

FIELDWORK EDUCATION MANUAL (for Facilities)

Occupational Therapy Assistant Program
Kent State University

2024



TABLE OF CONTENTS

SECTION 1: GENERAL PROGRAM INFORMATION	4
Accreditation Information	5
Mission and Philosophy Statements	6
Curriculum Design	7
OTA Program Sequence of Courses	10
OTA Program Terminology	11
SECTION 2: THE FIELDWORK EXPERIENCE	12
The Fieldwork Experience	13
Fieldwork Experience Schedule	14
Contract Agreement Process	14
Student Placement Process	15
Student Assignment of Fieldwork Sites	15
Selection of Fieldwork Sites	16
Student Accessibility in Fieldwork	17
Academic Fieldwork Coordinator Responsibilities	17
SECTION 3: THE FIELDWORK EDUCATOR	18
Fieldwork Educator Qualifications	19
Ratio of Fieldwork Educators to Students	19
Fieldwork Educator Responsibilities	19
Training of Fieldwork Educators	20
Student Supervision	20
SECTION 4: THE FIELDWORK STUDENT	24
Student Requirements	25
Student Responsibilities	25
Student Professional Behaviors	27
SECTION 5: FIELDWORK OBJECTIVES & EVALUATION TOOLS	30
Evaluation of Performance - Level I & Level II Experiences	31
Level I Objectives	33
Level I Fieldwork Performance Evaluation	34
Level II Objectives	35
Level II Occupational Therapy Assistant Performance Evaluation	37
Remediation	44
SECTION 6: FIELDWORK POLICIES AND PROCEDURES	46
General Fieldwork Information and Requirements	47
Attendance / Fieldwork Hours	47
Campus Closure / Student Emergencies	48
SECTION 7: RESOURCES	49
Code of Ethics 2020	50
Standards of Practice 2021	50

SECTION 1:

GENERAL PROGRAM INFORMATION

KENT STATE UNIVERSITY
OCCUPATIONAL THERAPY ASSISTANT PROGRAM

The Occupational Therapy Assistant program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA, 6116 Executive Boulevard, Suite 200, North Bethesda, Md 20852-4929. ACOTE'S telephone number, c/o AOTA, is (301) 652-ATOA, 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, most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Please note: A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Curriculum Design, Program Philosophy, Learning Outcomes

Institution Mission

We transform lives and communities through the power of discovery, learning and creative expression in an inclusive environment.

Occupational Therapy Assistant Program Mission

The OTA Program at KSU strives to transform students through the power of knowledge and the value of creative engagement, resulting in competent, high-quality professionals serving the needs of our community.

Program Philosophy

The OTA department at KSU believes in the role and power of occupations to impact the health and wellness of individuals, groups and populations. Humans are intrinsically motivated to successfully perform occupations for meaningful engagement in life. Mastery of occupations is usually achieved in the course of normal development through participation in a variety of contexts.

“Occupational therapy is based on the belief that occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation.” (AOTA, 2017). Mental or physical illness or disability may interrupt the ability or opportunity to successfully participate in occupations. Occupational therapy encourages and facilitates occupations and occupational roles through varied, client-centered approaches.

Occupational therapy uses occupation as both means and end; meaningful occupations are used with clinical reasoning as interventions, while also serving as goals of the occupational therapy process.

The program’s beliefs about how students learn are based on integrated concepts and theories of constructivism and spiral theories. Students learn when new knowledge is built upon and linked to previous knowledge, and then transformed and adapted based on new experiences. Learning occurs in a spiral fashion—concepts are addressed in repetition, with the addition of more detail and higher level of difficulty. “Students are active learners who are responsible for organizing and using knowledge” while faculty promote learning through facilitation of deep thinking, clinical reasoning and collaboration. (Iwasiw and Goldenberg, 2015)

American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl. 2), 7112410045. <https://doi.org/10.5014/ajot.2017.716S06>

Iwasiw, C. L., & Goldenberg, D. (2015). *Curriculum development in nursing education* (2nd ed.). Burlington, MA: Jones & Bartlett Learning.

Curriculum Design

Kent State University's Occupational Therapy Assistant program's curriculum is designed to align with constructivist and spiral theories and emphasizes themes that the program has deemed of high importance to thread throughout the curriculum.

Since the program believes that learning is actively constructed as it is connected and related to existing knowledge and experiences, teaching of important program concepts is designed in this way.

A spiral approach is used to build competence in important OT concepts. Course sequence, teaching/learning methods, and assessment measures are designed to reflect these curriculum constructs.

Course sequence reflects this design as students complete OTA 10003, an active hands-on lab involving teaching and learning of basic patient care skills such as vital signs and basic transfers and self-care techniques. Students are often able to connect these skills to their past experiences as caregivers, patients, or healthcare workers. These skills are presented and assessed as simple techniques at this level of the curriculum and are assessed via skill competency tests.

As students progress to later semesters, OTA 20002 revisits these skills with additional layering of complexity. In this course, students complete vital signs relative to clients with cardiac issues, transfers for clients with weight-bearing restrictions, and self-care for clients with neurological deficits for example. They are able to compare this content with previous course content and concurrent fieldwork experiences to gain a deeper understanding. Students are assessed via a combination of skill competency tests and, later, a lab practical, which requires students to research and prepare a treatment session incorporating not only the previously taught skills, but also client factors and contexts, in preparation for Level II fieldwork and practice.

Finally, these same skills are readdressed in OTA 20006 in the final semester before Level II fieldwork. More advanced concepts and diagnoses are covered. Vital signs are considered again within the context of complex acute illness and polytrauma, while mobility and self-care techniques are applied to clients with spinal cord injuries and traumatic brain injuries. Assessments are in the form of lab practical and written exams which require complex problem solving and application of previously learned content.

Teaching/learning methods are also advanced as the curriculum progresses. First year, 10000-level courses emphasis traditional teaching methods of assigned readings and instructor led lectures. Mastery of content is assessed primarily via written exams and skills competency tests. The second year, 20002-level courses require more advanced preparation for courses and a higher level of independent study, while class time focuses on application of the material. Students move toward more independent and life-long learning, through presentations, group projects and research, development of intervention plans, role playing and lab practicals, which allow them to use and apply knowledge and experiences from the earlier semesters.

The program has identified the following themes/threads of the curriculum:

1. Professionalism
2. Clinical reasoning
3. Occupation-based, client-centered OT Practice
4. Community-based practice

The curriculum design concepts have been applied to these as follows:

Professionalism:

Professionalism provides the foundation for ethical and professional behaviors, the intra- and interpersonal skills required to be an effective member of an inter-professional team, life-long learning, and the ability to advocate and promote the profession.

This theme is presented (often prior to admission to technical study) in AHS 12010—Professionalism in Healthcare. This seminar includes students and instructors from multiple disciplines, exploring various concepts related to professional behaviors and communication, and ethics. Students relate their previous experiences as healthcare consumers to important features of professionalism. These concepts are reinforced throughout the program, with strong emphasis in Level I fieldwork seminars and role playing and skilled practice during lab courses. Professionalism is assessed via rubrics on all lab practicals and fieldwork experiences.

Clinical Reasoning:

The program describes clinical reasoning as the cognitive process of making the best clinical decisions throughout the therapeutic process. Clinical reasoning is a skill that is developed through education, practice and experience. It is highly influenced by client factors and context, theory and frames of reference, evidence-based practice, and skill of the occupational therapy assistant.

Clinical reasoning is identified and defined during the second semester in OTA 10001. In the following semesters, students use this information to build client centered intervention plans and carry out simulated treatments during lab practicals, in preparation for the higher-level clinical reasoning that is required in the complex settings of Level II fieldwork.

Occupation Based, Client-Centered OT Practice:

This is defined as identifying the meaningful occupations of the person and including them as “active participants in the therapy process”; understanding how their physical and/or psychosocial conditions may impact performance; and infusing context, environment, and relevant life aspects into improving the person’s roles and goals.

