FIELDWORK

EDUCATOR’S MANUAL

Occupational Therapy Assistant Program
Kent State University
Ashtabula Campus

Spring 2017
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The Occupation Therapy Assistant Technology Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449, (301) 652-AOTA.

Graduates of accredited programs will be able to sit for the national certification examination for Occupational Therapy Assistants administered by the National Board for Certification of Occupational Therapists (NBCOT). After successful completion of the exam, the individual will be a Certified Occupational Therapy Assistant (COTA). Most states require licensure in order to practice; however, state licensures are usually based on the results of the NBCOT Certification Examination.
CURRICULAR DESIGN
Curriculum Design
(Standards A.6.3 – A.6.5)

Institution Mission

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

Occupational Therapy Assistant Technology Mission

The Occupational Therapy Assistant Technology Program at Kent State University shares the eight campus network mission to advance quality student education and clinical competency to fulfill key societal goals for a diverse cultural region. Through the pursuit of excellence in personal and professional development, students will demonstrate the ability to utilize critical thinking, and clinical reasoning to complete therapeutic interventions based on knowledge acquired from theory, technical skills and research. This knowledge and newly acquired skills will lead to an Applied Science Associate Degree in Occupational Therapy Assistant Technology, and eligibility to become certified and licensed to practice, under the supervision of a Registered Occupational Therapist.
Program Philosophy

Our department has the following beliefs about occupational therapy. Humans are intrinsically motivated to master their environment through the successful performance in daily activities or "occupations" (purposeful and meaningful engagement in life activities). Mastery of occupations is usually achieved in the course of normal development with adaptive skills being learned sequentially. The program believes that occupational development occurs through sequential acquisition of skills. The student initially develops competency in psychosocial skills and theories which are utilized throughout the curriculum and are therefore presented early in the program. The next step in occupational development is acquiring skills in physical dysfunction. Competency in pediatric populations requires the combination of the previously acquired knowledge with specialty skills and therefore this is presented later in the program. The KSU OCAT Program prepares students to address occupational needs of culturally diverse populations in facilities and the community.

Mental or physical illness or disability at any stage may interrupt the ability to successfully participate in occupations, tasks or activities and adapt to the environment. Occupational therapy encourages and facilitates occupations and occupational roles through the restoration or enhancement of function, adaptation of the environment and/or teaching compensatory techniques. The individual’s acceptable capacity to interact with the environment within the limitation of a disability will result in improved quality of life through the collaboration of the OT practitioner, client and others. Occupational therapy also promotes health and wellness, the ability to participate in occupations and the occupational role for diverse populations at all stages of life (AOTA, Definition of Occupational Therapy for the AOTA Model Practice Act).

The program at Kent State University believes that learning is a dynamic developmental process involving one’s cognitive, affective and psychomotor skills. Bloom’s Taxonomy or “learning domains” illustrates this process defining how students expand their knowledge and develop intellectual skills, grow emotionally and acquire technical skills related to occupational therapy service delivery. Students are admitted into the program with varied values, beliefs and attitudes, differing degrees of interaction skills and limited understanding of the profession. It is the program’s responsibility to foster creative problem solving, critical thinking, and clinical reasoning skills to facilitate development in the unique knowledge, skills and attitudes pertaining to the profession.

REVISED 8/2016
Program Goals and Student Learning Outcomes

In keeping with the Program Philosophy, the curriculum design is based on the developmental model and utilizes Bloom’s Taxonomy when determining program goals and student learning outcomes. Themes/threads were designed to guide student learning outcomes within the three learning domains. Each domain increases in complexity.

Themes/Threads of the curriculum:
1. Professionalism
2. Clinical reasoning
3. Occupation-based, client-centered OT Practice
4. Community-based practice

Levels of the curriculum:
1. Affective – growth of feelings and emotional areas (attitude)
2. Cognitive – mental skills (knowledge)
3. Psychomotor – manual or physical skills (skills)

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.

Affective
1. Recognizes professional behaviors that are the foundation of the profession.
2. Accepts responsibility for developing values, beliefs and attitudes that are congruent with those of the profession.
3. Develops self-confidence, intra- and interpersonal skills to successfully contribute to an inter-professional team environment.
4. Develops intrinsic motivation to embrace life-long learning and continued professional competency.

Cognitive
1. Understand the need for self-assessment as a method of determining areas requiring positive change for ongoing personal and professional growth and development.
2. Understand AOTA’s Code of Ethics, Core Values and Attitudes, and Standards of Practice as the basis for professional behavior.
3. Integrate insight, intuition, empathy and inquisitiveness when providing OT services and interacting with diverse populations.
4. Analyze professional needs to seek strategies to enhance knowledge base, increase education and training and explore various aspects of the profession to become a life-long learner.
5. Synthesize and integrate professional behaviors to become an advocate for clients and the profession.
Psychomotor
1. Utilize professional behaviors when interacting with clients, peers and other professionals when providing OT services.
2. Become a life-long learner.
3. Advocate for clients and the profession.
4. Participate in professional organizations.

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.

Affective
1. Adopt an attitude toward life-long learning and client-centered OT practice in preparation for a skilled level of clinical reasoning in OT practice
2. Develop intrinsic motivation to explore professional literature to increase knowledge in the profession.
3. Adopt the critical curiosity to observe and reflect on one’s own thinking, emotions, and techniques; developing the willingness to acknowledge and correct errors.

Cognitive
1. Identify and synthesize the processes involved in clinical reasoning.
2. Develop knowledge of theories and frames of reference and their impact on clinical reasoning
3. Understand and analyze professional literature as it relates to the decision making process in practice.
4. Synthesize professional literature to develop evidence-based practice skills with client interventions under the supervision of an occupational therapist.

Psychomotor
1. Integrate evidence based practice findings throughout delivery of the OT process.
2. Utilize clinical reasoning, when determining appropriate interventions to support client participation in occupations and the occupational role.
3. Integrate clinical experiences with evidence-based practice and personal reflections to practice to prioritize evaluation information, select appropriate treatment modalities and adjust practice based on client-specific situations and settings.
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.

Affective:
1. Examine basic occupations, client factors, context and environment, and the occupational process in order to understand the correlations in OT practice with clients.
2. Realize the meaning of occupation in relation to physical and/or psychosocial sequelae.
3. Develop a preference for occupation-based and client centered clinical decision making.

Cognitive:
1. Understand the use of meaningful occupations to support a client’s participation and enhance roles towards health and wellness.
2. Provide OT services to diverse populations based on each client’s specific contexts.
3. Integrate theories and frames of reference into interventions to improve client skills in relationship with occupation and the environment.
4. Synthesize knowledge to support client “achieving health, well-being, and participation in life through engagement in occupation,” according to the tenets of the OTPF: Domain and Process.

Psychomotor:
1. Utilize occupation during academic lab activities and fieldwork placements to promote the client’s growth and success in achieving personal objectives.
2. Apply techniques to grade and/or adapt the client’s activities to provide the ‘just-right’ challenge to encourage achievement of goals.
3. Support the client’s desired occupational roles and participation in occupations through a creative, holistic approach.
4. Collaborate with inter-professional team members to provide best practice, valued services to each client based on individual needs.

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.”

Affective
1. Describe competencies and characteristics required of OT practitioners to be effective in meeting the occupational needs of community.
2. Explain the paradigm shifts or differences in the medical and community models, therapeutic and professional relationships between healthcare providers and community members, terminology, decision making processes, and cultural impact on service delivery.
3. Recognize individuals, groups, and populations in the community who have limited ability to participate in healthy occupations and accept our professional responsibility as advocates of positive occupational opportunities.
4. Recognize populations that may have limited access to occupations due to various circumstances.

Cognitive
1. Define and understand the terms health promotion and disability prevention and the relationship to community health and the quality of life.
2. Summarize occupational risk factors and the role of OT in developing problem solving solutions to improve engagement in occupations to meet the needs of the community.
3. Determine populations that are at risk for limited occupations and promote opportunities to meet their needs.
4. Analyze the effects of engagement in occupations with individuals, groups and populations on their quality of life.

Psychomotor
1. Advocate for community members by promoting opportunities for participating in occupations and linking them to overall health promotion and disability prevention activities.
2. Seek out individuals, groups and populations within the community and identify resources and opportunities to assist in improving their occupations.

