fieldwork Experience Evaluation

### BPCC OTA Level 1-B Student Fieldwork Evaluation Form

|  |
| --- |
| **Student Name:** |
| **Facility:** |
| **Fieldwork Educator’s Name and Credentials: # of Years’ Experience:** |
| **Fieldwork Population:** (circle one) **Infants/Child Adults Elders Fieldwork Area:** (circle one)  **Physical Dysfunction Mental Health Pediatrics Specialty** |

The fieldwork educator should keep each of the following areas in mind as the student completes his/her fieldwork. Please complete this form and discuss your grading with the student on their last day of fieldwork.

Comments are vital to student growth. Please document your reasoning for grading.

Circle the number of the appropriate grade or point for each area per the following scale:

1------7 **passing** 10

(average)

1. **Commitment to Learning**: The ability to self-assess, self-correct and self- direct; identify needs and sources of learning; continually seek new knowledge and understanding.

**Examples**- asks appropriate questions, is consistently engaged, actively observing and enthusiastic about learning

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

##### COMMENTS:

1. **Interpersonal Skills**: The ability to communicate effectively with patients, families, colleagues, other health care professionals and the community; deals effectively with cultural/ethnic diversity issues.

**Examples** – shows respect for others, easily and readily establishes rapport, works well with others

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

##### COMMENTS:

1. **Communication Skills:** The ability to communicate effectively (speaking, body language, reading, writing, listening) with a variety of audiences and purposes. **Examples** – displays open and alert postures, maintains eye contact, actively listens

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

##### COMMENTS:

1. **Effective Use of Time and Resources**: The ability to obtain the maximum benefit from a minimum investment of time and resources.

**Examples** – completes task within given time frame, takes initiative to remain productive throughout the day, mindful to not waste resources

|  |  |  |  |  |  |  |  |  |  |
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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

##### COMMENTS:

1. **Use of constructed Feedback:** The ability to identify sources, seek out and effectively ask for feedback; effectively use and provide feedback to improve personal interaction.

**Examples** – takes initiative to ask for feedback and responds accordingly

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##### COMMENTS:

1. **Problem Solving:** The ability to recognize and define problems, considers options, implement solutions, and critique outcomes.

**Example –** recognizes potential conflicts generate solutions, choose the best one, and act accordingly – i.e. scheduling conflicts, absences, working with others in the setting

|  |  |  |  |  |  |  |  |  |  |
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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

##### COMMENTS:

1. **Professional Behavior:** The ability to exhibit appropriate professional conduct and to represent the profession effectively.

**Examples –** ability to handle personal problems/stress without it interfering with fieldwork duties, express empathy to client situations, arrives to fieldwork at specified time

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

##### COMMENTS:

1. **Professional Appearance:** The ability to demonstrate appropriate professionalism in

dress, hygiene, grooming, and alertness.

**Examples –** adhere to facility dress code, keep hair and nails neat where they do not interfere with duties, give full attention to situation at hand

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

##### COMMENTS:

1. **Responsibility:** The ability to fulfill commitments and be accountable for actions and outcomes.

**Examples –** dependable in carrying out given tasks without redirection, timely completion of assignments or group activities, owning up to and apologizing for mistakes and then taking steps to remedy the situation

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

##### COMMENTS:

1. **Safety Awareness:** The ability to recognize and respond to the safety needs of clients, self, and other disciplines working in the setting.

**Examples –** noticing potential hazards in group or ax facilitation, keeping track of and safe handling of all media supplies, monitoring w/c or other equipment for problems, being aware of environment and need to remove all items that may lead to a potential fall or other injury

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

##### COMMENTS:

1. **What suggestions or comments do you have for the course instructor or academic**

**fieldwork coordinator to help improve the fieldwork experience?**

**Examples**- appropriate objectives, time frame, student preparation

##### FWE’s Signature and Credentials Date

**Student’s Signature Date**

Bossier Parish Community College OTA Program

### Level 1-B Facility/Fieldwork Experience Evaluation

Student Name:

Facility:

Fieldwork Educator(s):

The following evaluation tool should be completed by the student and discussed with the fieldwork educator by the last day of the fieldwork rotation. A copy should be left with the fieldwork educator and the original returned to the fieldwork coordinator. A grade will be given for the rotation only after this form has been received. Complete the questions below thoughtfully and accurately.

Provide comments for any score for (2) or less.