Occupational therapy practice provides services ranging from evaluation to provision of interventions to outcomes based on the client’s presenting symptoms, conditions, and/or disability.

This concept is introduced and defined in OTA 10000 in the first semester of the program and included in all courses throughout the OTA curriculum. Students connect these concepts to the observations required prior to program admission. Mastery of the content is assessed via many methods, including written exams, initially, and progressing via the spiral theory to written intervention plans, simulations of treatment sessions, lab practicals, and fieldwork assignments and assessments.

Community-Based Practice:

Practice in this area “includes a broad range of health-related services: prevention and health promotion, acute and chronic medical care, habilitation and rehabilitation, and direct and indirect service provision, all of which are provided in community settings. Community models are responsive to individual and family health needs in homes, workplaces, and community agencies. The goal in community-based practice is for the client and the practitioner to become integral parts of the community.”

The program introduces this concept in the second semester of the program during OTA 10002 at a beginning level via assigned readings and lectures. Later in the semester, students complete a fieldwork experience in a community-based setting. Fieldwork seminars incorporate guided discussions on the value and challenges of this

type of practice. Students complete a project related to the development of community-based programming to deepen their understanding of the scope of this theme.

References:

American Journal of Occupational Therapy, August 2020, Vol. 74, 7412410010. <https://doi.org/10.5014/ajot.2020.74S2001>

Scaffa, Marjorie E., S. Maggie Reitz. (2020). *Occupational Therapy in Community and Population Health Practice*, 3rd edition. Philadelphia: F.A. Davis.

Program Objectives and Student Learning Outcomes

Upon successful completion of the Occupational Therapy Assistant Program, the graduate will be able to:

1. Demonstrate professional behaviors when interacting with clients, peers and other professionals when providing OT services and become life-long learners.
2. Demonstrate clinical reasoning by integrating clinical experiences with evidence-based practice and personal experience to provide best practice OT services.
3. Demonstrate support for the client's desired occupational roles and participation in occupations through a creative, holistic approach and collaborate with inter-professional team member to provide distinct valued services to each client based on individual needs.
4. Demonstrate support for at risk individuals, groups and populations who are in the community to identify resources and opportunities for improving engagement in occupations.

OTA Program Sequence of Courses

First Year

Pre-Semester

BSCI 11010 Anatomy & Physiology I

First Semester

BSCI 11020 Anatomy & Physiology II
OTA 10000 Foundations in Occupational Therapy
OTA 10003 Occupational Therapy Practice Skills Laboratory
AHS 12010 Professionalism in Healthcare
PSYC 11762 General Psychology
UC 10001 Flashes 101
ENG 11011/11002 Kent Core Composition

Second Semester

OTA 10001 OT Practice Skills II
OTA 10002 Occupational Performance in Psychosocial Health
OTA 10192 Fieldwork 1A
AHS 22002 Clinical Kinesiology
AHS 22003 Clinical Kinesiology Lab
AHS 12005 or Concepts in Lifespan Development or
NURS 20950 Human Growth & Development
PSYC 21211/40111 Psychology of Everyday Life or Psychopathology

Second Year

Third Semester

OTA 20002 Occupational Performance in Physical Health I
OTA 20003 OT Practice Skills III
OTA 20392 Fieldwork 1B

Fourth Semester

OTA 20004 Occupational Performance in Pediatric Populations
OTA 20006 Occupational Performance in Physical Health II
OTA 20001 OT Management & Leadership Skills
OTA 20492 Fieldwork 1C
Kent Core Mathematics or Critical Reasoning
Kent Core Humanities/Fine Arts

Fifth Semester

OTA 21092 Clinical Applications I
OTA 21192 Clinical Applications II

OTA Program Terminology

Below are the definitions of common terms used by the OTA Faculty and throughout this manual.

Academic Fieldwork Coordinator [AFWC] – Kent State University faculty member who is responsible for the administration, managing and coordination of the Level I and Level II fieldwork experiences for the students.

Fieldwork Experience - The portion of the OTA curriculum in which the student develops clinical skills by applying didactic information in a practice setting. Level I fieldwork is related to the Occupational Performance in Psychosocial Health, Occupational Performance in Physical Health I, and Occupational Performance in Pediatric Populations courses. Level II fieldwork encompasses the application of knowledge in a work setting. Students complete two Level II experiences at the end of the program.

Fieldwork Educator [FWE] - The licensed Occupational Therapist or Occupational Therapy Assistant who is responsible for direct supervision and instruction of the student during the fieldwork experience whether Level I or Level II. May also be a non-OT person in certain circumstances.

Competency - The minimum level of knowledge, skills, and behaviors necessary to progress in the OTA Program and to participate in fieldwork experience.

Instructor - The faculty member, presenter, or clinical instructor directly responsible for instruction and supervision of content area within the OTA Program.

Lab Practical - A type of examination that requires the student to role-play a clinical situation.

Occupational Therapist (OT) - The legal title of a person who is educated and licensed to practice occupational therapy.

Occupational Therapy Assistant (OTA) - The legal title of a person who is educated and licensed to practice occupational therapy.

OTA Class - Any scheduled OTA curriculum activity, including lectures, labs, fieldwork experience or special trips, is referred to as “Class” throughout this handbook.

Occupational Therapy Assistant (OTA) – This is the KSU name of the Associate of Applied Science degree earned in the OTA Program. These initials also identify the KSU department and core courses in the program.

OTA Faculty - The people employed by Kent State University to instruct courses in the OTA curriculum.

Program Director - The Kent State University faculty member responsible for oversight and administration of the OTA Program.

SECTION 2:

THE FIELDWORK EXPERIENCE

The Fieldwork Experience

Purpose

The purpose of the fieldwork experience is to provide occupational therapy students with the opportunity to integrate academic knowledge with application skills at progressively higher levels of performance and responsibility. The unique contributions of fieldwork experience include the opportunity to test first-hand the theories and facts learned in academic study and to refine skills through client interaction under the supervision of qualified personnel. Fieldwork also provides the student with situations in which to practice interpersonal skills with patients/clients and staff and to develop characteristics essential to productive working relationships.

The goal of the educational process is to produce competent occupational therapy practitioners. Upon completion of Level II Fieldwork education, the student is expected to function at or above the minimum entry-level competence. Therefore, fieldwork experiences should be developed to offer opportunities for development of the necessary skills and abilities identified in the role delineation report.

Levels of Fieldwork

Level I

Level I fieldwork includes experiences designed to complement the related didactic course for the purpose of directed observations and participation in field settings. The Level I experience is not expected to emphasize independent performance. Level I provides exposure in psychosocial health, physical health, and pediatric populations to provide the student with some background to begin a Level II experience. *The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients.* Level I fieldwork courses are OTA 10192 - Fieldwork 1A, OTA 20392 - Fieldwork 1B, and OTA 20492 – Fieldwork 1C. Students MUST pass the Level I fieldwork experiences to be eligible for a passing grade in the course and progress in the program. No part of the Level I fieldwork may be substituted for any part of Level II fieldwork.

Per ACOTE Standards, 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

Level II

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. Level II fieldwork is intended to emphasize the application of an academically acquired body of knowledge by providing the student with an in-depth “hands on” experience in delivery of occupational therapy service to patients/clients. 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.

The Level II fieldwork experiences are each eight (8) consecutive weeks/forty hours per week and comply with the work schedule of the assigned facility. These fieldwork rotations, OTA 21092—Clinical Applications I and OTA 21192—Clinical Applications II, are scheduled after all coursework has been successfully completed. The experience may be completed on a part-time basis, as long as 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.

Note: Clinical education must be successfully completed within 18 months of the didactic coursework.