References:


Kent State University at Ashtabula  
OCCUPATIONAL THERAPY ASSISTANT PROGRAM  
Suggested sequence of courses for completing the program in two years

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td></td>
<td><strong>FIRST YEAR</strong></td>
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<tr>
<td></td>
<td><strong>Spring Semester</strong></td>
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<tr>
<td>* BSCI 11010</td>
<td>Anatomy and Physiology for Allied Health I</td>
<td>3</td>
</tr>
<tr>
<td>* KENT CORE COMPOSITION ELECTIVE</td>
<td>3</td>
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<tr>
<td>* PSYC 11762</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>* US 10097</td>
<td>Destination Kent State: First Year Experience</td>
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</tr>
<tr>
<td>* SOC 12050</td>
<td>Introduction to Sociology</td>
<td>3</td>
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<tr>
<td>* KENT CORE HUMANITIES OR FINE ARTS ELECTIVE</td>
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<td></td>
<td><strong>Summer Semester (following acceptance into program)</strong></td>
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<tr>
<td>* BSCI 11020</td>
<td>Anatomy and Physiology for Allied Health II</td>
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<td>* OCAT 10000</td>
<td>Foundations in Occupational Therapy</td>
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<td>Occupational Therapy Practice Skills Lab</td>
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<td></td>
<td><strong>Fall Semester</strong></td>
<td>6</td>
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<tr>
<td>* NURS 20950</td>
<td>Human Growth and Development</td>
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<tr>
<td>* PSYC 21211</td>
<td>Psychology of Adjustment <strong>OR</strong></td>
<td>3</td>
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<td>* PSYC 40111</td>
<td>Abnormal Psychology</td>
<td>3</td>
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<td>* PTST 10002</td>
<td>Analysis of Movement</td>
<td>4</td>
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<tr>
<td>* OCAT 10001</td>
<td>Occupational Therapy Practice Skills II</td>
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<td>* OCAT 10002</td>
<td>Therapeutic Techniques I--Psychosocial</td>
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<td>* OCAT 10092</td>
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<td><strong>SECOND YEAR</strong></td>
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<td>* KENT CORE MATH ELECTIVE</td>
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<tr>
<td>* OCAT 20000</td>
<td>Therapeutic Techniques II--Physical Dysfunction</td>
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<td>* OCAT 20092</td>
<td>Fieldwork 1b</td>
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<tr>
<td>* OCAT 20001</td>
<td>Professional Issues in Occupational Therapy</td>
<td>2</td>
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<tr>
<td>* OCAT 20003</td>
<td>Occupational Therapy Practice Skills III</td>
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<td>* PTST 20001</td>
<td>Therapeutic Communications in PT/OT</td>
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<td><strong>Summer Sessions</strong></td>
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<td>* OCAT 20004</td>
<td>Therapeutic Techniques III--Developmental Disabilities</td>
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<td>* OCAT 20006</td>
<td>Therapeutic Techniques IV</td>
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<td><strong>Fall Semester</strong></td>
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<tr>
<td>* OCAT 20192</td>
<td>Clinical Applications I</td>
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<tr>
<td>* OCAT 20292</td>
<td>Clinical Applications II</td>
<td>4</td>
</tr>
<tr>
<td>* OCAT ELECTIVE</td>
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<tr>
<td></td>
<td><strong>TOTAL REQUIREMENTS:</strong></td>
<td>69 Hours</td>
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* Indicates the open enrollment courses. These courses can be taken prior to admission to the OCAT Program.  
NOTE: The curriculum listed above does not include prerequisite. It is highly recommended that some open enrollment courses be taken prior to admission to allow a more manageable credit load during program and a December graduation following the second year of the program.
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.

Supervised fieldwork experiences in occupational therapy are an integral part of both the educational process and professional preparation. It is intended to complement academic preparation by offering additional opportunities for growth, for learning to apply knowledge, for developing and testing clinical skills and for validating and consolidating those functions that comprise professional competence. 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 which are designed to provide students with an opportunity to observe and participate in selected field settings. These experiences are not expected to emphasize independent performance. They offer exposure in psychosocial, physical dysfunction, and/or pediatric settings in order to provide a student with some background to begin a Level II experience. The student MUST pass the Level I fieldwork experience to progress in the program. No part of Level I fieldwork may be substituted for Level II fieldwork.

The Level I fieldwork experiences, OCAT 10092 Fieldwork 1a and OCAT 20092 Fieldwork 1b, are associated with OCAT 10002 Therapeutic Techniques I-Psychosocial and OCAT 20000 Therapeutic Techniques II-Physical Dysfunction courses. Each of these courses encompasses 80 hours of fieldwork attendance (two, 40 hour experiences).

Level II (C.1.13)

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 experiences (OCAT 20192 - Clinical Applications I and OCAT 20292 – Clinical Applications II) are required to be a minimum of 16 weeks. Each Level II experience
lasts eight (8) consecutive weeks, completing full-time hours, complying with the work schedule of the assigned facility. Level II fieldwork rotations are scheduled after the coursework has been successfully completed. Upon completion, a pass/fail grade will be given for each Level II rotation. The student 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. Level II fieldwork may be completed on a part-time basis as long as it is at least 50% of the full-time equivalent.

Note: Fieldwork experiences must be successfully completed within 18 months of the didactic coursework.

Fieldwork Manual/Seminars

All students are required to purchase the Fieldwork Manual at the beginning of the second semester of their first year. This book contains formats for various fieldwork assignments, Code of Ethics, Standards of Practice, note writing styles, and reimbursement information. Fieldwork Seminars are mandatory and will be conducted throughout each semester in order to prepare the student for each fieldwork experience. The student will be required to submit written assignments to the Academic Fieldwork Coordinator in addition to the theory course assignments.

Student Assignment of Fieldwork Sites

Fieldwork site placements are decided on by the Academic Fieldwork Coordinator and/or Program Director of the Occupational Therapy Assistant Technology 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 residence. 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 in the same setting, and 3.) facility where student has worked or is working. 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 OCAT Program. Any student unable to meet all of the academic requirements of the Program will be dismissed.

To ensure both patient and student safety and because of contractual agreements with community agencies, 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, medical examination, CPR certification, current immunizations and criminal background check. Forms are provided to the student at new student orientation. The one or two step Mantoux and criminal background check must be repeated annually with results submitted to the Academic Fieldwork Coordinator. Any changes in health status, due to injury, medical condition, etc. should be reported to the Program Director as soon as possible.
Evaluation of Fieldwork Performance (C.1.10)

Level I Fieldwork Experience

All fieldwork is graded on a pass/fail system. The student must pass the Level I fieldwork experience to continue to progress in the program. A passing grade is based on the following criteria:

1. Students are to complete all assignments as noted in the student syllabus for each course and turned in to the Academic Fieldwork Coordinator on or before the assigned due dates. Three or more late assignments results in a failure of the fieldwork rotation.

2. The Fieldwork Educator evaluates the student’s performance utilizing the Level I Fieldwork Performance Evaluation form supplied by the KSU OCAT Program. Students must pass by receiving no more than one “U” or unmet expectations (as indicated on the form).

Level II Fieldwork Experience

The student will receive a pass/fail grade at the end of both Level II fieldwork experiences (OCAT 20192 and OCAT 20292) by the Academic Fieldwork Coordinator using the following criteria:

1. Student completes each assignment as noted in the course syllabus. Assignments with designated due dates must be turned into the Academic Fieldwork Coordinator during the fieldwork rotation to ensure timely correction and submission of a final grade before graduation. Three or more late assignments result in failure of the fieldwork rotation.

2. Each student will be evaluated by the Fieldwork Educator using AOTA’s Fieldwork Performance Evaluation. The student must pass this evaluation with a 70% or higher to pass the Level II fieldwork experience. 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. A student who has failed a previous OCAT or related course and fails a Level II fieldwork experience will be dismissed from the program. Both failures indicate a failure to progress in the OCAT Program.

The Fieldwork Educator provides written documentation, evaluation, and feedback regarding student performance to the Academic Fieldwork Coordinator, by completing the AOTA Fieldwork Performance Evaluation at mid-term and final. It should include both the rating scale scores and written comments for each performance criteria, as well as summative comments and signatures. The rating scale is scored based on expectations of an entry-level COTA, who has professional skills, knowledge and behaviors. The Fieldwork Educator should send copies of
supplemental documentation to the Academic Fieldwork Coordinator including learning contracts, records, or incident reports. The Academic Fieldwork Coordinator must receive the information on a timely basis due to graduation requirements.

The Academic Fieldwork Coordinator 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 may occur in person during a scheduled site visit or by phone. The Academic Fieldwork Coordinator will schedule a site visit with each student in Level II fieldwork experiences 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 Academic Fieldwork Coordinator and/or Program Director. Consideration will be given to the specific objectives for the fieldwork experience, completion of assignments, evaluations from the Fieldwork Educators, results of the site visits and any phone conversations.