1. **Facility Orientation-** How would you rank the overall orientation that was provided by the fieldwork site?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1**  **Poor** | **2**  **Below Average** | **3**  **Average** | **4**  **Above Average** | **5**  **Exceptional** |

##### Comments:

1. **Expectations –** Rate your fieldwork educator’s ability to help you clearly understand his/her expectations and assignments for this fieldwork rotation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1**  **Poor** | **2**  **Below Average** | **3**  **Average** | **4**  **Above Average** | **5**  **Exceptional** |

**Comments**:

1. **Professional Behaviors –** Rate your FWE’s ability to model professional behavior in communication, dress, and treatment skills.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1**  **Poor** | **2**  **Below Average** | **3**  **Average** | **4**  **Above Average** | **5**  **Exceptional** |

##### Comments:

1. **Technical Skills –** Rate your FWE’s ability to teach/model treatment techniques.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1**  **Poor** | **2**  **Below Average** | **3**  **Average** | **4**  **Above Average** | **5**  **Exceptional** |

##### Comments:

1. **FWE and staff were sensitive to individual differences (race, age, sex, etc..)**

**YES NO**

**Comments:**

1. **Was the use of Occupation evidenced in this facility? Explain.**
2. **What suggestions or comments do you have for your FWE and/or the facility to help improve the facility’s student program?**
3. **What suggestions or comments do you have for the course instructor or fieldwork coordinator to help improve the fieldwork experience?**
4. **Indicate your level of satisfaction with your FWE.**
   * Very satisfied
   * Satisfied
   * Neither satisfied nor dissatisfied
   * Dissatisfied
   * Very dissatisfied
5. **Indicate your level of satisfaction with this fieldwork site.**
   * Very satisfied
   * Satisfied
   * Neither satisfied nor dissatisfied
   * Dissatisfied
   * Very dissatisfied

##### Student Signature Date

**FWE’s Signature and Credentials Date**

## Fieldwork Level II Documents

* + - Weekly Planning/Feedback Form Midterm Conference Form
    - Student Evaluation of the Fieldwork Experience (SEFWE)
    - AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student

### Student Weekly Planning Form

Dates: Week Number:

Student Review of the Week: (Please give a **short** summary of the week. List skills/activities performed, progress of any current projects or assignments, any highlights such as a new procedure performed, exposure to new pt. diagnoses, or a positive pt. experience; List any area(s) in which you feel you need improvement.)

Fieldwork Educator Review of the Week: (Please give a **short** summary of student’s progress this week. List skills/activities performed, improvements in student’s performance or a positive student/patient interaction; List any area(s) in which you feel you need improvement.)

Goals for the Upcoming Week of

Student Signature

FWE Signature

### Weekly Feedback Form

Student and FWE each fill this out separately and collaboratively assess at each meeting.

Student Name: Supervisor Name/Credentials: Facility Name and Phone and Fax:

Week of Fieldwork:

***Self-rating*** *for this past week: 0-10 scale (0 = poor and 10 = excellent)*

***FWE rating*** *of your performance this past week:*

1. Write down four specific learning objectives met this week.
2. Write down four specific areas (goals) to improve this week.
3. Write down the methods you will use to meet goals. (Consider using the FEAT form)
4. To Be Checked by the Student:

I have read the weekly evaluation and agree with the statements as stated.

I do not agree with the statements in this weekly evaluation.

1. Plan of action to follow-up on agreement/disagreement (circle one):

OTAS’s Signature/Date Fieldwork Educator’s Signature/Date

**Notify BPCC’S OTA AFWC? Y / N**

Bossier Parish Community College OTA Program

### Mid-Term Site Visit Evaluation

**Name Fieldwork Rotation**# **Affiliation Site and Type FWE/credentials**

**Email Address: Date:**

**Guest Lecturer availability: yes no Topic: Requirements: Midterm Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Student** | **Fieldwork Educator** |
| **Strengths exhibited this rotation:** | **Student’s strengths noted this clinical rotation:** |
| Areas of weakness noted in clinical performance this rotation: | Areas of student’s performance/skills needing improvement: |
| Types of patient care experiences participated in this rotation: | Communication with student on progress/performance (type, frequency, etc..) |
| **Site specific objectives for the site were reviewed by AFWC and FWE:** | **FWE’s opinion of adequacy of class/lab preparation for this rotation:** |
| **Student demonstrates client centered treatments and/or goals that are meaningful for the patient and take into consideration psychosocial factors which influence engagement in occupation:**  **Additional samples of site specific objectives were provided to facility:** | |