Occupational Therapy Assistant Program Fieldwork Experience Schedule Level I & II

The following placements must be completed to fulfill the requirements of the program:

Semester	2 nd Semester	3 rd Semester	4 th Semester	5 th Semester	5 th Semester
Course Number	OTA 10192	OTA 20392	OTA 20492	OTA 21092	OTA 21192
Course Title	Fieldwork 1A Psychosocial Health	Fieldwork 1B Physical Health	Fieldwork 1C Pediatric Populations	Clinical Applications I	Clinical Applications II
Fieldwork Population and Setting (will vary by campus/semester)	<i>Pediatrics-Geri</i>	<i>Pediatrics-Geri</i>	<i>Pediatrics</i>	<i>Pediatrics-Geri</i>	<i>Pediatrics-Geri</i>
	<i>Psychosocial Settings:</i> Hospital, SNF, school, outpatient clinic, day center, community site, Alzheimer's center, correction facility, residential farm, workshop; can be completed via simulation or standard patient labs	<i>Physical Health Settings:</i> Acute hospital, SNF, long-term care, rehab center, school system, outpatient clinic, community site, adult senior center, workshop, hand clinic; can be completed via simulation or standard patient labs	<i>Pediatric Settings:</i> Pediatric day camps, schools, outpatient, day care centers,	Inpatient Acute, Inpatient Rehab, Psychosocial, Pediatrics (Schools, Outpatient, or hospital), Outpatient, Skilled Nursing Facility, Academia, or Community-based Practice	Inpatient Acute, Inpatient Rehab, Psychosocial, Pediatrics (Schools, Outpatient, or hospital), Outpatient, Skilled Nursing Facility, Academia, or Community-based Practice
Fieldwork Days	varies	varies	varies	Monday-Friday (Possible weekends)	Monday-Friday (Possible weekends)
Fieldwork Schedule	40 hours	40 hours	40 hours	Full-time for 8 weeks per facility hours	Full-time for 8 weeks per facility hours
Supervision	Site Educator or Program Faculty (can be non-OT staff)	Site Educator or Program Faculty (can be non-OT staff)	Site Educator or Program Faculty (can be non-OT staff)	Site Educator, OT Staff, Program Faculty	Site Educator, OT Staff, Program Faculty

Fieldwork Contracts/Affiliation Agreements [MOU]

Prior to the student beginning fieldwork, an affiliation agreement with the facility is obtained. On the last page of the contract (before addendums) is a section for the facility representative, Kent State University Provost, and Kent State University General Counsel representatives to sign. The facility will be given a copy of the contract and each campus will have an electronic or paper copy. Facility specific contracts must be reviewed by the University legal department and upon approval, must be signed by facility and University representatives. KSU recommends that contracts are renewed every 5 years. This process is designed to be cyclical and is the responsibility of the AFWC. All contracts are automatically renewed annually unless 60 days' notice of cancellation is given or received.

The OTA Program's fieldwork sites are organized in a database. This database allows for an efficient contract status review and maintains site data and dates of all contracts. Communication with fieldwork sites is also maintained through periodic visits to each facility, telephone conversations and written correspondence. The AFWC regularly assesses the quantity and quality of available fieldwork education opportunities to determine if new fieldwork sites need to be recruited in accordance with student, faculty, and advisory board input.

Fieldwork sites will also be asked to submit any changes to their fieldwork data every 2 years (telephone or email updates are acceptable) to maintain current information on all fieldwork sites. All active fieldwork sites are to be provided with updated fieldwork manuals or addendums of changes every 2 years.

If a fieldwork site is discovered to be inappropriate for fieldwork education, it will be eliminated from the active file list.

Student Placement Process

After a contract is completed, the next step is the actual student placement. The AFWC will contact you approximately 6 months to one year in advance for specific affiliations. This process is two-fold:

1. An email through our fieldwork management system will be sent with placements and specific dates of fieldwork experiences.
2. A reservation form indicating how many students you wish to accept and any special comments you may have. The reservation form is submitted through the fieldwork management system.

In the next phase of the placement process, a list of available sites for the affiliation is given to the students based on the information received from the reservation forms. Students will have the opportunity to submit their choice of practice settings. The assignment of specific facilities is the responsibility of the AFWC and is the final phase of placement. Once the site placement is determined, confirmation with the student's name and contact information is sent to the facility. If your site was not chosen for student placement, we also send notification so that you may offer this slot to another program.

The placement process does take some time. Students cannot be placed until all student choices forms have been returned and tallied. It may be months between the times you submit your reservation form until you get a letter confirming placement. ***We assume that if you have given us a reservation form indicating your ability to take a student, we can depend on that spot being reserved for a Kent State OTA student.*** (An example of the reservation form is shown on the next page).

Student Assignment of Fieldwork Sites

Fieldwork site placements are decided on by the academic fieldwork coordinator [AFWC] and/or program director of the Occupational Therapy Assistant Program. Students will have the opportunity to submit their choice of settings, but the final decision is the responsibility of the academic fieldwork coordinator.

When assigning a student to a placement, the student's place of residence and preference will be taken into consideration, but it may not always be possible to accommodate all requests. The student will likely be required to complete fieldwork assignments out of the local county area. Most fieldwork sites are within a 60-mile radius of the student's home. Occasionally students request out of state placements for the experience. These requests should be discussed with the academic fieldwork coordinator at least 6 months in advance to allow time to establish a contract with a new facility. The distance to some Level II fieldwork sites may make temporary relocation advisable. Students wishing to secure temporary housing closer to a facility will be responsible for their own room and board in most cases.

Students may not be placed in a facility due to the following circumstances: 1.) facility where a relative is employed in the same department or unit, 2.) facility where a Level I fieldwork experience was completed, 3.) facility where student has worked or is working, and 4.) facility where an immediate family member is a resident, an enrolled student, or is receiving services.

Students are responsible for their own transportation and related expenses (meals, parking, etc.). The student who expects to complete the Program must be able to meet this financial obligation.

Students may NOT contact facilities as a potential fieldwork site. If they have a facility in mind, they are to notify the academic fieldwork coordinator. This is to ensure that proper development of the placement site occurs and to prevent miscommunication.

If the student is unable to complete the entire fieldwork component of his/her education, the student will be unable to meet the academic requirement of the OTA Program. Any student unable to meet all academic requirements of the Program will be dismissed.

To ensure both patient and student safety and because of contractual agreements, students must follow certain professional practices. Prior to the assignment of the first Level I fieldwork experience, all students must demonstrate proof of liability insurance, physical examination, CPR certification, current immunizations, and criminal background checks. Required information will be discussed at new student orientation and proof of requirements will be uploaded by student to a fieldwork management system for clearance. One or two step Mantoux, flu vaccine, and criminal background checks must be repeated annually with results submitted to the fieldwork management system. Any changes in health status due to injury, medical condition, or pregnancy should be reported to the program director as soon as possible.

Selection of Fieldwork Sites

The Occupational Therapy Assistant Program is committed to providing quality fieldwork education to Level I & II students. A fieldwork site criteria assessment is completed, and sites are selected based on the following information:

1. Practice setting, caseload (adults, pediatrics or geriatrics), types of fieldwork (psychosocial, physical disabilities, developmental), location (inpatient, outpatient, home health) and level of fieldwork (Level I or II).
2. Adequate space and equipment to complete OT intervention, cleanliness, and staff interactions.
3. Administrative support is evaluated for schedule flexibility, adequate time for supervision and guidance, in-services and continuing education opportunities.
4. Diverse learning opportunities are considered such as: scope of service, service population, opportunities to observe, complete screenings, intervention plans, types of interventions, instruction, and documentation, attend team meetings, fieldtrips, and networking to determine if it reflects sequence, depth, focus and scope of content in the curriculum design.
5. Student supervision is important in relation to student/staff ratio, percentage of time spent communicating with students about different experiences.
6. Number of years of experience as a fieldwork educator.