Any student who is in jeopardy of not passing a fieldwork experience will be advised, by the Fieldwork Educator and Academic Fieldwork Coordinator of the situation at the earliest possible opportunity. A remediation plan will be established in consultation with the Fieldwork Educator and Academic Fieldwork Coordinator to assist the student in meeting the expectations of the fieldwork experience. An intervention plan may include, but is not limited to independent study, tutoring, counseling, additional required clinical hours, or termination of the fieldwork experience.

Instances where a student demonstrates extreme deficiencies in skills, knowledge or behaviors 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, Academic Fieldwork Coordinator, 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 remediation of any areas where the student is having problems. This remediation may include, but is not limited to written activities, completion of a lab practical and comprehensive examination. Upon successful completion of the terms of the learning contract, the Academic Fieldwork Coordinator will determine the student’s next fieldwork assignment.

Revised 4/22/09
Revised 7/28/11
Revised 7/28/14
Revised 2/6/17
CONTRACT AGREEMENT PROCESS
CONTRACT AGREEMENT PROCESS

Upon initial contact with a facility, two copies of the Kent State University standard facility contract will be distributed. On the last page of the contract is a section for the administrator/rehab director to sign. Both copies need to be signed and sent back to the Academic Fieldwork Coordinator, who will have both copies signed by the KSUA Dean or KSU Provost.

Our contract may include additional allied health programs at KSUA, such as Physical Therapist Assistant Technology. This is due to the fact that many of the allied health programs use most of the same facilities for student placements.

Once all of the appropriate signatures are affixed, an original copy will be returned to the facility and is to be kept on file. This contract agreement is ongoing and does not require updating annually. A Fieldwork Data Form is required from each facility along with the initiation of this contract. This is a form that describes the type of facility in which the students will be doing their affiliations. This form is mandated by AOTA to maintain accreditation, and must be updated every two years.

When an addendum or a change needs to be addressed, it must be reviewed by the legal affairs office at Kent State University’s main office.

All contracts are automatically renewed annually unless written notice is given or received giving 90 days notice of cancellation. All fieldwork sites will be contacted every five years and new contracts or affiliation agreements with signatures will be obtained. This process is designed to be cyclical and is the responsibility of the Academic Fieldwork Coordinator. In addition to renewing fieldwork contracts every five years, fieldwork sites will also be asked to submit an updated Fieldwork Data Sheet to maintain current information on all fieldwork sites. All active fieldwork sites are able to access regularly updated OCAT Fieldwork manuals or addendums of changes on our website or via hard copy by request.
FIELDWORK EDUCATOR’S QUALIFICATIONS

The OCAT 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 regulated qualified personnel (including but not limited to occupational therapists, occupational therapy assistants, psychologists, physician assistants, teachers, social workers, 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)

3. Has a minimum of 1 year full-time (or its equivalent) of practice experience subsequent to the initial certification.

4. Is 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, curriculum design, objectives.

Occupational Therapy personnel must provide documentation that they are currently licensed in the state in which he/she works in order to receive students. Qualified personnel, other than OT practitioners, must provide documentation that they have a degree/training, are licensed, and/or certified in their respective profession.

Updated 8/2015
FIELDWORK RESPONSIBILITIES

Fieldwork Educator’s Responsibilities

1. Notify the Academic Fieldwork Coordinator 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 OCAT Program, and update Facility Data Forms every two years. A copy of the Fieldwork Educator’s credentials should be included.

3. Contact the Academic Fieldwork Coordinator immediately, at the first indication of a problem or concern regarding a student during the fieldwork experience. Provide the Academic Fieldwork Coordinator 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. Appropriate and varied fieldwork experience to the student.
   c. Instruction in Occupational Therapy techniques and skills and intervention rationale.
   d. Frequent feedback regarding performance
   e. Completed AOTA Fieldwork Performance Evaluation at mid-term and final.
   f. Formal meetings with the student to review and assess progress and goals of the fieldwork experience.

5. Evaluate Academic Fieldwork Coordinator performance when requested.
**Academic Fieldwork Coordinator Responsibilities**

1. Establish and maintain contractual agreements between KSU and the fieldwork education facilities.

2. Notify the facilities 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, phone number and contact person about 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 about 4 weeks prior to the beginning date of an experience.

6. Contact the Fieldwork Educator by phone and complete a site visit as needed during each Level I and at midterms for Level II fieldwork experience.

7. Consult and mediate with the student, and regarding any clinic related problems.

8. Assist fieldwork experience facilities in developing quality educational programs for students.
Fieldwork Experience Student Supervision

**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 or not 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.

The following information, **effective October 1, 2016**, discusses whether Medicare payment rules specifically allow or restrict coverage of services provided by students as well as the type and level of supervision Medicare requires to raise the services provided by students to the level of covered "skilled" occupational therapy. Practitioners should take care to ensure an appropriate level of supervision, whether or not a specific CMS rule regarding students has been issued.

**Therapy Students**

**Medicare Part A**—Therapy students are not required to be in line-of-sight of the professional supervising therapist/assistant ([Federal Register](https://www.federalregister.gov), August 8, 2011). Within individual facilities, supervising therapists/assistants must make the determination as to whether or not a student is ready to treat patients without line-of-sight supervision. Additionally, all state and professional practice guidelines for student supervision must be followed.

Time may be coded on the MDS when the therapist provides skilled services and direction to a student who is participating in the provision of therapy. All time that the student spends with patients should be documented.

**Medicare Part B**—The following criteria must be met in order for services provided by a student to be billed by the long-term care facility:
- The qualified professional is present and in the room for the entire session. The student participates in the delivery of services when the qualified practitioner is directing the service, making the skilled judgment, and is responsible for the assessment and treatment.
- The practitioner is not engaged in treating another patient or doing other tasks at the same time.
- The qualified professional is the person responsible for the services and, as such, signs all documentation. (A student may, of course, also sign but it is not necessary because the Part B payment is for the clinician’s service, not for the student’s services.)
- Physical therapy assistants and occupational therapy assistants are not precluded from serving as clinical instructors for therapy assistant students while providing services within their scope of work and performed under the direction and supervision of a qualified physical or occupational therapist.
Individual Therapy
The treatment of one resident at a time. The resident is receiving the therapist’s or the assistant’s full attention. Treatment of a resident individually at intermittent times during the day is individual treatment, and the minutes of individual treatment are added for the daily count. For example, the speech-language pathologist treats the resident individually during breakfast for 8 minutes and again at lunch for 13 minutes. The total of individual time for this day would be 21 minutes.

When a therapy student is involved with the treatment of a resident, the minutes may be coded as individual therapy when only one resident is being treated by the therapy student and supervising therapist/assistant (Medicare A and Medicare B). The supervising therapist/assistant shall not be engaged in any other activity or treatment when the resident is receiving therapy under Medicare B. However, for those residents whose stay is covered under Medicare A, the supervising therapist/assistant shall not be treating or supervising other individuals and he/she is able to immediately intervene/assist the student as needed.

Example:
• A speech therapy graduate student treats Mr. A for 30 minutes. Mr. A.’s therapy is covered under the Medicare Part A benefit. The supervising speech-language pathologist is not treating any patients at this time but is not in the room with the student or Mr. A. Mr. A.’s therapy may be coded as 30 minutes of individual therapy on the MDS.

Concurrent Therapy
Medicare Part A - The treatment of 2 residents, who are not performing the same or similar activities, at the same time, regardless of payer source, both of whom must be in line-of-sight of the treating therapist or assistant.
• NOTE: The minutes being coded on the MDS are unadjusted minutes, meaning, the minutes are coded in the MDS as the full time spent in therapy; however, the software grouper will allocate the minutes appropriately. In the case of concurrent therapy, the minutes will be divided by 2.

When a therapy student is involved with the treatment, and one of the following occurs, the minutes may be coded as concurrent therapy:
• The therapy student is treating one resident and the supervising therapist/assistant is treating another resident, and both residents are in line of sight of the therapist/assistant or student providing their therapy.; or
• The therapy student is treating 2 residents, regardless of payer source, both of whom are in line-of-sight of the therapy student, and the therapist is not treating any residents and not supervising other individuals; or
• The therapy student is not treating any residents and the supervising therapist/assistant is treating 2 residents at the same time, regardless of payer source, both of whom are in line-of-sight.