### Student Evaluation of the Fieldwork Experience

**Purpose:**

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

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

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



**Instructions to the Student:**

Complete this STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE

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

Fieldwork Site Site Code

Address

Placement Dates: from to

Order of Placement: [ ] First [ ] Second [ ] Third [ ] Fourth Living Accommodations: *(include type, cost, location, condition)*

Public transportation in the area:

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

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

Student's Signature FW Educator's Signature

Student's Name *(Please Print)* FW Educator’s Name and credentials *(Please Print)*

FW Educator’s years of experience

**ORIENTATION**

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

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

Comments or suggestions regarding your orientation to this fieldwork placement:

**CASELOAD**

List approximate number of each age List approximate number of each primary

category in your caseload. condition/problem/diagnosis in your caseload

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

|  |  |
| --- | --- |
| Condition/Problem | Number |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**OCCUPATIONAL THERAPY PROCESS**

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

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

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 3. |  |  |  |  |
| 4. |  |  |  |  |
| Preparatory methods, i.e., sensory, PAMs, splinting, exercise, etc. (preparation for occupation-based activity) |  |  |  |  |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |
| 4. |  |  |  |  |

**THEORY—FRAMES OF REFERENCE—MODELS OF PRACTICE**

Indicate frequency of theory/frames of reference used

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Never | Rarely | Occasionally | Frequently |
| Model of Human Occupation |  |  |  |  |
| Occupational Adaptation |  |  |  |  |
| Ecology of Human Performance |  |  |  |  |
| Person–Environment–Occupation Model |  |  |  |  |
| Biomechanical Frame of Reference |  |  |  |  |
| Rehabilitation Frame of Reference |  |  |  |  |
| Neurodevelopmental Theory |  |  |  |  |
| Sensory Integration |  |  |  |  |
| Behaviorism |  |  |  |  |
| Cognitive Theory |  |  |  |  |
| Cognitive Disability Frame of Reference |  |  |  |  |
| Motor Learning Frame of Reference |  |  |  |  |
| Other (list) |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**FIELDWORK ASSIGNMENTS**

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Case study applying the Practice Framework | | 1 |  | 2 | 3 4 5 N/A | | |  |
| Evidence-based practice presentation: | | 1 |  | 2 | 3 4 5 N/A | | |
| Topic: | |  |  |  |  | | |
| Revision of site-specific fieldwork objectives | | 1 |  | 2 | 3 4 5 N/A | | |
| Program development | | 1 |  | 2 | 3 4 5 N/A | | |
| Topic: | |  |  |  |  | | |
| In-service/presentation | | 1 |  | 2 | 3 4 5 N/A | | |
| Topic: | |  |  |  |  | | |
| Research | | 1 |  | 2 | 3 4 5 N/A | | |
| Topic: | |  |  |  |  | | |
| Other (list) | |  | 1 |  | 2 3 4 5 | | |
|  | |  |  |  |  | | |  |
| **ASPECTS OF THE ENVIRONMENT** | | | |  | 1 = Rarely  2 = Occasionally  3 = Frequently  4 = Consistently  1 2 3 | | | 4 |
| Staff and administration demonstrated cultural sensitivity | | | |  | |  |  |  |
| The Practice Framework was integrated into practice | | | |  | |  |  |  |
| Student work area/supplies/equipment were adequate | | | |  | |  |  |  |
| Opportunities to collaborate with and/or supervise OTs, OTAs, and/or aides | | | |  | |  |  |  |
| Opportunities to network with other professionals | | | |  | |  |  |  |
| Opportunities to interact with other OT students | | | |  | |  |  |  |
| Opportunities to interact with students from other disciplines | | | |  | |  |  |  |
| Staff used a team approach to care | | | |  | |  |  |  |
| Opportunities to observe role modeling of therapeutic relationships | | | |  | |  |  |  |
| Opportunities to expand knowledge of community resources | | | |  | |  |  |  |
| Opportunities to participate in research | | | |  | |  |  |  |
| Additional educational opportunities (*specify)*: | | | |  | |  |  |  |
| How would you describe the pace of this setting? (circle one) | | | | Slow | | Med | Fast |  |
| Types of documentation used in this setting: | | | |  | |  |  |  |
| Ending student caseload expectation: | # of clients per week or day | |  |  | |  |  |  |
| Ending student productivity expectation: % per day (direct care) | | | |  | |  |  |  |

**SUPERVISION**

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

one supervisor : group of students two supervisors : one student

one supervisor : two students distant supervision (primarily off-site)

three or more supervisors : one student (count person as supervisor if supervision occurred at least weekly)

List fieldwork educators who participated in your learning experience.