The above information is collected, and the fieldwork coordinator determines appropriateness. The academic fieldwork coordinator may complete a site visit, when possible, to ensure the fieldwork site reflects the academic program's curriculum design and to meet the fieldwork educator before a student may be placed in a particular site.

Exclusion criteria for potential fieldwork sites includes:

- Fieldwork educator lacking in experience or preparation to serve in this capacity.
- Inadequate caseload to support student learning.
- The facility's policies and/or treatment practices are not congruent with OTA program.

The academic fieldwork coordinator shares the following information:

1. Curriculum design
2. Mission Statement & Philosophy

3. Fieldwork objectives
4. Fieldwork educator's responsibilities
5. Student supervision

A verification form is signed by both parties indicating the above information was shared.

Student Accessibility and Fieldwork

Students, academic fieldwork coordinator, and fieldwork educator should collaborate to determine if appropriate and effective accommodations for a disability are needed for the fieldwork setting. Under Section 504 and the ADA, institutions are obligated to provide accommodations only to known limitations of an otherwise qualified student. This obligation does not start until the student notifies the site about the existence of a disability and makes a direct or specific request for accommodation. If accommodation is not needed or desired at the fieldwork site, the student does not have to disclose his or her disability. It is the sole decision of the student whether to disclose his or her disability to the fieldwork educator. Any academic problems, grades, or situations that occurred before the disclosure or request will remain unchanged.

Fieldwork sites are to follow ADA guidelines but may not be able to make accommodation for some situations. Accommodations are tools to address the functional limitations, not the disability, of the person to perform the essential functions and tasks of a student. Accommodations are adjustments or modifications that enable students with disabilities to participate equally in the educational experience. Please contact the Coordinator of Student Accessibility Services at your campus with questions or concerns.

Academic Fieldwork Coordinator Responsibilities [AFWC]

1. Establish and maintain contractual agreements between KSU and the fieldwork education facilities.
2. Notify the fieldwork educator in writing of fieldwork experience dates at least 4-6 months prior to their occurrence.
3. Assign students to a facility for each fieldwork experience. The primary criterion for the placement will always be the educational experience.
4. Send specific student and fieldwork assignment, location and phone number and contact person at least 4 weeks prior to the start date of an experience to the facility.
5. Provide the student with fieldwork assignment, location, phone number and contact person at least 4 weeks prior to the beginning date of an experience.
6. Contact the fieldwork educator by phone and/or complete a site visit at least once during each Level I & II fieldwork experience to discuss student progress.
7. Consult and mediate with the student and fieldwork educator regarding any clinic related problems.
8. Assist fieldwork experience facilities in developing quality educational programs for students.

SECTION 3:

THE FIELDWORK EDUCATOR

Fieldwork Educator Qualifications

The program is responsible for ensuring that all fieldwork educators are qualified to supervise level I & II fieldwork students. Fieldwork educators must meet the following criteria:

1. Level I: Currently licensed or otherwise qualified personnel (including but not limited to occupational therapists, occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech-language pathologists, nurses, physical therapists, case managers, intervention specialists, and art / music therapists)
2. Level II: Currently licensed or otherwise regulated Occupational Therapist or Occupational Therapy Assistant (under the supervision of an OT). In settings without OT or OTA personnel, refer to the Student Supervision Policy.
3. Minimum of 1 year full-time (or its equivalent) of practice experience subsequent to the initial certification or 3 years if serving as an educator in a facility where no Occupational Therapy services currently exist. This criteria must be met prior to the start of the experience.
4. Adequately prepared to serve as a fieldwork educator, which includes education and training regarding Kent State University Occupational Therapy Assistant Program mission and philosophy, fieldwork policies, procedures, program and curriculum design, objectives.

Licensure verification of occupational therapy professionals is conducted via licensure board website. Documentation is maintained for qualified personnel who are not OT professionals via degree/training, licensure, and/or certification in their respective profession.

Ratio of Fieldwork Educators to Students

The program has determined that the appropriate ratio of fieldwork educator to student varies from 1:1-4 for the level I psychosocial rotations. Supervision increases to 1:1, 1:2, or 2:1 supervision for the level I physical dysfunction rotations. This progressive change is consistent with the program philosophy following Bloom's Taxonomy or "learning domains" which increase in complexity as the student progresses through the program. Initially, the higher ratio allows the students to transition from the classroom setting to the clinical setting with opportunities to collaborate with other students and develop interpersonal/communication skills, problem solving, and confidence as related to the fieldwork experience. The ratio of supervision for level II fieldwork experiences is 1:1 or 2:1 to facilitate development of clinical reasoning, critical thinking, and use of evidence-based practice. A 1:2 ratio is considered and executed in special circumstances when students and fieldwork educators understand and are prepared for the use of the collaborative fieldwork model.

Fieldwork Educator Responsibilities [FWE]

1. Notify the AFWC of probable availability or commitment to fieldwork experience dates and of changes in terms of the affiliation (such as immunizations required, etc.).
2. Maintain current contracts with KSU OTA Program, update facility data every 2 years and assure fieldwork educator's licensure status is current.
3. Contact the AFWC immediately, at the first indication of a problem or concern regarding a student during the fieldwork experience. Provide the AFWC with written documentation of critical incidents or anecdotal records. Updates must be provided on a regular basis until the problems have been resolved.

4. Provide the following information to the student on the first day:
 - a. Departmental information
 - i. Facility policies and procedures
 - ii. Safety regulations
 - iii. Handling of body substances and hazardous materials
 - iv. Security and evacuation procedures
 - v. Access to emergency services
 - vi. Equipment safety procedures
 - b. Orientation to the facility
5. Other guidelines to follow with the student include:
 - a. Appropriate supervision as required by state law, AOTA guidelines, and Medicare regulations, if appropriate.
 - b. Supervision should be direct and then decrease to less direct as appropriate for the setting, client's condition, and ability of student.
 - c. Appropriate and varied fieldwork experience to the student.
 - d. Instruction in Occupational Therapy techniques, skills, and intervention rationale.
 - e. Frequent feedback regarding performance
 - f. Complete the fieldwork performance evaluation at mid-term and final.
 - g. Formal meetings at mid-term and final to review and assess progress and goals of the fieldwork experience.
6. FERPA (Family Educational Rights and Privacy Act)
Just as your patients' rights are protected under HIPAA, students are protected under FERPA. What does this mean for you? Any information regarding the student and their performance in fieldwork experience(s) is considered confidential, except for statistical purposes.
7. Evaluate AFWC performance when requested.

Training of Fieldwork Educators

The OTA Program shares resources to assist the fieldwork educators to be adequately prepared. These educational opportunities will ensure that the fieldwork sites are meeting the program's curriculum goals and the fieldwork educators are effectively meeting the learning needs of the students. We will also provide opportunities for the fieldwork coordinator and fieldwork educator to collaborate in establishing fieldwork objectives, etc.

Many valuable resources can be found on the AOTA Website [here](#), including how to manage your current program or how to [start your own fieldwork program](#). You can continue to develop your skills with more [Resources for FW Education](#) found here. AOTA also offers advanced training through the [Fieldwork Educators Certificate Workshop](#). The Ohio Occupational Therapy Association also offers valuable workshops and topics that can be accessed through [OOTA](#).

Student Supervision During the Fieldwork Experience

Medicare Regulations

Over the past few years, the Centers for Medicare and Medicaid Services (CMS) have changed the payment systems to facilities. These changes with CMS have also brought about changes to the payment rules and regulations regarding payment for services provided by students. Students are allowed to treat patients, but a facility needs to know how and when student treatment may be billed. The fieldwork facility needs to understand whether Medicare payment rules will allow them to bill for student delivery of services. The facility also must understand the type and level of supervision that is required for services provided by a student to be paid. It is

recommended that facilities and therapists keep current on all CMS rules and guidelines for the practice setting and payer sources.

