



Occupational Therapy Assistant Fieldwork Education Handbook 2017-2018

Central Methodist University
Occupational Therapy Assistant Program

INTRODUCTION

As the program faculty for the Occupational Therapy Assistant Program (OTA) at Central Methodist University we would like to thank you for your support of the program. The willingness of clinicians and occupational therapy departments to accept, mentor, and facilitate successful outcomes of our students and program is vital to our success. It is our goal to prepare students to enter the clinical arena with not only skill and knowledge competence, but also with the professional manner that is expected in a fieldwork setting. Please accept our sincere appreciation for the time and effort you and your staff are providing. Do not hesitate to contact the program with any questions or concerns.

PROGRAM ACCREDITATION

The occupational therapy assistant program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. Students must complete all graduation and fieldwork requirements in a timely manner. Students must complete Level II fieldwork within 18 months following completion of the didactic portion of the program.

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Please visit our website:

<http://www.centralmethodist.edu/academics/undergraduate/occupational-therapy-assistant/index.php>

“Like” us on Facebook: <https://www.facebook.com/OTAatCMU/>

Visit this site for the most recent program updates and fieldwork resource page.

TABLE OF CONTENTS

Fieldwork policies outlined in this manual have been copied from the OTA Student Handbook which each student receives upon program admission. A full copy of the OTA Student Handbook is available for review on the OTA program website (address above).

Contents

CENTRAL METHODIST UNIVERSITY	1
UNIVERSITY POLICY	1
MISSION STATEMENT	1
VALUES.....	1
CREED.....	1
CMU OTA PROGRAM	2
MISSION STATEMENT AND OBJECTIVES	2
OTA CURRICULUM DESIGN	2
ACADEMIC INTEGRITY	4
FIELDWORK EXPERIENCES.....	5
LEVEL I FIELDWORK EXPERIENCES	6
LEVEL II FIELDWORK EXPERIENCES	8
ROLES AND RESPONSIBILITIES	12
AFWC: Academic Fieldwork Coordinator.....	12
CCCE: Clinical Coordinator of Clinical Education.....	13
FWE: Fieldwork Educator.....	13
FIELDWORK EVALUATION	15
PROFESSIONAL BEHAVIOR	16
PROFESSIONAL ETHICS AND CONFIDENTIALITY.....	16
CONFIDENTIALITY.....	17
HIPAA	17
INFORMED CONSENT	17
PREPARING FOR THE FIELDWORK EXPERIENCE	17
FIELDWORK ATTENDANCE	18

FIELDWORK SCHEDULES	18
INCLEMENT WEATHER	19
SAFETY.....	19
ILLNESS OR INJURY.....	19
OTA DRESS CODE	19
CLIENT RELATIONSHIP.....	20
READINESS FOR FIELDWORK EXPERIENCES	20
FIELDWORK EDUCATION-PREREQUISITES	21
EFFECTIVE VS. CHALLENGING STUDENT	22
OT/OTA STUDENT SUPERVISION & MEDICARE REQUIREMENTS.....	24
RELEASE OF INFORMATION TO FIELDWORK SITES	26
FIELDWORK ASSIGNMENTS	27
FIELDWORK REASSIGNMENT	27
SAFE/UNSAFE FIELDWORK PRACTICES	27
GRADE COMPILATION.....	28
FIELDWORK GRIEVANCE	29
COMPLAINTS.....	30
OTA PROGRAM/HEALTH DIVISIONS.....	30
DRUG AND ALCOHOL POLICY.....	30
CRIMINAL BACKGROUND CHECK POLICY.....	32
INCIDENT REPORTS	32
FIELDWORK EDUCATORS	33
FIELDWORK FACULTY DEVELOPMENT	33
WHAT TO EXPECT FROM CMU	33
INITIAL CONTACT WITH THE STUDENT	33
PRIOR TO THE STUDENT’S FIRST DAY	34
THE STUDENT’S FIRST DAY	34
THROUGHOUT THE FIELDWORK EXPERIENCE	35

CENTRAL METHODIST UNIVERSITY

UNIVERSITY POLICY

It is the responsibility of all students to know the rules, regulations, and deadlines published in the University Catalog, including the requirements for their courses of study. Students must assume final responsibility to register for the appropriate courses and to complete all degree requirements. Students are also responsible for knowing and adhering to all policies published in the College of Liberal Arts and Sciences University Student Handbook for the University and the Occupational Therapy Assistant Student Handbook. Registration in the College of Liberal Arts and Sciences confirms student's acceptance of this obligations. Student's degree requirements are generally governed by the catalog in effect when they initially enroll for a degree program so long as enrollment is continuous. However, rules and regulations stipulated in the student's CLAS catalog of record are superseded by the OTA Student Handbook as it reflects any additional accrediting requirements by the accrediting body.