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

**ACADEMIC PREPARATION**

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

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

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

Level I FW Peds electives

Older adult elect. Community elect.

Foundations Theory Consult/collab Human comp. Other:

A & K Administration Prog design/eval Adapting Env Occupational Sci

Occ. as Life Org Neuro

Research courses Evaluations History

Informatics Pathology

Env. Competence Interventions Social Roles

What changes would you recommend in your academic program relative to the needs of **THIS**

Level II fieldwork experience?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SUMMARY** | 1 = Strongly disagree 2 = Disagree  3 = No Opinion 4 = Agree  5 = Strongly agree  1 2 3 4 5 | | | | |
| Expectations of fieldwork experience were clearly defined |  |  |  |  |  |
| Expectations were challenging but not overwhelming |  |  |  |  |  |
| Experiences supported student's professional development |  |  |  |  |  |
| Experiences matched student's expectations |  |  |  |  |  |

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

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

* Study the following evaluations:
* Study the following intervention methods:
* Read up on the following in advance:

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Indicate the number that seems descriptive of each fieldwork educator. Please make a copy of this page for each individual.  **FIELDWORK EDUCATOR**  **NAME:**  **FIELDWORK EDUCATOR YEARS OF EXPERIENCE:** | 1 = Strongly Disagree 2 = Disagree  3 = No opinion 4 = Agree  5 = Strongly agree  1 2 3 4 5 | | | | |
| Provided ongoing positive feedback in a timely manner |  |  |  |  |  |
| Provided ongoing constructive feedback in a timely manner |  |  |  |  |  |
| Reviewed written work in a timely manner |  |  |  |  |  |
| Made specific suggestions to student to improve performance |  |  |  |  |  |
| Provided clear performance expectations |  |  |  |  |  |
| Sequenced learning experiences to grade progression |  |  |  |  |  |
| Used a variety of instructional strategies |  |  |  |  |  |
| Taught knowledge and skills to facilitate learning and challenge student |  |  |  |  |  |
| Identified resources to promote student development |  |  |  |  |  |
| Presented clear explanations |  |  |  |  |  |
| Facilitated student’s clinical reasoning |  |  |  |  |  |
| Used a variety of supervisory approaches to facilitate student performance |  |  |  |  |  |
| Elicited and responded to student feedback and concerns |  |  |  |  |  |
| Adjusted responsibilities to facilitate student's growth |  |  |  |  |  |
| Supervision changed as fieldwork progressed |  |  |  |  |  |
| Provided a positive role model of professional behavior in practice |  |  |  |  |  |
| Modeled and encouraged occupation-based practice |  |  |  |  |  |
| Modeled and encouraged client-centered practice |  |  |  |  |  |
| Modeled and encouraged evidence-based practice |  |  |  |  |  |

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

General comments on supervision:

AOTA SEFWE Task Force, June 2000

aota.org



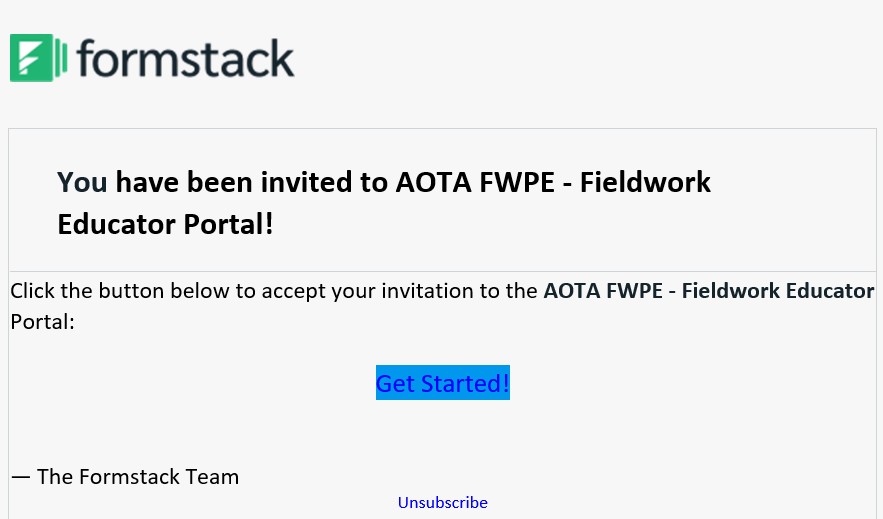
### FWPE Guide for Fieldwork Educators

**Audience:** Fieldwork educators who supervise OT/OTA students at the fieldwork sites and need to complete the Fieldwork Performance Evaluation (FWPE) for the students