Other Supervision Guidelines

Ohio Administrative Code - Occupational Therapy Section

4755-7-02 Roles and responsibilities.

(C) Student occupational therapist and student occupational therapy assistant.

In accordance with section 4755.13 of the Revised Code, persons fulfilling the supervised fieldwork experience requirements pursuant to section 4755.07 of the Revised Code must, at the discretion of the supervising occupational therapist or supervising occupational therapy assistant, as appropriate, be assigned duties or functions commensurate with their education and training.

4755-7-03 Delegation.

(C) Student occupational therapy assistant.

The student occupational therapy assistant must demonstrate appropriate skill and knowledge in the duties being delegated. The supervising occupational therapist or supervising occupational therapy assistant must demonstrate knowledge and competency in any procedure or services delegated to a student occupational therapy assistant.

4755-7-04 Supervision.

(E) Student occupational therapy assistant.

(1a) A student occupational therapy assistant on level II fieldwork must be supervised by an occupational therapist or occupational therapy assistant who has completed at least one year of professional practice as a fully licensed occupational therapist or occupational therapy assistant.

(2) A student occupational therapy assistant must be at least eighteen years old to be supervised by an occupational therapist or occupational therapy assistant pursuant to Chapter 4755 of the Revised Code, effective January 1, 2021. This includes supervision for Level I and Level II fieldwork.

(3) The student occupational therapy assistant, who is being supervised in accordance with the laws and rules governing the practice of occupational therapy, may supervise unlicensed personnel.

4755-7-10 Documentation.

(D) All student occupational therapy assistants shall use one of the following to indicate student status: (1) Student occupational therapy assistant;

(2) Student OTA; or

(3) S/OTA.

Occupational Therapy Assistants

OTA's are allowed to be supervisors while providing services within their scope of work and performed under the direction and supervision of a licensed OT.

State Law

All OTA Program students and FWEs must follow the state licensure laws governing supervision in an occupational therapy setting in the state practice act where the fieldwork experience is taking place. See these websites for the latest information:

OH: <http://otptat.ohio.gov/>

WV: <http://www.wvbot.org/>

PA:

<https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/OccupationalTherapy/Pages/default.aspx>

Other States

When a fieldwork experience is completed in another state, it is the student's responsibility to research, understand, and adhere to the laws governing that state.

Amount of Supervision

To protect clients and consumers, initial supervision of Level II fieldwork students is to be "direct," meaning that the clinical educator must be present and available to respond to the needs of the students and is responsible for

co-signing all paperwork related to OT practice. As the student progresses, “less direct” supervision is required depending on the facility, skills of the student, and the severity of the client’s condition.

If students are placed in a setting where no occupational therapy services exist, supervision and provision of services will be provided 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 in this setting will include a minimum of 8 hours of direct supervision each week of the fieldwork experience. The occupational therapy supervisor will be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession will be assigned while the occupational therapy supervisor is off site.

Effectiveness of Supervision

To determine the effectiveness of student supervision, the student must complete the *Student Evaluation of Fieldwork Evaluation* form and return it to the AFWC to determine the quality of the fieldwork site. If the site receives 2-3 unfavorable student evaluations, the AFWC will contact the site to discuss problems or situations presented by the students. If the problems cannot be resolved, use of this site will be discontinued. To enhance the quality of student supervision, the OCAT Program will provide fieldwork sites educational materials on increasing supervisory skills and other continuing education opportunities related to fieldwork education.

SECTION 4:

THE FIELDWORK STUDENT

Student Requirements

Personal Documentation Information

Students are responsible for uploading and maintaining personal and medical information in the fieldwork management system to be shared with selected clinical sites when placed for fieldwork experiences.

Students have access to the OTA Student Fieldwork Manual which contains descriptions, policies and procedures, general program information and instructions for all Level I and Level II fieldwork assignments.

The fieldwork management system will house documentation of the requirements of the OTA Program as follows:

- a. Physical Exam
- b. TB (Tuberculosis) Test
- c. MMR (Measles, Mumps, Rubella) Vaccinations or Titer
- d. Varicella (Chicken Pox) Vaccinations or Titer
- e. Tdap (Tetanus, Diphtheria, and Pertussis) Vaccination
- f. Hepatitis B Series
- g. Flu Vaccination
- h. American Heart Association BLS CPR Certificate
- i. HIPAA/OSHA Training Certificate
- j. Background Check Results
- k. Drug Screen Results (as required by site)
- l. KSU Liability Insurance Certificate

The student is required to make a phone contact with the FWE approximately four weeks prior to the start of each affiliation. Students must complete all additional necessary activities required by individual fieldwork sites. Students may be required to complete drug testing and provide urine samples upon request. Failure to comply with fieldwork site requirements may result in termination of the fieldwork experience and therefore failure to progress in the OTA program.

The student is also required to wear a KENT STATE UNIVERSITY OTA STUDENT nametag during each affiliation, unless otherwise directed by the facility.

PLEASE NOTE: All students attend several mandatory fieldwork seminars to prepare them for each specific affiliation.

Student Responsibilities

Prior to Fieldwork Experiences

Each affiliated fieldwork site determines the requirements needed by students to be accepted at that facility. A fieldwork site may reject a student if the student does not meet their requirements. Students who are denied placement at a fieldwork site for noncompliance with requirements will not be eligible to pass the course and will receive a failure to progress in the OTA program.

The student must complete the following items prior to the start of the OTA program. Required documentation is to be submitted to the fieldwork management system for clearance and updated annually or as needed during course of the program.

1. Proof of Professional Liability Insurance.
Each student is covered in a blanket policy that is purchased by Kent State University. The liability insurance certificate will be housed on the fieldwork management system.

2. Physical Form
Submit the physician signed Physical Examination Record form by the assigned due date.
3. Immunizations
Provides written medical results for the following immunizations: Measles, Mumps, & Rubella immunity titer or vaccine; Varicella (Chicken Pox) immunity titer or vaccines; current Tdap (Tetanus) vaccine within past 10 years, flu vaccine.
4. TB Test
Provide documentation of injection and result dates of an initial baseline two-step Mantoux TB test plus all subsequent annual testing; the most recent must be within the last twelve months. A positive reading of a Mantoux test requires submitting the results of a clear chest x-ray.
5. Hepatitis B
It is recommended that students participate in a Hepatitis B immunization program prior to beginning fieldwork experiences. You may check with your health department, local hospital, or physician to inquire about a program, which includes three vaccines. If you choose to participate in this program, you will be responsible for payment. If you do not choose to participate in this program, please complete the Hepatitis B Declination Form.
6. Maintain current American Heart Association Basic Life Support certification in Cardiopulmonary Resuscitation. Complete every 2 years.
7. Complete the background check process as detailed by the fieldwork coordinator to include FBI and BCII. This process will be completed at the beginning of the program and one year later.
8. Complete the assigned sections in the student profile on the fieldwork management system.
9. Notify the Fieldwork Coordinator of any address and phone number changes.
10. It is recommended that each student carry sufficient health insurance (PLEASE NOTE: some clinics require proof of health insurance) to cover injury or illness that may occur during the fieldwork experience. The contracts between Kent State University and our affiliating clinic sites indemnify the clinic from any responsibility or liability for injury to students in their facility. The student is solely responsible for his/her own health and welfare throughout the OTA academic program. Health insurance should be effective prior to beginning OTA courses and maintained throughout the program.
11. Each student is to contact the fieldwork educator at their assigned fieldwork site by phone or email, 4-5 weeks prior to the start date to:
 - a. Confirm the date they will begin and the days of the week they will be in the clinic.
 - b. Ask the name of their assigned fieldwork educator.
 - c. Inquire about directions, parking, dress code, and the anticipated work hours.