The policies enclosed in this handbook are reviewed annually for consistency with University policy, ability to address program outcomes, and to identify areas of both strength and weakness. Policies specific to the OTA program will be reviewed and approved by the Division of Health Professions Chair and University Provost or administrative representative.

Fieldwork faculty will be provided with a copy of this manual prior to any scheduled fieldwork affiliation to ensure each is aware of the rights, responsibilities and privileges afforded based on affiliation with the program.

MISSION STATEMENT

Central Methodist University prepares students to make a difference in the world by emphasizing academic and professional excellence, ethical leadership and social responsibility.

VALUES

Central Methodist University affirms its Wesleyan heritage and its unique place as the only United Methodist-related University in Missouri. The location of its main campus in a small, historic, rural community provides an opportunity for students to live and learn in a safe setting. The university values its strong liberal arts tradition, providing a foundation for excellent professional programs. CMU and its outreach activities foster an environment in which a diverse student body can develop intellectually, socially, and spiritually. University life emphasizes honesty, integrity, civility, and a strong sense of personal responsibility as integral elements of character and leadership. Central Methodist University nurtures a spirit of community and caring among students, faculty, and staff.

CREED

The Central Methodist University community, consistent with its United Methodist heritage, strives for academic excellence, individual achievement, and social responsibility. As members of that community we believe in: Seeking knowledge, truth, and wisdom; valuing freedom, honesty, civility, and diversity; Living lives of service and leadership; Taking responsibility for ourselves and the communities in which we live.

CMU OTA PROGRAM

MISSION STATEMENT AND OBJECTIVES

The mission of the Occupational Therapy Assistant program is to prepare students to be competent, professional occupational therapy assistant practitioners. OTA graduates will be qualified in the technical knowledge and professional skills required to practice in healthcare's evolving environment, equipped with science and evidence as they meet the occupational needs of society. This knowledge is acquired within a liberal arts experience, with a combination of didactic and fieldwork experiences that will foster the value of purpose driven by empathy and wisdom. Emphasis will be placed on honesty, integrity, civility and a strong sense of personal responsibility. Successful completion of this program will allow the student to sit for the NBCOT examination.

Overall Program Objectives

- That the graduates of the Occupational Therapy Assistant Program should have achieved sufficient knowledge and skills as to become gainfully employed at an entry-level in a variety of healthcare settings;
- That the supporting related academic coursework and the basic core Occupational Therapy Assistant curriculum will provide an optimal opportunity for the graduate to profit from further study in the profession; and
- That upon satisfactory completion of the prescribed course of study, the graduate can participate as an educated and contributing member of this community.

OTA CURRICULUM DESIGN

The curriculum design for the Occupational Therapy Assistant (OTA) Program at Central Methodist University is structured to deliver a full time 2-year sequential program of study. The design of the program is developmental, progressing from basic to advanced, and addresses occupational performance across the lifespan. The progression of the content and use of active learning allows for the development of knowledge, skills and clinical reasoning required for entry level practice.

Curricular threads are common elements woven throughout the curriculum that provide a platform to bridge knowledge and skills. They have been identified as essential to the students' academic and professional development. Threads are introduced at a basic level in first semester introductory courses and are expanded upon in depth and complexity as students' progress and develop clinical reasoning skills. Curricular threads identified by program faculty include:

1. Professional Excellence
2. Ethical Leadership
3. Social Responsibility

To ensure that students are prepared to meet the challenges of working in a profession which is continuously evolving; our curriculum must remain dynamic and future-oriented. OTA program faculty consistently updates course materials to ensure that content is current and includes best practices. Additionally, faculty members connect with our local and national professional associations to keep apprised of advances in the field. Similarly, faculty arranges classroom lecture and lab experiences, as well as experiential field activities, with community clinicians who are knowledgeable about current and emerging practice trends. Elements of the emerging niches, as identified by AOTA, are incorporated in the curriculum including, but not limited to, disease prevention, treatment for

depression, low vision, childhood obesity, Alzheimer’s disease and dementia, aging in place and home modifications, and telehealth.