**Purpose:** Walk through the steps to access and complete the mid-term and final FWPE forms in Formstack

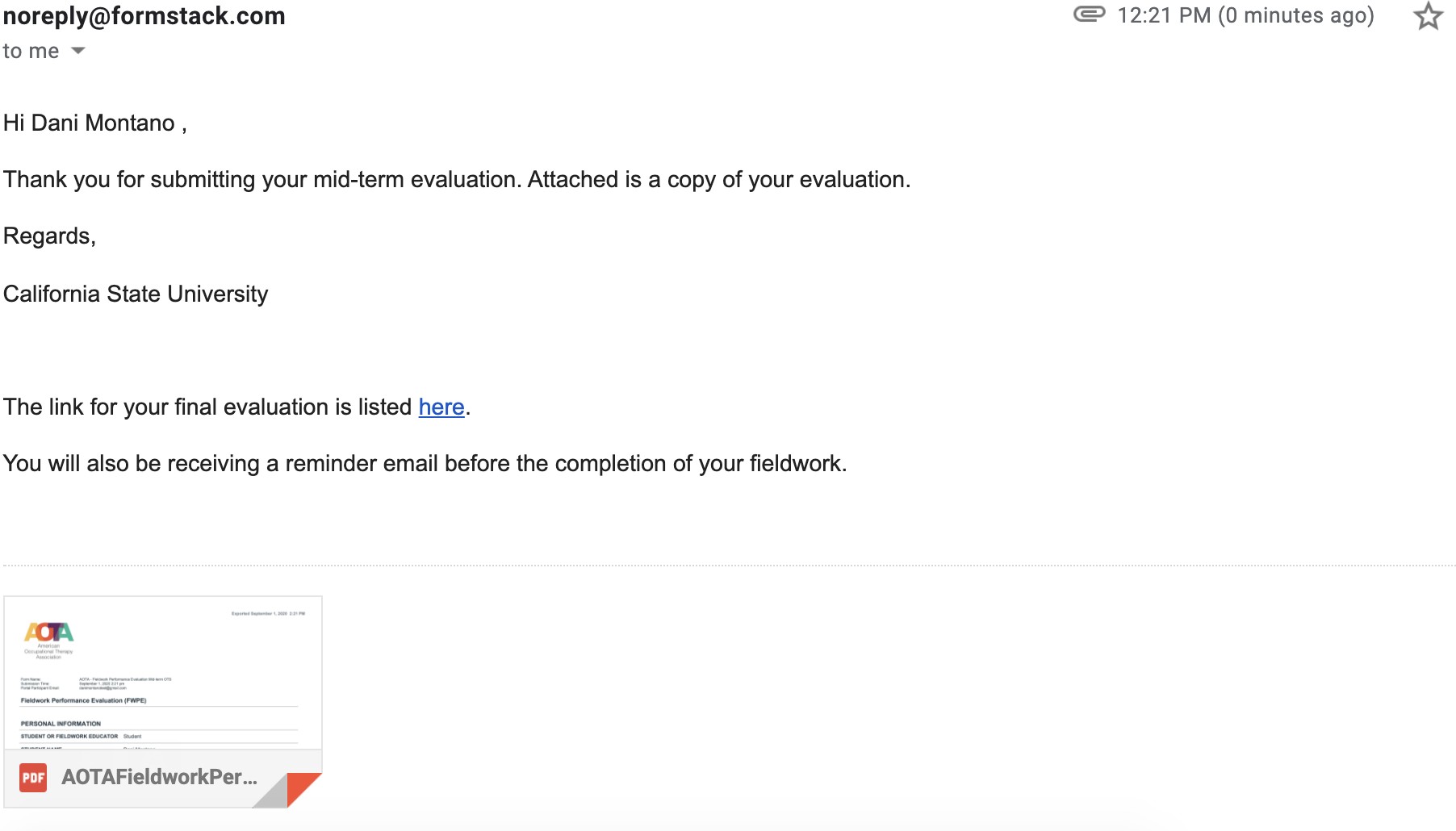
### How to access and complete the mid-term FWPE form

Fieldwork educators do **NOT** need a Formstack login to access the FWPE forms. You will receive an email invitation from your school’s fieldwork coordinator before the mid-term FWPE is due.