During Fieldwork Experiences

1. Follow the guidelines outlined in the OTA Student Handbook on professional behaviors.
2. Follow all policies and procedures of the fieldwork experience facility. This includes working hours, clinic interventions, confidentiality policies, medical requirements, drug testing, civilian background checks, and holiday observances.
3. Students are responsible for attending all scheduled fieldwork education days. Any absence is to be reported in advance to the fieldwork educator, as well as the fieldwork coordinator. Absences from all

or part of a fieldwork education day **MUST** be made up at the same fieldwork site prior to the completion of the fieldwork experience.

4. The student is responsible for his/her own transportation to the clinical facility and other expenses related to uniform, meals, parking, etc.
5. Students must wear a KSU nametag at all times in the clinical facility. Occasionally, sites will provide their nametags eliminating the last name. This may be the policy in psychosocial sites.
6. Complete all assignments from the fieldwork educator or fieldwork coordinator in a timely manner and submit the required assignments.
7. Provide written documentation to the program director of any accident, injury or incident that occurs while at the fieldwork site. Documentation should include:
 - a. What happened?
 - b. Who was involved?
 - c. What action was taken as a result of the incident?

Failure to comply with any of the above student responsibilities may result in failure of a fieldwork experience.

Student Professional Behaviors

The process of becoming an effective occupational therapy assistant involves attaining competency in professional knowledge, skill, and behavior. Professional Behavior is vital to the success of each student in the Occupational Therapy Assistant Program and the occupational therapy profession. **In addition to the Professional Behavior section of the OTA Student Handbook**, the following are essential expectations of students at all levels of fieldwork. Students shall:

1. Refrain from sexual advances or behavior towards patients, visitors, employees, faculty, or other students. Refer to Student Code of Conduct regarding Sexual Harassment.
2. Conduct self so as not to endanger the life, health, and/or safety of anyone associated with the fieldwork facility or university.
3. Accept responsibility for assigned duties by punctual regular attendance.
4. Be consistently prepared and care for assigned patients according to fieldwork requirements. Present self in an alert, well-rested mental state and be able to make safe decisions.
5. Refrain from the use of any agents/drugs (such as alcohol or sensory altering medications) which interfere with the above or which may cause erratic, explosive, or acting-out behaviors; deteriorating appearance; or lack of professional interaction with faculty, peers, and patients/clients.
6. Respect the rights and property of others (not be party to theft, destruction of property or malicious conduct).
7. Maintain confidentiality of patient/fieldwork situations and records. Avoid discussion of fieldwork activities which violate the patient's right of privacy in public or inappropriate areas, including social networking sites and other electronic forms of communication.

8. Maintain an effective working relationship with fieldwork facility employees, health team members, and fellow students. Refrain from behaviors such as fighting, arguing, coercing, threatening or manipulative behavior.
9. Accept responsibility for learning experience during fieldwork affiliation.
10. Follow the dress code established by the Program or facility.
11. Adhere to the American Occupational Therapy Association Code of Ethics.

If a student should violate any of the above areas, he/she may be placed in a remediation/learning contract process or be immediately removed from the fieldwork setting.

1. Students deemed demonstrating unacceptable behavior in any above area will first be notified of their unacceptable action by verbal warning and given personal counseling with an intervention plan by the fieldwork educator and/or academic fieldwork coordinator.
2. If the objectives of the intervention plan have not been met within the given timeline, the fieldwork educator and academic fieldwork coordinator will determine the need to remove the student from the fieldwork site and the student will fail the fieldwork experience.
3. The academic fieldwork coordinator and program director will determine the requirements and timeline for student's progression within the OTA Program.

SECTION 5:

FIELDWORK OBJECTIVES & EVALUATION TOOLS

Fieldwork Experience Evaluation

Level I Fieldwork Experience

All fieldwork is graded on a pass/fail system. Students are evaluated by the fieldwork educator at their fieldwork site and the AFWC/instructor based on the following criteria:

1. Students are to complete all assignments as noted in the course syllabus/Canvas and submitted by the assigned due dates. More than three (3) late assignments may result in a failure of the fieldwork rotation.
2. The fieldwork educator/course instructor evaluates student performance utilizing the Level I fieldwork evaluation form assigned by the KSU OTA Program. Students must receive a passing score in accordance with criteria and scoring on the Level I fieldwork performance evaluation.
3. If a student does not complete any of the above components, a failing grade may be assigned.

Level II Fieldwork Experience

The student will receive a pass/fail grade at the end of each Level II fieldwork experience by the AFWC/course instructor using the following criteria:

1. Students are to complete all assignments as noted in the course syllabus/Canvas and submitted by the assigned due dates. More than three (3) late assignments may result in a failure of the fieldwork rotation.
2. Each student will be evaluated by the fieldwork educator using the fieldwork performance evaluation. Students must receive a passing score in accordance with directions, criteria, and scoring on the Level II fieldwork performance evaluation. A student may repeat a fieldwork experience one time. If the repeated experience is not passed, the student will be dismissed from the program.
3. The fieldwork educator will evaluate the student's performance on three (3) mandatory requirements as shown on the fieldwork performance evaluation. Students must receive a satisfactory score in these three specific criteria to pass the fieldwork.
4. Students must pass the fieldwork performance evaluation and submit all required assignments to receive a passing grade.
5. A student who has a previous failure to progress and then fails a Level II fieldwork experience will be dismissed from the program in accordance with the progression policy.

The fieldwork educator provides written documentation, evaluation, and feedback regarding student performance to the AFWC/course instructor by completing the fieldwork performance evaluation at mid-term and final. It should include assessment of current performance and written comments for each performance criteria, as well as summative comments and signatures. The score is based on expectations of an entry-level OTA, who has professional skills, knowledge, and behaviors. The fieldwork educator should send copies of supplemental documentation to the AFWC/course instructor including remediation plans, records, or incident reports. The AFWC/course instructor must receive the information on a timely basis due to graduation requirements.

The AFWC/course instructor will contact both the student and fieldwork educator to obtain verbal feedback related to the performance of the student and his/her progression toward meeting the learning objectives of the fieldwork experience. These conversations will occur during a scheduled site visit or phone call. The AFWC/course instructor will schedule a site visit/phone call with each student in OTA 10192, OTA 20392, OTA

20492, OTA 21092, and OTA 21192 around mid-terms. More site visits may be necessary if a student is having difficulties meeting the learning objectives.

The final pass/fail grade for each fieldwork experience will be determined by the AFWC/course instructor. Consideration will be given to the specific objectives for the fieldwork experience, completion of assignments, evaluations from the fieldwork educators, and the student during site visits and other communications.

Any student who is in jeopardy of not passing a fieldwork experience will be advised by the fieldwork educator and AFWC/course instructor of the situation at the earliest possible opportunity. A remediation plan will be established in consultation with the fieldwork educator and AFWC/course instructor to assist the student in meeting the expectations of the fieldwork experience. A remediation plan may include, but not limited to, independent study, tutoring, counseling, additional required fieldwork hours, or termination of the fieldwork experience. Unsuccessful completion of the remediation plan may result in failure/termination of the fieldwork rotation.

Students demonstrating substantial deficiencies in skills, knowledge or behaviors may be immediately removed from the facility. Students also have the right to discontinue their fieldwork experience at a facility. If a student is removed from a fieldwork experience, a process of counseling with the student, AFWC/course instructor, program director, and/or fieldwork educator will be initiated to address all issues related to the failure of the fieldwork experience. A remediation plan will be developed for improvement of any areas in which the student is having problems. This remediation plan may include, but not limited to written activities, completion of a lab practical and comprehensive examination. Upon successful completion of the terms of the remediation plan, the AFWC/course instructor will determine the student's next fieldwork assignment.

Level I Fieldwork Objectives

The “Standards of an Accredited Educational Program for the Occupational Therapy Assistant” requires fieldwork sites and the Occupational Therapy Assistant program to meet the following standard:

- 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.