Medicare Part B - The treatment of two or more residents who may or may not be performing the same or similar activity, regardless of payer source, at the same time is documented as group treatment.
**Group Therapy**

*Medicare Part A* - The treatment of 4 residents, regardless of payer source, who are performing the same or similar activities, and are supervised by a therapist or assistant who is not supervising any other individuals.

- **NOTE:** The minutes being coded on the MDS are unadjusted minutes meaning the minutes are coded in the MDS as the full time spent in therapy; however, the software grouper will allocate the minutes appropriately. In the case of group therapy, minutes will be divided by 4.

When a therapy student is involved with group therapy treatment, and one of the following occurs, the minutes may be coded as group therapy:

- The therapy student is providing the group treatment and the supervising therapist/assistant is not treating any residents and is not supervising other individuals (students or residents); or
- The supervising therapist/assistant is providing the group treatment and the therapy student is not providing treatment to any resident. In this case, the student is simply assisting the supervising therapist.

*Medicare Part B* - The treatment of 2 or more individuals simultaneously, regardless of payer source, who may or may not be performing the same activity.

- When a therapy student is involved with group therapy treatment, and one of the following occurs, the minutes may be coded as group therapy:
  - The therapy student is providing group treatment and the supervising therapist/assistant is not engaged in any other activity or treatment; or
  - The supervising therapist/assistant is providing group treatment and the therapy student is not providing treatment to any resident


**Other Supervision Guidelines**

*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 OCAT 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/](http://otptat.ohio.gov/)

**WV:** [http://www.wvbot.org/](http://www.wvbot.org/)

**PA:** [http://www.dos.state.pa.us/portal/server.pt/community/state_board_of_occupational_therapy](http://www.dos.state.pa.us/portal/server.pt/community/state_board_of_occupational_therapy)
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 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.

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 must 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. The OCAT and PTST Programs at the Kent State University provide a luncheon/seminar for supervisors to address fieldwork and student issues.

Revised 2/6/17
PLACEMENT PROCESS
STUDENT PLACEMENT PROCESS

After a contract is established, a student can be placed at the facility. The Academic Fieldwork Coordinator will send reservation forms in March for all placements pertaining to the upcoming calendar year. Further student placement continues throughout the year as needed, by phone or by mail. Reservation forms should include contact information for the site, the number of students the facility can accommodate as well as any special comments or requirements.

Once the sites are compiled, the students are assigned to sites. This is the final phase of placement. Once the site placement is determined, each site will receive the following information:

- Name and contact information for the student assigned to the site
- Syllabus for the corresponding coursework
- Sample schedule for the current rotation
- Fieldwork Objectives Form required
- Student Performance Evaluation

If a site will not be utilized for student placement, notification will be sent no less than one month prior to the rotation. **We assume that if you have given us a reservation form indicating you want to take a student, we can depend on that spot being reserved for a Kent State OCAT student.** (A sample of the reservation form is included in this packet on page 26).
FIELDWORK EXPERIENCE SCHEDULE

<table>
<thead>
<tr>
<th>Fieldwork Dates</th>
<th>Fieldwork Rotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>September-November</td>
<td>Level I Psychosocial: 2 rotations each 1 day / week for 5 weeks.</td>
</tr>
<tr>
<td>Fall Semester of 1st year</td>
<td></td>
</tr>
<tr>
<td>January-April</td>
<td>Level I Physical Dysfunction: 2 rotations each 5 days / week for 1 week.</td>
</tr>
<tr>
<td>Spring Semester of 2nd year</td>
<td></td>
</tr>
<tr>
<td>August-October</td>
<td>Level II: 1st Rotation* 5 days/week, full-time for 8 consecutive weeks.</td>
</tr>
<tr>
<td>Fall Semester of 2nd year</td>
<td></td>
</tr>
<tr>
<td>October-December</td>
<td>Level II: 2nd Rotation* 5 days/week, full-time for 8 consecutive weeks.</td>
</tr>
<tr>
<td>Fall Semester of 2nd year</td>
<td></td>
</tr>
</tbody>
</table>

*Level II rotations must be completed in two different practice settings.

The Academic Fieldwork Coordinator will maintain contact with all sites and perform on-site visits at mid-term for all Level II affiliations whenever possible. If an on-site visit is not possible such as in the case of an out of town affiliation, a progress report will be provided via telephone or other technological means as appropriate to the situation. On-site visits will be performed on an as needed basis for Level I affiliations.

**If an issue arises where the student does not meet performance expectations for any aspect of the fieldwork rotation, please contact the Academic Fieldwork Coordinator as soon as a problem arises so that a remediation plan can be established. This plan provides a structured way for the student to improve their performance. (A sample of the remediation plan is included in this packet on page 44.)

Students must sufficiently complete all of the fieldwork rotations listed in the schedule to fulfill the requirements of this program.

Please contact the Academic Fieldwork Coordinator at any time with questions, comments or concerns. –Megan Shumaker, OT/L at (440)-964-4562 or by email at mshumak2@kent.edu
Kent State University at Ashtabula
Occupational Therapy Assistant Program
2017 Fieldwork Rotation Reservation

Name of Facility: _____________________________________________________________
Address: __________________________________________________________________
__________________________________________________________________________
Department Phone: (____)____________________________________________________
Fieldwork Educator: _________________________________________________________
Email: _____________________________________________________________________

<table>
<thead>
<tr>
<th>Rotation</th>
<th>Number of Students</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I - Physical Dysfunction 1st rotation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 13, 2017 through February 17, 2017</td>
<td>1</td>
<td>Level I - Physical Dysfunction 2nd rotation</td>
</tr>
<tr>
<td>5 consecutive 8 hour days (40 hours total)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level II - Rotation 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>August 21, 2017 through October 13, 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>~40 hours/week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level II - Rotation 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 16, 2017 through December 8, 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>~40 hours/week</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You can respond by phone, fax or email. Please respond by April 30, 2016

Special Requests / Comments: ________________________________________________
___________________________________________________________________________

Please return to: Megan Shumaker, OT/L
Academic Fieldwork Coordinator
Kent State University at Ashtabula
3300 Lake Road West
Ashtabula, OH 44004
Phone: (440) 964-4562
Fax: (440) 964-4355
mshumak2@kent.edu

*Completing this form means that you are available for placement – actual student placement will be confirmed at a later date.
STUDENT FIELDWORK REQUIREMENTS
STUDENT FIELDWORK REQUIREMENTS

Online Fieldwork Portfolio

The student is required to maintain an online portfolio via CastleBranch. Students will be able to provide any documentation listed below upon request of the Fieldwork Educator.

The Online Fieldwork Portfolio will contain the information listed below:

- Personal data form
- Physical examination
- Immunization record
- Two-step mantoux
- Hepatitis B vaccine/waiver
- CPR certification: infant/adult
- Verification of training in Standard Precautions
- Malpractice/liability insurance
- Criminal background check and/or drug screening (which may be at the cost of the student)
- All pertinent forms for the specific affiliation (i.e. objectives, assignments, evaluations)
- Competencies

Initial Phone Contact

The student is required to make a phone contact with their Fieldwork Educator approximately two weeks prior to the start of each affiliation. This contact is to provide information about the student.

The student is also required to wear a Kent State University OCAT student name tag 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

The student is required to register and pay for CastleBranch online portfolio. All of the medical information listed below must be uploaded and cleared by CastleBranch after admission to the program and updated throughout the program. Students will be able to provide any documentation listed below upon request of the Fieldwork Educator.

1. Provide a copy of professional liability insurance certificate throughout all fieldwork experiences. Each student will participate in a blanket policy that is purchased by Kent State University. This policy will cover all KSUA OCAT students under the policy purchased for the campus. Proof of liability insurance will be available for the student to take to the fieldwork site.

2. Submit the physician signed Student Health form.

   Provides written medical results for the following immunizations: Rubella immunity titer or vaccine; Measles immunity titer or vaccine; Chicken Pox immunity or vaccine; Diptheria-Tetanus Toxoid (TD) vaccine; Influenza vaccination during the influenza season of October through March.

3. Submit injection and read dates with results of a baseline two-step Mantoux TB test, and annual one-step Mantoux TB tests. A positive reading of a Mantoux test requires submitting the results of a chest x-ray. (A two-step Mantoux consists of two injections and two readings within two weeks of each other.)

4. It is recommended that students participate in a Hepatitis B immunization program prior to beginning clinical experiences. The student may check with the health department, local hospital or physician to inquire about a program, which includes three injections and a blood antibody test. Upon choosing to participate in this program, the student will be responsible for payment. Those who do not choose to participate in this program must complete the Hold Harmless form.