* Email is from [**noreply@formstack.com**,](mailto:noreply@formstack.com) please whitelist this email address
* A link to **the mid-term FWPE** form is included in the email
* Click on “**Get Started**” to access the form
* Then click on “**Open Form**” next to the form name
* Follow the directions listed on the first page for completing the Fieldwork Performance Evaluation. **All the scores will be calculated for you automatically. You will have a chance to review the total score along with the scores for each question before you submit your evaluation.** Mid-term evaluation doesn’t have PASS/FAIL status.
* Once you have completed the mid-term evaluation, you will receive an **email confirmation with an attached PDF copy of your submission** to the email address listed in the form.

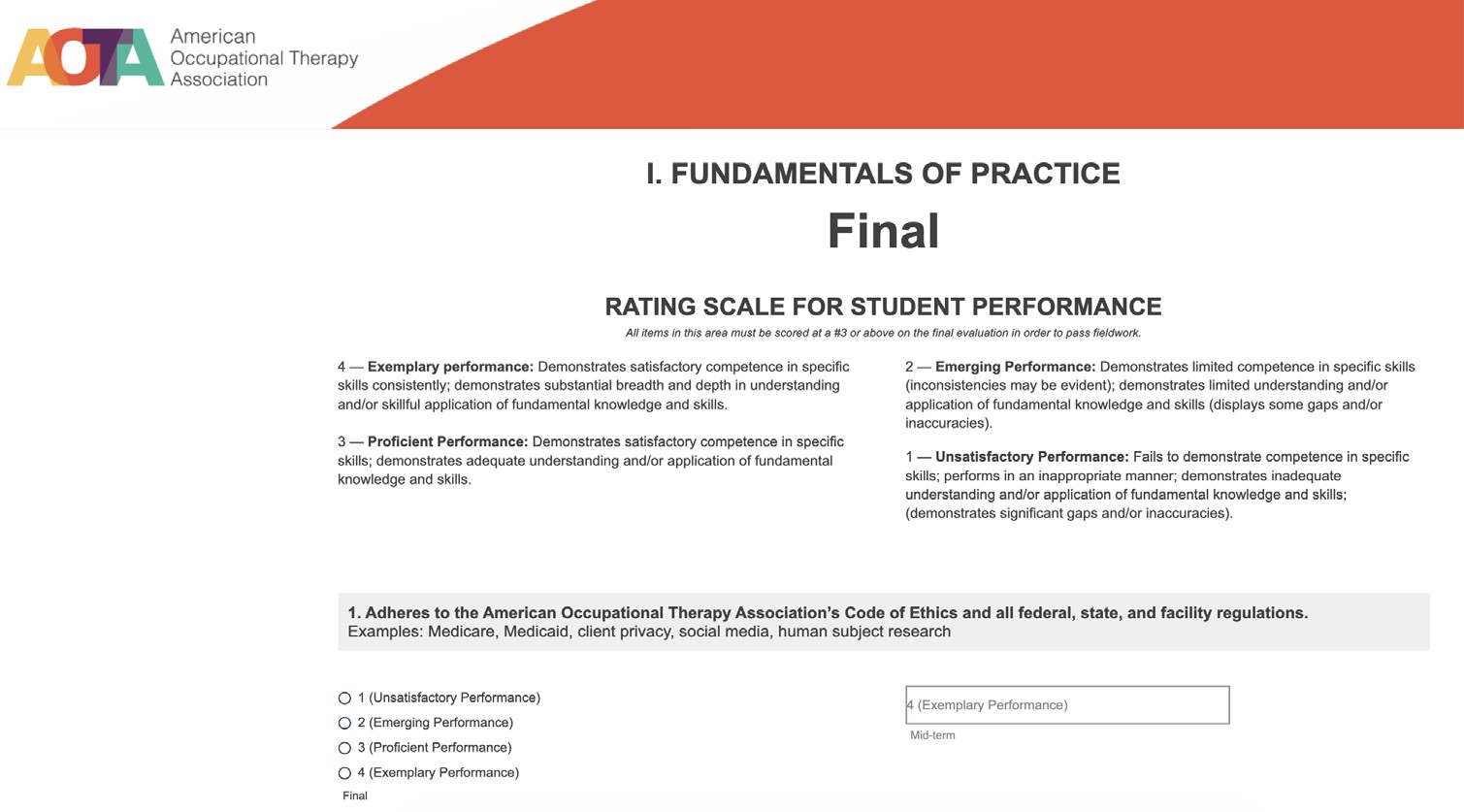
Note: Only the primary fieldwork educator listed on the form will receive the email.