The objectives for the Level I Fieldwork experience for the Kent State University Occupational Therapy Assistant program are listed below.

By the end of the course:

1. Students will observe and/or assist in an evaluation or interview, participate in formulating intervention goals, and suggest intervention activities.
2. Students will observe and report patient/client performance orally and in writing.
3. The student will assist in individual or group treatments and suggest adaptation and/or grading of specific activities.
4. The student will work effectively with occupational therapy and/or facility personnel.
5. The student will observe departmental rules and regulations and adhere to standard safety precautions for self and others.
6. The student will practice ethical and professional behavior.
7. The student will exhibit therapeutic use of self and appropriate interactions with patients/clients.
8. The student will practice safety techniques and demonstrate awareness of potential hazards.
9. The student will identify features and needs of traditional and community-based practice areas.
10. The student will understand the role that occupational therapy can have with various populations and settings with meeting psychosocial needs.

Level I Fieldwork Performance Evaluation

Instructions: Please indicate whether the student's performance was (1) Satisfactory (**S**) or Unsatisfactory (**U**) and (2) provide feedback in the space provided. *Students with more than one 'U' at Final will not be eligible to pass the course.* Please review the results with the student.

Facility Name: _____ Student Name: _____

The student	S / U	Strengths / Areas for Improvement
1. Demonstrates effective professional and ethical interactions with others, including staff, clients, and/or caregivers		
2. Exhibits awareness of client safety , potential hazards, and relevant facility procedures		
3. Is consistently prepared and motivated to participate		
4. Displays professionalism including appropriate attire, hygiene, and punctuality		
5. Demonstrates a positive attitude toward learning and accepts constructive feedback		
6. Understands and verbalizes the role of occupational therapy and other disciplines in this setting/population		
7. Observes and reports client performance verbally and in writing using professional terminology		
8. Verbalizes understanding of and assists as appropriate with treatments/activities		
9. Identifies adaptation and/or grading for activities		
10. Exhibits therapeutic use of self		

Fieldwork Educator Signature

Student Signature

Date

Level II Fieldwork Objectives

The “Standards of an Accredited Educational Program for the Occupational Therapy Assistant” requires fieldwork sites and the Occupational Therapy Assistant program to meet the following standard:

- 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.

The objectives for the Level II Fieldwork experiences for Kent State University Occupational Therapy Assistant program are listed below.

By the end of the course, you will be able to:

1. Consistently maintain professional behavior in the workplace including, but not limited to: professional appearance, showing respect for other professionals, presenting in a professional and confident manner, etc.
2. Observe departmental rules and regulations and adhere to standard safety precautions for self and others.
3. Adhere consistently to the American Occupational Therapy Association Code of Ethics and Standards of Practice for Occupational Therapy.
4. Clearly and confidently articulate the values and beliefs of the occupational therapy profession to clients, families, significant others, colleagues, service providers, and the public.
5. Clearly, confidently, and accurately articulate the value of the occupation as a method and desired outcome of occupational therapy to clients, families, significant others, colleagues, service providers, and the public.
6. Accurately communicate the roles of the occupational therapist and occupational therapy assistant to clients, families, significant others, colleagues, service providers, and the public.
7. Collaborate with client, family, and significant others throughout the occupational therapy process.
8. Collaborate with fieldwork educator(s) to maximize the learning experience and takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with others.
9. Respond constructively to feedback from fieldwork educator.
10. Select appropriate screening and assessment methods while considering factors as the client’s priorities, context(s), theories, and evidence base practice.
11. Gather relevant information regarding a client’s occupations of self-care, productivity, leisure, and the factors that support and hinder occupational performance prior to and during the evaluation process.
12. Assist with interpreting evaluation results to determine client’s occupational performance strengths and challenges.
13. Accurately report information orally and/or in writing regarding client’s status and goals at regular intervals to appropriate staff members, family, and significant others.
14. Develop client-centered and occupation-based goals in collaboration with the Occupational Therapist.
15. Set short-term goals in specific, objective, and measurable terms in collaboration with the Occupational Therapist.
16. Understand the rationale of the treatment plan and how it benefits the patient/client.
17. Write Occupational Therapy progress notes clearly to indicate measurable behavioral response to treatment.
18. Articulate a clear and logical rationale for the intervention process.
19. Utilize evidence from published research and relevant resources to make informed intervention decisions.

20. Select and implement relevant client-centered, occupation-based treatments to facilitate clients meeting established goals.
21. Modify task approach, occupations, and the environment to maximize client performance.
22. Update, modify, or terminate the intervention plan based upon careful monitoring of the client's status.
23. Clearly and effectively communicate verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.
24. Demonstrate consistent work behaviors including initiative, preparedness, dependability, work site maintenance, and time management.
25. Demonstrate positive interpersonal skills including but not limited to co-operation, flexibility, tact, and empathy.
26. Demonstrate respect for diversity factors of others including but not limited to socio-cultural, socio-economic, spiritual, and lifestyle choices.
27. Understand the role that occupational therapy can have in meeting the psychosocial needs of various persons, groups, and populations.

Level II Occupational Therapy Assistant Fieldwork Evaluation

Student Name: _____

Facility/Site Name: _____

Facility Address: _____

Practice Setting: _____

Level II Sequence: Rotation 1 OR Rotation II

Dates of Placement: _____ to _____

Pass _____

Did not Pass _____

Instructions

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistants (ACOTE, 2020). The purpose of the Level II Fieldwork Performance Evaluation is to evaluate the performance of the Occupational Therapy Assistant student as measured against this goal.

Please score the fieldwork performance evaluation at midterm and final. The evaluation is divided into 4 standards:

Standard I: Professionalism and Role Responsibility

Standard II: Screening, Evaluation, and Reevaluation

Standard III: Intervention Process

Standard IV: Transition, Discharge, and Outcome Measurement

Indicate the student performance level by scoring each item:

S (satisfactorily meets entry level performance)

P (*Use at midterm only*; student is progressing and is at expected level)

NA (*Use at midterm only*; student has not had opportunity but will be addressed by final)

U (does not meet entry level performance)

Criteria for a passing/satisfactory fieldwork experience at final evaluation include:

- Earns satisfactory ratings for all three (3) bolded requirements.
- Earns satisfactory ratings for 18/22 items.

Standard I: Professionalism and Role Responsibility

The student:	Midterm S / P / NA / U	Final S / U
1. Delivers occupational therapy services that reflect the philosophical base of occupational therapy and are consistent with the established principles and concepts of theory and practice.		
2. Consistently adheres to the current AOTA Occupational Therapy Code of Ethics and relevant policies, state, federal, and other regulatory and payer requirements.		
3. Consistently demonstrates and is accountable for the safety of self and others during all fieldwork activities including facility safety policies, client precautions, and infection control.		
4. Demonstrates responsibility and initiative to establish professional relationships including supervisory roles within the department and facility.		
5. Applies current information of billing and reimbursement issues appropriate to the setting.		
6. Demonstrates evidence-based practice and applies it ethically and appropriately to provide occupational therapy services consistent with best practice approaches.		
7. Obtains the client's consent throughout the occupational therapy process; maintains confidentiality and privacy.		
8. Effectively advocates for the client's intervention needs.		

9. Contributes as an integral member of the interdisciplinary team by effectively communicating, consulting, and collaborating with team and family members.		
10. Respects the sociocultural background and diversity factors of clients, groups, and populations to provide client-centered and family-centered occupational therapy services.		
11. Manages time and productivity effectively.		
12. Demonstrates ongoing professional development and attitude toward life-long learning by responsibly accepting and applying feedback.		

Midterm Comments (please comment on “U” scores):

Final Comments (please comment on “U” scores):

Standard II: Screening, Evaluation, and Reevaluation

The student:	Midterm S / P / NA / U	Final S / U
1. Contributes to the screening, evaluation, and reevaluation process by administering delegated assessments and by providing accurate verbal and written reports to the occupational therapist.		
2. Uses applicable assessment procedures and protocols of standardized assessments during the screening, evaluation, and reevaluation process, as appropriate for the practice setting.		