5. Maintain current Basic Life Support certification in Cardiopulmonary Resuscitation (CPR) for the Health Care Provider. (American Heart Association version which is valid for 2 years)

6. Complete the fingerprinting process - a Civilian Background Check, administered by the Bureau of Criminal Identification & Investigation in the Office of the Attorney General in the state of your residence and a FBI background check. The cost is about $85. In the State of Ohio, all persons involved with geriatric or pediatric patients must pass a Civilian Background Check. The State of Ohio OT Licensure Board requires all candidates to have a FBI background check. Failure to take or pass the background checks may limit your ability to complete the fieldwork experience component of the OCAT program and your ability to become licensed as an OTA.
7. Complete the Personal Data Sheet.


9. Purchase a name tag before your first Level I fieldwork experience.

10. Notify the Academic Fieldwork Coordinator of any address and phone number changes.

11. It is recommended that each student carry sufficient health insurance (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 welfare and health throughout the OCAT academic program. Health insurance should be effective prior to beginning OCAT courses, and maintained throughout the program.

12. Each student is to contact the Fieldwork Educator at their assigned fieldwork site by phone, 2-3 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, the anticipated work hours, etc.

**During Fieldwork Experiences**

1. Follow the guidelines outlined in the OCAT 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 Academic 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. Student is to wear his/her KSU name tag at all times in the clinical facility. Occasionally, sites will provide their name tags eliminating the surname. This is the policy usually in psychosocial sites.

6. Complete all assignments from the Fieldwork Educator and/or Academic Fieldwork Coordinator in a timely manner and send the required assignments to the Academic Fieldwork Coordinator by the due date.

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

After Fieldwork Experiences

1. Complete the Student Evaluation of Fieldwork Experience (Level I and II) and Self-Assessment (Level I) forms.

2. Review each form with the Fieldwork Educator and acquire the appropriate signatures on the forms. Forward the evaluation forms to the Academic Fieldwork Coordinator as soon as possible. This is extremely important for Level II fieldwork because grades need to be calculated before the student will be allowed to graduate.

3. Send a personal thank you note or card to your Fieldwork Educator.
FIELDWORK POLICIES AND PROCEDURES
FIELDWORK POLICY AND PROCEDURES

These policies and procedures are implemented upon the student’s admission into the Occupational Therapy Assistant Technology Program through adopting the OCAT Student Handbook.

The following pages include:

- Progression and Readmission Standards
- OCAT Student Fieldwork Behavior Policy
- OCAT Program Policies:
  - Attendance Policy
  - Clinical Hours
  - Inclement Weather
  - Warning Notices
  - Change in Medical Status
  - Parking
  - Dress Code Policy
  - Social Network Policy
  - Smoke and Tobacco-Free Workplace Environments
  - Fieldwork Experience Requirements at Clinical Sites
  - Fieldwork Evaluation Policy
  - Safety at Off-campus Sites
Student Progression & Readmission

In order to progress in the OCAT Program, the student must meet all academic and behavioral standards and achieve necessary clinical skills.

1. Students must earn a grade of “C” (2.0) or better in all OCAT technical and non-technical courses.

2. Maintain a grade point average of 2.0 while enrolled in the program.

3. Pass all Level I & II fieldwork experiences.

Early Alert System

If a student appears to be having academic difficulties, his/her will be submitted through the KSU “Early Alert System”. Students should follow any recommendations established by the system. Faculty should notify the OCAT Program Director anytime the “Early Alert System” has been activated for a particular student.

Remediation Plans

If students are having difficulties with course content, behavior, and/or performance of skills and techniques, a remediation plan between the OCAT Program and the student will be developed. The plan will identify the problem areas that require improvement for the student to progress in the Program. Objectives of the plan may include, but not limited to written assignment, testing, additional time in fieldwork experiences and/or behavior modification. Unsuccessful completion of the remediation plan will result in failure to pass a particular class or failure to progress in the Program.

1. The remediation plan will be written by the faculty member teaching the course, the Fieldwork Educator, and/or Academic Fieldwork Coordinator as appropriate. The remediation plan will identify the areas that need to be improved and objectives for student success. A timeline of target dates will be assigned to each of the objectives.

2. The plan will be signed by the Program representative and the student to verify the elements of the plan.

3. Revision of the plan will be completed as required to support student success within the established timeline.

4. The OCAT Program Director will be notified of the remediation plan and will maintain a copy in the student’s file.
Failure to Progress

Students who fail to progress will be notified in writing by the Program Director. At that time the Director will identify the requirements for re-entry into the OCAT Program. A student fails to progress if one or more of the following occurs:

1. The student does not achieve a “C” or above in any OCAT technical or non-technical course. The course must be repeated in the next semester it is offered, provided space is available. A student may only repeat an OCAT course one time.

2. The student may not progress to additional OCAT courses and Level II fieldwork affiliations, until they receive a “C” (2.0) or better in the repeated course, and successfully complete Level I fieldwork assignment.

Readmission to an OCAT Course or the OCAT Program

1. Students, who do not successfully complete an OCAT course because they withdraw, withdraw unofficially, or take a medical leave may be readmitted to that course in the next semester it is offered, provided space is available.

2. The student may not progress to additional OCAT courses until the prior course is satisfactorily completed.

3. Students who withdraw from the Program may apply for re-entry one time during a two year period from his/her time of withdrawal. This includes students with improved academic requirements, behavioral improvements, and proven competency. Students who do not meet this requirement must reapply to the program.

4. Students who desire readmission to the OCAT Program post two years withdrawal must reapply for admission.

5. Students applying for readmission to the OCAT Program must meet the same criteria for admission as is in force at the time of applications. Please note: Admission requirements may be subject to change.
Program Completion

In order for a student to be successful in the OCAT Program, the program must be completed in a timely manner. It has been determined that students must complete the program within 3 years after the initial acceptance.

1. If a student goes beyond 3 years, he/she must demonstrate competency in the courses presented at the beginning of the program. This will be accomplished with the student completing written assignments and tests and/or a lab practical.

2. All tests and lab practicals must be completed successfully on the first attempt. Failure of the assignments, tests and/or lab practical will lead to dismissal from the OCAT Program. Dismissed students are not eligible for readmission into the OCAT Program.

3. All Level II fieldwork must be completed within 18 months following the completion of the didactic portion of the program.

Revised: 4/23/09
Revised: 7/21/11
OCAI STUDENT FIELDWORK BEHAVIOR POLICY

1. Refrain from sexual advances or behavior towards patients, visitors, employees, faculty or other students. Refer to the Kent State University Policy Register regarding Sexual Harassment.

2. Conduct self so as not to endanger the life, health and/or safety of any one associated with the clinical facility or university.

3. Accept responsibility for assigned duties by punctual regular attendance (using program protocol when absent due to illness). Be consistently prepared and care for assigned patients according to clinical requirements.

4. Present self in an alert, well-rested mental state and be able to make safe decisions. Refrain from the use of any agents/drugs (such as alcohol or sensory altering medication) which interfere with the above or which may cause erratic, explosive, or acting-out behaviors; deteriorating appearance; or avoidance of social interaction with faculty, peers, patients/clients, and/or staff.

5. Respect the rights and property of others (not be party to theft, destruction of property or malicious conduct).

6. Maintain confidentiality of patient/clinical situations and records. Avoid discussion of clinical activities in any public or inappropriate areas which violate the patient's right of privacy.

7. Maintain an effective working relationship with clinical facility, employees, health team members, and fellow students. Refrain from such behavior as fighting, arguing, coercing, threatening or manipulative behavior.

8. Follow dress code.


Students will be expected to abide by ALL stated professional behaviors. If a student is recognized by a Fieldwork Educator as displaying unprofessional behavior, the following procedure will take place:

1. There will be a meeting between the Fieldwork Educator and the student to address behavioral issues.

2. The Fieldwork Educator will contact the student’s Academic Fieldwork Coordinator to report the meeting and outcome.

3. If issues are not resolved, there will be a meeting between the student, Fieldwork Educator, and Academic Fieldwork Coordinator and a remediation plan will be established. A failure to meet the objective of the plan will result in a termination of the placement.
PROGRAM POLICIES

ATTENDANCE

Attendance is mandatory for all scheduled fieldwork education days. The Fieldwork Educator and Academic Fieldwork Coordinator (AFWC) at KSU must be contacted personally by phone notifying them of an absence before the start time for that day in order for an absence to be excused. All absences must be excused by your Fieldwork Educator and AFWC, and arrangements made to makeup all time missed. Failure to notify both the Fieldwork Educator and AFWC prior to start time of a missed fieldwork day is considered an unexcused absence. One unexcused absence will result in a warning notice; a 2nd 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.