* **The confirmation email will include a link to complete the final evaluation.** You will also receive an email reminder with the link to the final evaluation before it is due.

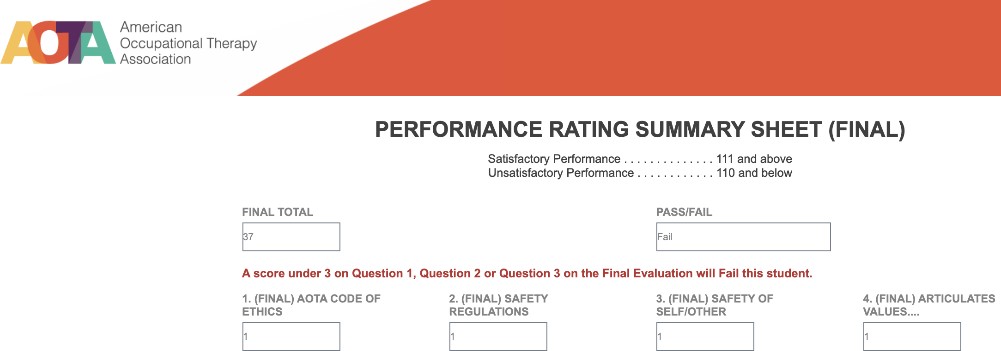


### Completing the Final Evaluation

* Before the final evaluation is due, you will receive **an email reminder with a link to complete the final evaluation**. Some of the data from the mid-term evaluation will be pre-populated into the final evaluation, including the scores from the mid-term evaluation.



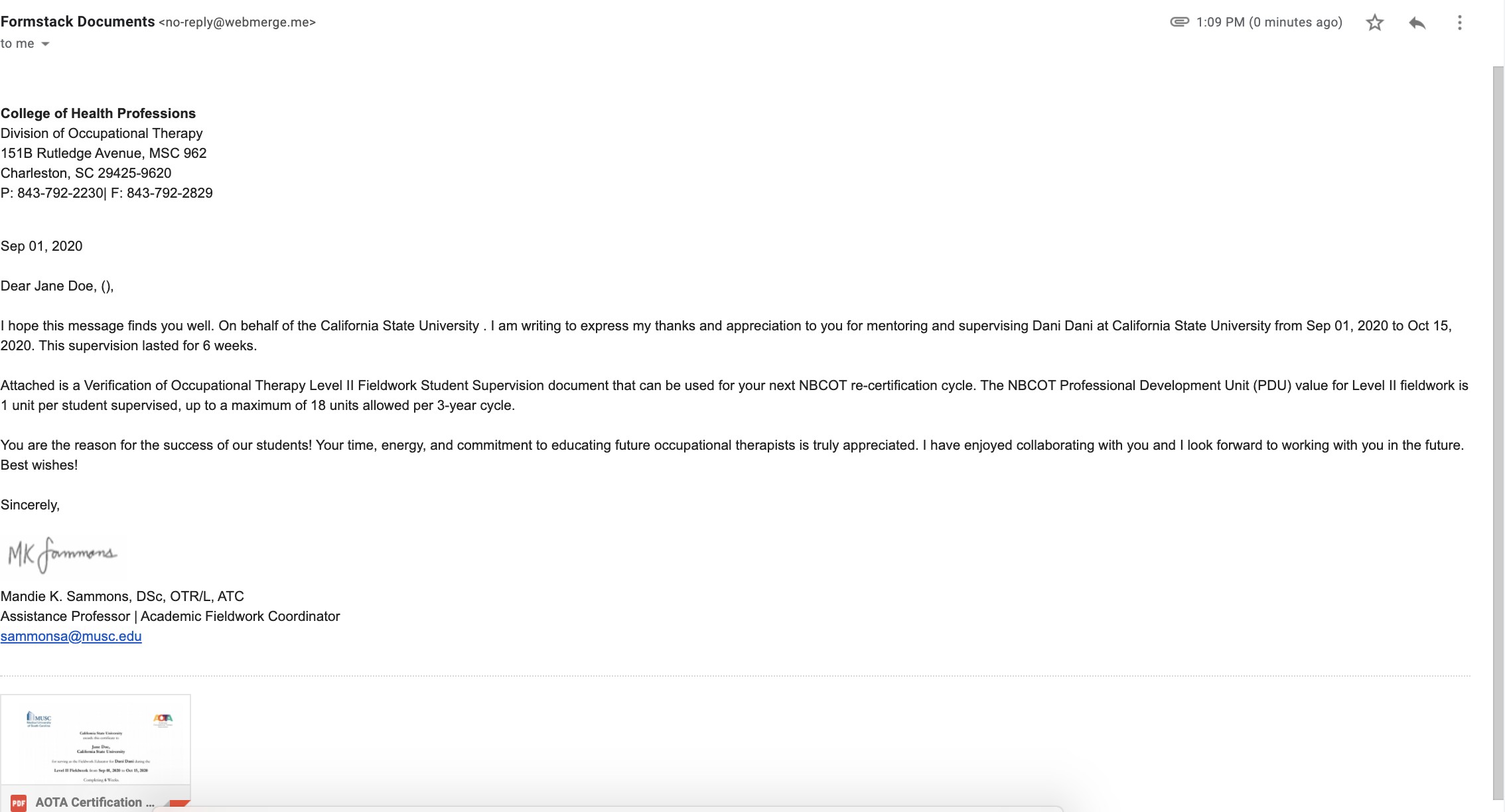
* A warning message will be shown on the summary page **if any score is 1 or the scores for the ethics and safety areas are below 3.** You may edit those scores by choosing the “back” button and updating accordingly if it was a mistake.