3. Educates appropriate constituents about the scope of occupational therapy services.		
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Midterm Comments (please comment on “U” scores):

Final Comments (please comment on “U” scores):

Standard III: Intervention Process

The student:	Midterm S / P / NA / U	Final S / U
1. Collaborates with the client to develop and implement an intervention plan on the basis of the client’s needs and priorities, safety issues, and relative benefits and risks of the interventions and service delivery.		
2. Uses professional and clinical reasoning, available and relevant evidence, and therapeutic use of self to select and implement the most appropriate types of interventions for clients, groups, and/or populations.		
<i>3. Selects, implements, and makes modifications to therapeutic interventions that are consistent with delegated responsibilities, the intervention plan, and requirements of the practice setting.</i>		
4. Contributes to modification of the intervention plan by exchanging information with and providing documentation to the occupational therapist about the client’s responses to and communications throughout the intervention.		

5. Documents the occupational therapy services provided within the time frames, formats, and standards established by the practice settings and regulatory and payer requirements.		
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Midterm Comments (please comment on “U” scores):

Final Comments (please comment on “U” scores):

Standard IV: Transition, Discharge, and Outcome Measurement

The student:	Midterm S / P / NA / U	Final S / U
1. Contributes to the transition or discontinuation plan by providing information and documentation to the occupational therapist related to the client’s needs, goals, performance, and appropriate follow-up resources.		
2. Contributes to outcome measures by evaluating the safety and effectiveness of the occupational therapy processes and interventions within the practice setting.		
<i>Enter total number of “satisfactory” items here →</i>	<i>____ / 22</i>	<i>____ / 22</i>

Midterm Comments (please comment on “U” scores):

Final Comments (please comment on “U” scores):

* * * * *

*All information on this page must be completed **at Final Evaluation ONLY***

Student Signature: _____

Print Name: _____

Date: _____

Fieldwork Educator #1 Signature: _____

Print Name/Credentials: _____

Date: _____

If applicable:

Fieldwork Educator #2 Signature: _____

Print Name/Credentials: _____

Date: _____

References:

American Occupational Therapy Association. (2015). Standards of practice for occupational therapy. American Journal of Occupational Therapy, December 2015, Vol. 69, 6913410057. <https://doi.org/10.5014/ajot.2015.696S06>

Kent State University Occupational Therapy Assistant Program Curriculum Design

Remediation

Instances where a student demonstrates extreme deficiencies in skills, knowledge or behavior may result in the sudden and immediate removal from his/her facility. Students also have the right to discontinue their fieldwork experience at a facility. Whenever a student is removed from a fieldwork experience, a process of counseling with the student, AFWC, program director, and/or fieldwork educator will be initiated to address all issues related to the failure of the fieldwork experience. A remediation plan will be developed for improvement of any areas where the student is having problems. This remediation plan may include, but not limited to written activities, completion of a lab practical and comprehensive examination. Upon successful completion of the terms of the remediation plan, the AFWC will determine the student's next fieldwork assignment.

Remediation Plan

If a student is recognized by a fieldwork educator as displaying difficulties with learning OT concepts or unprofessional behavior, the following process will occur:

1. A private meeting between the student and FWE to identify problems with student performance and seek solutions.
2. If #1 is not successful, a site visit will be performed by AFWC. The meeting will consist of the student, FWE, and AFWC. During or following the visit, student performance will be identified and addressed, and a remediation plan will be discussed and established. This plan will contain a statement of the problems with student performance, expected student performance, clearly written objectives to achieve expected performance, target dates for objectives to be met and consequences for non-compliance of the plan. All parties involved sign this remediation plan.
3. A failure to comply with any remediation plan will result in an immediate termination of the fieldwork placement.

SECTION 6:

FIELDWORK POLICIES & PROCEDURES

General Fieldwork Information and Requirements

Attendance

Attendance is mandatory for all scheduled fieldwork education days. **The fieldwork educator and academic fieldwork coordinator at KSU must be contacted personally by phone notifying them of an absence before the start time for that day for an absence to be excused.** All absences must be excused by your fieldwork educator and academic fieldwork coordinator and arrangements made to make up all time missed. Failure to notify both the fieldwork educator and academic fieldwork coordinator prior to start time of a missed fieldwork day is considered an unexcused absence. One unexcused absence will result in a warning notice; a second unexcused absence will result in the failure of that fieldwork experience. Students who have not completed all required fieldwork days by the end of the semester will receive a grade of “In Progress” or “F” depending on the circumstances.

Students are to use their judgment as to whether they can safely arrive at their fieldwork site in inclement weather. If they cannot safely arrive at their assigned site, they have to follow proper call off procedures (notify the site and the Fieldwork Coordinator) and must arrange to make up for the missed time. Many students live and/or attend fieldwork sites that are a significant distance from campus, including out of state. Students should respond to the specific weather conditions at their home and fieldwork site. The Program Director will serve as the campus contact on days when classes have been cancelled due to weather.

Religious Holidays

The University welcomes individuals from all different faiths, philosophies, religious traditions, and other systems of belief, and supports their respective practices. In compliance with University policy and the Ohio Revised Code, the University permits students to request class absences for up to three (3) days, per semester, in order to participate in organized activities conducted under the auspices of a religious denomination, church, or other religious or spiritual organization. Students will not be penalized as a result of any of these excused absences.

The request for excusal must be made, in writing, during the first fourteen (14) days of the semester and include the date(s) of each proposed absence or request for alternative religious accommodation. The request must clearly state that the proposed absence is to participate in religious activities. The request must also provide the particular accommodation(s) you desire.

You will be notified by me if your request is approved, or, if it is approved with modification. I will work with you in an effort to arrange a mutually agreeable alternative arrangement. For more information regarding this Policy, you may contact the Student Ombuds (ombuds@kent.edu).

Fieldwork Hours

Students are required to make the necessary arrangements to be able to travel and participate in the clinic hours of their assigned fieldwork educator. Most clinics' work hours are from 8:00 am to 4:30 pm, however, some clinics may schedule patients as early as 6:00 am or as late as 6:00 pm.

Students are not required to participate in fieldwork days with more than 8 hours of scheduled patient care. If a fieldwork supervisor normally works a 10- to 12-hour shift, the student, fieldwork educator and academic fieldwork coordinator must agree on a schedule that meets the minimum requirements of the fieldwork experience and is acceptable to all parties.

Campus Closures

KSU OTA students may need to attend fieldwork on days outside of the academic calendar and when classes are not in session due to inclement weather and holidays. These circumstances occur on scheduled or unscheduled campus closures or days when classes are cancelled, but the campus remains open. Students will be notified of how to reach OTA Program Staff during campus closures.

Student Emergencies

A student who becomes ill or injured at a hospital will be seen in the Emergency Department of that hospital. In other fieldwork sites, such as an outpatient or nursing home setting, the facility policy will be followed. Fieldwork education sites enter into a contractual agreement with the OTA Program to provide emergency treatment in case of accident or illness to students assigned to their facility at the student's expense.

SECTION 7: RESOURCES

OCCUPATIONAL THERAPY CODE OF ETHICS (2020)

As an Occupational Therapy Assistant student, you are bound by the Occupational Therapy Code of Ethics (2020). Review this document with special attention to your new role in fieldwork. This document is available here:

[*OT Code of Ethics \[2020\]*](#)

STANDARDS OF PRACTICE FOR OCCUPATIONAL THERAPY (2021)

This document defines the minimum standards of practice for Occupational Therapists and Occupational Therapist Assistants. Review this document with special attention to provision of Occupational Therapy services as an Occupational Therapy Assistant student. This document is available here:

[*Standards of Practice for OT \[2021\]*](#)