Any alteration of the fieldwork schedule must be mutually agreed upon between the Fieldwork Educator and Academic Fieldwork Coordinator and the student. The clinic hours listed below are the minimum necessary to meet the required objectives for each fieldwork experience and the progression requirements for the OCAT Program.

CLINICAL 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 clinical days with more than 8 hours of scheduled patient care. If a fieldwork supervisor normally works a 10 – 12 hour shift, the student, Fieldwork Educator and Academic Fieldwork Coordinator must agree to on a schedule that meets the minimum requirements of the fieldwork experience and is acceptable to all parties.

IN克莱MENT WEATHER

Clinics generally do not close due to inclement weather. Each student must consider both the benefits and risks when making a decision regarding attending a scheduled fieldwork affiliation on a day with inclement weather. Students are responsible for their own safety. Students are required to notify the clinic and AFWC, prior to the start time for that day, of any decision not to attend due to inclement weather. Students are required to complete the minimum number of clinic hours for each affiliation and therefore, will be required to make up any missed days.
STUDENT COUNSELING / REMEDIATION

Should the professional behaviors, and or level of academic and/or fieldwork performance fall below program standards, as stated in the OCAT Student Handbook, the student will be counseled. This meeting will serve as notification to the student of unacceptable performance or professional behavior and will describe the necessary actions and timeline required to correct the behavior. Failure to take corrective action may result in program dismissal.

If the student is issued a remediation plan, the Academic Fieldwork Coordinator and Fieldwork Educator will collaborate in the designing of the plan. A copy of the remediation plan will be placed in the student’s file. The Program Director is always to be notified when a plan has been designed for a student.

CHANGES IN MEDICAL CONDITION

In the event that a student has a change in medical condition, is hospitalized, etc. during their matriculation in the OCAT Program, he/she must notify the Program Director immediately. The student is also encouraged to see their physician as soon as possible and to discuss with him/her the physical demands of the academic and fieldwork portions of the program. The student must submit documentation from their physician indicating the date on which the student is to suspend unrestricted participation in all OCAT Program activities or provide documentation from their physician that the student is medically cleared to participate in all OCAT Program activities. It is the student’s responsibility to inform the Fieldwork Educator of any medical condition that prevents the student from safe participation in all aspects of the fieldwork experience.

PARKING

During your orientation to each facility you will be told where to park and will be advised of any rules or regulations pertaining to parking. Carpooling is encouraged since in some areas parking space may be limited.

APPEARANCE AND ATTIRE FOR FIELDWORK

The dress code of the facility that the student has been assigned is to be followed at all times. The student is expected to be well groomed and be professionally attired. The student is required to wear a nametag that is purchased through the school, unless otherwise directed.

Blouses and shirts must be long enough to cover the body when bending over or reaching up. Front low cut blouses or shirts are not to be worn. No jeans, shorts, sweat clothes, halter tops, t-shirts, tank tops, yoga pants, doubled seemed pants or “bib” overalls are to be worn. If required, uniform tops or lab jackets should be clean, in good repair and free from wrinkles.

Shoes are to be low-heeled with a closed toe, clean and/or polished. Some facilities will allow athletic shoes. Nails should be clean and moderately short. No nail polish. No jewelry, except wedding rings, name pin and watch may be worn. If ears are pierced, one pair of small, post-type (stud) earrings may be worn. Long, dangling earrings, which could be pulled from student’s
ear, may not be worn. Other body piercings are not to be visible. Tattoos are to be covered at all times.

*If a student reports for clinical improperly dressed or groomed, the Fieldwork Educator will have the right to instruct the student to return home to change clothes or to take other appropriate corrective action. The student will have to make up any time lost from the site and further violation of the dress policy will be noted on the student clinical evaluation.*

**SOCIAL NETWORK POLICY**

Even with strong privacy settings, it is important that you avoid posts or photos on Facebook, Twitter, or any other public social network site about your fieldwork experiences. Specifically, revealing the names of supervisors, name of your facility, comments or criticism about sites, or information about what is happening at sites are not appropriate. If you choose to be on these sites, please consider what you are posting. Many potential employers and Fieldwork Educators may go to these sites to see what you have posted to determine if they are interested in having you as a student or employee.

It is a HIPAA violation if you mention a client/patient with enough information that the person might be identified, even if you avoid Protected Health Information (PHI). The consequences for violations, as you know, are severe. For more information: [http://www.aota.org/Educate/EdRes/Fieldwork/Supervisor/HIPAA/39884.aspx](http://www.aota.org/Educate/EdRes/Fieldwork/Supervisor/HIPAA/39884.aspx)

Students violating this policy through revealing information on social network sites may be dismissed from the fieldwork experience. Failure to complete a fieldwork experience (Level I or Level II) will result in the student’s inability to meet progression standards as detailed in the OCAT Program Student Handbook (pg 34-35), and affect their ability to meet program requirements necessary to graduate with an Associate of Applied Science Degree in Occupational Therapy Assistant Technology at Kent State University. The student will have the opportunity to repeat the academic course associated with the Level I fieldwork experience one time however; it will not be offered until the following year. A Level II fieldwork experience may also be repeated one time. The student must wait until the start of the next fieldwork rotation cycle to resume their Level II fieldwork experiences.

**SMOKE AND TOBACCO-FREE WORKPLACE ENVIRONMENTS**

The program is advising all students to be aware of a facility’s current smoke and tobacco-free work place policies and understand that each facility has the right to expect them to follow their guidelines, including the possibility of requiring students to be a non-smoker/non-tobacco user to attend a clinical affiliation at their facility. Students may be denied access to clinical facilities at any time during the Occupational Therapy Assistant Technology Program if they are non-compliant with facility guidelines or policies. Failure to complete a fieldwork experience (Level I or Level II) will result in the student’s inability to meet progression standards as detailed in the OCAT Program Student Handbook (pg 36-37), and affect their ability to meet program requirements necessary to graduate with an Associate of Applied Science Degree in Occupational Therapy Assistant Technology at Kent State University. The student will have the
opportunity to repeat the academic course associated with the Level I fieldwork experience one time however; it will not be offered until the following year. A Level II fieldwork experience may also be repeated one time. The student must wait until the start of the next fieldwork rotation cycle to resume their Level II fieldwork experiences.

SAFETY AT OFF-CAMPUS SITES

It is the policy of the OCAT Program to provide safe learning experiences for our student. During off-campus experiences, students are ultimately responsible for their own health and safety. The Academic Fieldwork Coordinator reviews the “Off-Campus Safety” policy with students prior to their fieldwork experiences during orientation and it is printed in the OCAT Student Handbook. For student safety, information dealing with blood borne pathogens, and hazardous materials is presented in OCAT courses.

It is the responsibility of the Fieldwork Educator to instruct students in the use of equipment at their facility. This includes, but is not limited to facility policy and procedures, safety regulations and equipment use. It is the responsibility of the student to review these safety guidelines.

A student, who becomes ill or is injured at a hospital, will be seen in the Emergency Department of that hospital. In other clinical sites, such as an out-patient or nursing home setting, the facility policy will be followed. Fieldwork education sites enter into a contractual agreement with the OCAT Program to provide emergency treatment in case of accident or illness to students assigned to their facility at the student’s expense.
PROBLEM STUDENT/ REMEDIATION PLAN
REMEDICATION

Instances where a student demonstrates extreme deficiencies in skills, knowledge or behaviors 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. When doing so, the Academic Fieldwork Coordinator and Program Director must be notified prior to the actual withdrawal. Reasons for withdrawal must be legitimate and approved by the Academic Fieldwork Coordinator and Program Director. At that time, the student will be advised that this is considered a failure to progress. The student will not be eligible for graduation with his/her class and must wait to the beginning of the next rotation to resume with their Level II fieldwork experience. Whenever a student is removed from a fieldwork experience or self withdraws, a process of counseling with the student, Academic Fieldwork Coordinator, and/or Program Director, will be initiated to address all issues related to the failure or withdrawal from the fieldwork experience. A remediation plan will be developed for improvement of any areas where the student is having problems. This remediation may include, but is not limited to written activities, completion of a lab practical and comprehensive examination. Upon successful completion of the terms of the remediation plan, the Academic Fieldwork Coordinator will determine the student’s next fieldwork assignment.