Note: the final evaluation also includes a pass/fail status based on the scores.



* **An email confirmation with an attached PDF copy of your submission** will be sent to the PRIMARY fieldwork educator’s email address listed on the form.
* **A separate email with the certificate** attached will also be sent to the PRIMARY fieldwork educator’s email address listed on the form after the final evaluation is completed.



aota.org



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

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

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

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

Fieldwork Performance Evaluation (FWPE) Rating Scoring Guide (Revised in 2020)

**Rating Scale**

4- Exemplary performance

3- Proficient performance

2- Emerging performance

1- Unsatisfactory performance

|  |  |
| --- | --- |
| **Rating scale definitions Exemplary performance** | Demonstrates satisfactory competence in specific skills consistently; demonstrates substantial breadth and depth in understanding and/or skillful application of fundamental knowledge and skills. |
| **Proficient performance** | Demonstrates satisfactory competence in specific skills; demonstrates adequate understanding and/or application of fundamental knowledge and skills. |
| **Emerging performance** | Demonstrates limited competence in specific skills (inconsistencies may be evident); demonstrates limited understanding and/or application of fundamental knowledge and skills (displays some gaps and/or inaccuracies). |
| **Unsatisfactory performance** | Fails to demonstrate competence in specific skills; performs in an inappropriate manner; demonstrates inadequate understanding and/or application of fundamental knowledge and skills; (demonstrates significant gaps and/or inaccuracies). |

**FWPE for OTAS Scoring:**

• All items must be scored to receive for a Pass on the FWPE for OTAS

• A sum score of 91 or higher will be required to receive a Pass on the FWPE for OTAS

• A score of 3 or higher on the items

o # 1 (Adheres to the American Occupational Therapy Association’s Code of Ethics and all federal, state, and facility regulations),

o # 2 (Adheres to safety regulations and reports/documents incidents appropriately), and

o # 3 (Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents) will all be required to receive a Pass on the FWPE for OTAS

• Scores of 1 on any of the items is not allowed to receive a Pass on the FWPE for OTAS

**AOTA Fieldwork Educator Certificate Program**

The American Occupational Therapy Association offers comprehensive training for the

role of Fieldwork Educator via regional 2-day workshops, providing 15 contact hours of

continuing education credit. For more information go to: <https://www.aota.org/education/fieldwork/~/link.aspx?_id=CC082C1971E640CFB9ED9862409048CB&_z=z>