REMEDICATION 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 Fieldwork Educator to identify problems with student performance and seek solutions.

2. If #1 is not successful, a site visit will be performed by the Academic Fieldwork Coordinator. The meeting will consist of the student, Fieldwork Educator, and Academic Fieldwork Coordinator. During the visit, student performance will be identified and addressed. A remediation plan will be established. This plan will contain 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.
Kent State University
Occupational Therapy Assistant Technology
Remediation Plan

Student Name: ___________________________ Date: ______________

Facility: __________________________________________________________

Type of Fieldwork: ________________________________________________

Please list student problems.

What are the target behaviors?
Objectives and learning activities required to meet target behaviors.

Targeted Date: _______________________

Consequences:

____________________________________  __________________________
Student Signature/Date                Fieldwork Educator/Date

____________________________________
Academic Fieldwork Coordinator Signature/Date
LEVEL I FIELDWORK
LEVEL I FIELDWORK ASSIGNMENTS

Assignments – General Instructions

Assignments have been designed to enhance the connection between didactic and clinical coursework. If a given task is inappropriate or unfeasible at the assigned facility, the Fieldwork Educator and student should modify the task to accomplish a similar objective.

The Fieldwork Educator may also assign additional activities that are appropriate to the student’s level of knowledge and skill. If questions arise concerning assignments, the Fieldwork Educator and/or student may contact the Academic Fieldwork Coordinator.

Please see the syllabus for a list of student assignments and due dates. A current syllabus will be included in the packet that is sent to each site prior to each student placement.
Kent State University
Occupational Therapy Assistant Technology Program
Level I Fieldwork Performance Evaluation Evaluation Directions

1. Introduction
This evaluation provides important feedback for the student, Fieldwork Educators, and the school. It is hoped that every attempt will be made to offer the types of experiences described on the evaluation form.

2. Directions

   a. Final Evaluation
      i. The Academic Fieldwork Coordinator or Program Director at Kent State should be notified as soon as possible if any student is in danger of failing the fieldwork experience.
      ii. If a student is in danger of failing, a meeting will be set up with the Fieldwork Educator, Academic Fieldwork Coordinator, and the student to devise a remediation plan for helping the student to successfully complete the Level I fieldwork experience.
      iii. The student **MUST** pass Level I fieldwork experience in order progress in the Program.

   b. Scoring Techniques
      i. Fieldwork Educators are expected to indicate whether each student met (M) or did not meet (U) expectations as indicated on the evaluation below.
      ii. On the final evaluation for the Level I fieldwork the student must not have more than one “U” rating. Any student with more than one “U” on these items will not pass their fieldwork experience.
      iii. Comments are required for any items given a “U”.
      iv. If a particular statement is not observable in the facility or not observed in the student, check “N/A”. Excessive use of the “N/A” category indicates the need to reexamine your interpretation of the student.

   c. Assignments
      i. Satisfactory completion of the fieldwork experience includes satisfactory completion of all fieldwork assignments.
      ii. The required assignments are reviewed by the Academic Fieldwork Coordinator and are graded as a pass/fail.
      iii. These assignments should be taken into consideration when completing the evaluation form; however, the specific grades of the assignments will not appear on the final evaluation form.
      iv. Comments from the Fieldwork Educator are welcomed.
Kent State University at Ashtabula  
Occupational Therapy Assistant Technology Program  
Level I Psychosocial Fieldwork  
Student Performance Evaluation

Instructions: This evaluation provides important feedback for the student, Fieldwork Educators, and the school. Please indicate whether each student met (M) or did not meet (U) expectations in the following performance. Students with more than one ‘U’ will not be eligible to pass the course.

Name of Facility: __________________________________________

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Met</th>
<th>Unmet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation: Consistently prepared and motivated to participate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Attire: Dresses appropriately with good hygiene</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety: Demonstrates awareness of patient safety at all times.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuality: Consistently on-time and meets deadlines as expected.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitudes: Displays a positive attitude and accepts constructive criticism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork: Ability to function well within the environment, seeks support as appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interactions: Exhibits ability to interact appropriately with staff, group members and patients.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roles: Recognize role of Occupational Therapy in groups and treatments, respects roles of others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatments: Verbalizes understanding of treatments and assists as appropriate.</td>
<td></td>
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</tr>
</tbody>
</table>

Were there any issues or concerns with this experience? If yes, please explain.__________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Additional Comments and Recommendations:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Fieldwork Educator Signature ___________________________ Student Signature ___________________________

**It is very important that you contact KSUA at the very first sign of concern or evidence that a student is not where they need to be (i.e. academically, professionally, with documentation or skills, etc). Please contact Megan Shumaker, OT/L, Academic Fieldwork Coordinator at (440) 964-4562 or mshumak2@kent.edu.**
Kent State University at Ashtabula  
Occupational Therapy Assistant Technology Program  
Fieldwork Daily Sign-In Sheet

<table>
<thead>
<tr>
<th>Date:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Student #1 Signature</td>
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<td></td>
</tr>
<tr>
<td>Student #2 Signature</td>
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<tr>
<td>Student #3 Signature</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Student #4 Signature</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Fieldwork Educator’s Signature

Dear Fieldwork Educator,

The students are to sign above as they attend each fieldwork session. At the end of the rotation, please complete the performance evaluation and fax these forms to my office. By signing this, you are verifying that the students were in attendance on the given date. Please indicate if a session was made up for any reason. Thank you for serving as a teacher and educator for our students. Feel free to contact me for any reason.

Megan Shumaker, OT/L, Academic Fieldwork Coordinator  
Kent State University at Ashtabula  
Phone: (440) 964-4562  
Fax: (440) 964-4355  
Email: mshumak2@kent.edu

**It is very important that you contact KSUA at the very first sign of concern or evidence that a student is not meeting expectations (i.e., academically, professionally, with documentation or skills, etc). Please contact Megan Shumaker, Academic Fieldwork Coordinator at (440) 964-4562 or mshumak2@kent.edu.**
Kent State University at Ashtabula  
Occupational Therapy Assistant Technology Program  
Fieldwork Performance Evaluation

Instructions: Please indicate whether the student met (M) or did not meet (U) expectations in the following performance. Students with more than one ‘U’ will not be eligible to pass the course. Please make comments as appropriate and review results with the student.

Student Name: ___________________________  Student Signature: ___________________________

<table>
<thead>
<tr>
<th>Expectations</th>
<th>M/U</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation: Consistently prepared and motivated to participate.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Treatments: Verbalizes understanding of treatments and assists as appropriate.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**It is very important that you contact KSUA at the very first sign of concern or evidence that a student is below satisfactory performance. Contact Megan Shumaker, OT/L, Academic Fieldwork Coordinator at (440) 964-4562 or mshumak2@kent.edu.**

Name of Facility __________________ Fieldwork Educator Signature __________________ Date __________

Review this form with the student at the end of the fieldwork rotation. Return the completed form to Megan Shumaker, OT/L at 3300 Lake Road West, Ashtabula, OH 44004 or mshumak2@kent.edu, Fax: 440-964-4355, or the completed form may be returned by the student.
Kent State University
Occupational Therapy Assistant Technology Program
Level I Fieldwork Objectives (Fieldwork Site Copy)

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 Demonstrate that academic and Fieldwork Educators collaborate in establishing fieldwork objectives and communicate with the student and Fieldwork Educator about progress and performance during fieldwork.

The objectives for the Level I Fieldwork experience for Kent State University Occupational Therapy Assistant Technology program are listed below. If you feel that these objectives are currently being met in your program and that, to the best of your knowledge, your program design is consistent with the educational philosophy of the KSU-OTA program, please indicate your agreement with your signature and date below. You are strongly encouraged to add additional objectives specific to your site in the empty boxes. Thank you again for your work with our students.

<table>
<thead>
<tr>
<th>Level I Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Student will observe and/or assist in an evaluation or interview, participate in formulating intervention goals, and suggest intervention activities.</strong></td>
</tr>
<tr>
<td>2. <strong>Student will observe and report patient/client performance orally and in writing.</strong></td>
</tr>
<tr>
<td>3. <strong>The student will assist in individual or group treatments and suggest adaptation and/or grading of specific activities.</strong></td>
</tr>
<tr>
<td>4. <strong>The student will work effectively with occupational therapy and/or facility personnel.</strong></td>
</tr>
<tr>
<td>5. <strong>The student will observe departmental rules and regulations and adhere to standard safety precautions for self and others.</strong></td>
</tr>
<tr>
<td>6. <strong>The student will practice ethical and professional behavior.</strong></td>
</tr>
<tr>
<td>7. <strong>The student will exhibit therapeutic use of self and appropriate interactions with patients/clients.</strong></td>
</tr>
<tr>
<td>8. <strong>The student will practice safety techniques and demonstrate awareness of potential hazards.</strong></td>
</tr>
<tr>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
</tr>
<tr>
<td>11.</td>
</tr>
</tbody>
</table>

Facility Name ____________________________________________

Signature ____________________________________________ Date ________________
Kent State University
Occupational Therapy Assistant Technology Program
Level I Self-Assessment

The following abilities assessed in this tool are attributes, characteristics, and behaviors that are clinical components required to become successful in the occupational therapy profession. Upon completion of this assessment, you will be able to identify your strengths and weaknesses and analyze ways to enhance those areas. Using the scale given and your objective form as a guide, please rate yourself as a developing professional occupational therapy assistant.

1 2 3 4
None of the above Some of the time Most of the time All of the time

As a result of my fieldwork experience, I am able to:

_____1. Demonstrate the ability to observe a patient/client assessment/evaluation and then informally participate with formulating intervention goals and objectives with guidance from my supervisor.

_____2. Demonstrate the ability to verbally suggest suitable activities to address a specific goal after reviewing the intervention plan.

_____3. Demonstrate the ability to observe and report a patient/client performance.

_____4. Demonstrate the ability to assist with a treatment session.

_____5. Attend team treatment meetings.

_____6. Demonstrate the ability to suggest appropriate adaptation/grading of specific activities during or following treatment sessions.

_____7. Participate in discharge planning.

_____8. Demonstrates the responsibility for set-up, maintenance of supplies, and clean-up of a treatment session.

_____9. Demonstrate awareness of completing assignments within the established departmental guidelines.

_____10. Demonstrate awareness of the facility’s policies and procedures.

_____11. Demonstrate the ability to interact effectively with my OT supervisor and other professional personnel.

_____12. Demonstrate the ability to adhere to AOTA’s Code of Ethics.

14. Introduce myself as an occupational therapy assistant student and explain the role of occupational therapy to the patient/client, on their level of understanding.

15. Demonstrate the respect of the patient/client’s right to confidentiality and privacy.

16. Demonstrate the ability to gather pertinent information from patient/client’s chart.

17. Demonstrate the ability to identify sources and seek out feedback for effective use in order to enhance my skills.

18. Demonstrate the ability to manage my time effectively.

19. Demonstrate the ability to fulfill commitments and be accountable for my actions, outcomes, and self-learning.

20. Demonstrate the ability to identify my stressors, and develop an effective coping behavior.

Based on this assessment of myself, I will work to develop the following skills and behaviors during my next fieldwork experience.
To achieve the goals I have set, I will take the following actions.

________________________________________________________________________

Student Signature / Date

________________________________________________________________________

Fieldwork Educator Signature / Date

________________________________________________________________________

Facility

________________________________________________________________________

Academic Fieldwork Coordinator Signature/Date
Student Name: ______________________ Placement Dates: ______________
Facility: __________________________ Fieldwork Educator Signature: __________

### ORIENTATION:

1. Did the facility offer a formal orientation to facility? | Yes | No  
   How could it be improved?

2. Did the facility offer an orientation to the department? | Yes | No  
   How could it be improved?

3. Did the facility inform you of safety/emergency procedures? | Yes | No  
   How could it be improved?

### SUPERVISION:

4. Was adequate supervision provided? | Yes | No  
   If not, explain why:

5. Did you feel that the Fieldwork Educator was available and facilitated in your learning experience? | Yes | No  
   Please give feedback about your Fieldwork Educator:

### EXPECTATIONS:

6. Did you feel that the objectives and expectations for the fieldwork experience were appropriate given your level of knowledge? | Yes | No  
   If not, explain why:

7. What additional information would you have liked to have had prior to beginning this fieldwork experience? Please indicate whether you feel this information should be provided by the university, facility or through independent study.
**EXPERIENCE:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Did the facility provide a good variety of patient diagnoses and intervention programs?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>If not, explain why:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. If problems arose during the experience, were they handled in a professional, timely and effective manner?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>If not, explain why:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Were adequate learning resources made available to you?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>If not, explain why:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Were other students at the facility during your placement?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>If yes, were they there the same day and time as you?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>What type of student were these (circle)? OTA OT Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How did this affect your learning experience?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Which of the following treatments did you see at your site? ADL’s Yes No IADL’s Yes No Crafts Yes No Therex Yes No Other Therapeutic Activities/Treatments Yes (list below) No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Would you recommend this facility/placement for other students?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Please explain why:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ADDITIONAL COMMENTS:**
LEVEL II FIELDWORK
LEVEL II FIELDWORK ASSIGNMENTS

Assignments – General Instructions

Assignments have been designed to enhance the connection between didactic and clinical coursework. If a given task is inappropriate or unfeasible at the assigned facility, the Fieldwork Educator and student should modify the task to accomplish a similar objective. The Fieldwork Educator may also assign additional activities that are appropriate to the student’s level of knowledge and skill. If questions arise concerning assignments, the Fieldwork Educator and/or student may contact the Academic Fieldwork Coordinator.

Please see the syllabus for a list of student assignments. A current syllabus will be included in the packet that is sent to each site prior to each student placement.

**If time and resources permit, the student should be given the opportunity to observe other disciplines employed by the facility, take a fieldtrip in an area with which the primary facility works cooperatively (i.e., acute care, rehab facility, nursing home, home health, hospice, etc.), be encouraged to attend in-services available to the facility, and made aware of relevant programs offered in your geographic area (State OT Association meetings, open houses, etc.)
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 Demonstrate that academic and Fieldwork Educators collaborate in establishing fieldwork objectives and communicate with the student and Fieldwork Educator about progress and performance during fieldwork.

The objectives for the Level II Fieldwork experience for Kent State University Occupational Therapy Assistant Technology program are listed below. If you feel that these objectives are currently being met in your program and that, to the best of your knowledge, your program design is consistent with the educational philosophy of the KSU-OTA program, please indicate your agreement with your signature and date below. You are strongly encouraged to add additional objectives specific to your site in the empty boxes. Thank you again for your work with our students.

<table>
<thead>
<tr>
<th>Level II Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student will consistently exhibit professional behaviors.</td>
</tr>
<tr>
<td>2. Student will recognize and appreciate that professional standards and Code of Ethics are an integral component of being a professional.</td>
</tr>
<tr>
<td>3. Student will modify behaviors in response to feedback by the Fieldwork Educator.</td>
</tr>
<tr>
<td>4. Student will take initiative with exploring new learning opportunities.</td>
</tr>
<tr>
<td>5. Student will observe all policies and procedures, rules and regulations of the fieldwork site and Kent State University Occupational Therapy Assistant program to assure patient/client safety.</td>
</tr>
<tr>
<td>6. Student will gather all necessary, relevant information prior to patient/client interventions.</td>
</tr>
<tr>
<td>7. Student will report orally and in writing information gathered during treatment to appropriate staff members.</td>
</tr>
<tr>
<td>8. Student will complete all documentation accurately, concisely, and in a timely manner.</td>
</tr>
<tr>
<td>9. Student will utilize clinical reasoning when designing intervention plans, and implementing intervention techniques in accordance with identified patient/client performance deficits/assets.</td>
</tr>
<tr>
<td>10. Student will utilize interventions that address the person, occupation, and environmental issues related to the patient/client goals.</td>
</tr>
<tr>
<td>11. Student will assess activities based on appropriate theoretical frame of reference which will be most effective in maximizing patient performance and achieving established goals.</td>
</tr>
<tr>
<td>12. Student will articulate the rationale for discontinuation of services, discharge planning and follow-up progress.</td>
</tr>
<tr>
<td>13. Student will attend all meetings as directed by the Fieldwork Educator.</td>
</tr>
<tr>
<td>14. Student will assume full patient/client caseload, as defined by the fieldwork site by the end of the experience.</td>
</tr>
<tr>
<td>15. Student will develop entry-level competencies for the Level II fieldwork by the end of the experience as defined by achieving the minimal passing score or above on the AOTA Level II Fieldwork Performance Evaluation.</td>
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Fieldwork Educator Signature  Facility  Date
CODE OF ETHICS
Occupational Therapy Code of Ethics and Ethics Standards (2015)

For your reference, the Occupational Therapy Code of Ethics and Ethics Standards (2015) is available to be viewed from the AOTA website. Any and all ethical considerations should be directed there.