To ensure that faculty and students remain current in their understanding of professional advances and trends, we remain involved with our local state association by periodically hosting district meetings and continuing education opportunities, presenting at district meetings and conferences, and serving in district board positions. Additionally, program faculty maintain professional memberships and NBCOT certification and encourage students to do so as well. Regardless of their membership status, students routinely engage in course activities and assignments which require the use of professional association and state licensure board websites.

The OTA Program is in alignment with CMU mission in valuing responsiveness and stewardship in the service districts of the college. We are responsive and committed to collaborating with our service districts to determine needs and establish intended outcomes which are demonstrated through:

- Campus wide and community based awareness projects
- Service learning projects
- Annual advisory committee meeting

To encourage community involvement, each semester students engage in service learning projects which build leadership skills, promote creativity, and support development of clinical reasoning skills. These projects reinforce the desired outcomes of OT practice which encourages occupational engagement on an individual and community level.

With guidance from the OTA program faculty students identify community needs, develop appropriate activities and implement those activities to address identified needs.

These opportunities include but are not limited to:

- Promoting the OT profession,
- Developing and implementing activities for the aging population,
- Participating in community walks,
- Presenting at OT district meetings,
- Promoting health literacy

86 hours: The Associate of Science in OTA program is pending approval from ACOTE and is currently classified as a developing program. Programs having "candidacy status" have successfully completed Step 1 of the initial accreditation process and may admit students into the program.

Pre-Occupational Therapy Assistant			
YEAR I	PRE-OTA Fall - Semester I (18 Hours)		
	-	Wellness (Met in the OTA major area)	***
	-	Leadership (Met in the OTA major area)	***
	CMU101	Freshman Survival Skills	1 hours
	MA103	Math/Algebra/Statistics (5-8 hours if taking MA099 and/or MA103I)	3 hours
	BI109	Human Anatomy and Physiology	5 hours

	PY101	General Psychology	3 hours	
	AH100	Introduction to Occupational Therapy	2 hours	
	AH324	OT Foundations: Kinesiology, Dynamics of Human Movement	4 hours	
Occupational Therapy Assistant Program - Formal Acceptance Required (68)				
OTA Program SPRING - Semester II (16 Hours)				
	OTA100	Introduction to Health Issues and Occupational Performance	3 hours	
	EN120	Freshman Writing: (6 hours if taking EN110 & EN111)	3 hours	
	OTA101	OT Foundations: Neuroscience Principles	2 hours	
	OTA102	OT Foundations: Therapeutic Media and Design	3 hours	
	OTA103	Practice Skills: Foundations Integrated	1 hours	
	RL122	Religion	3 hours	
	CMU102		1 hours	
OTA Program SUMMER - Semester III (6 Hours)				
	EN222	Literature	3 hours	
	CT101	Oral Communications	3 hours	
YEAR II	OTA Program FALL - Semester IV (18 Hours)			
		OTA104	OT Fundamentals and Practice I: Early Development	4 hours
		OTA105	OT Fundamentals and Practice II: Adult Development	4 hours
		OTA106	OT Fundamentals and Practice III: Interventions and Tools in Behavioral Health	4 hours
		OTA107	OT Fundamentals and Practice IV: Physical Dysfunction and Rehabilitation	4 hours
		OTA108	Practice Skills: Fundamentals Integrated	1 hours
		OTA130	Level I, Fieldwork #1 (40 Hours)	1 hour
	OTA Program SPRING - Semester V (15 Hours)			
		PS101	Social Science with Constitution	3 hours
		OTA109	OT Practice: Settings, Outpatient, Inpatient, and Community	4 hours
		OTA110	OT Practice: Professional Skills and Transitions	4 hours
		OTA111	OT Practice: Health Sciences for the OTA: Ethics, Management and Leadership	2 hours
		OTA112	Practice Skills: OT Practice Integrated	1 hours
		OTA131	Level I, Fieldwork #2 (2 Week)	1 hour
	OTA Program SUMMER - Semester VI (13 Hours)			
		OTA132	Level II, Fieldwork #3 (8 week)	6 hours
		OTA133	Level II, Fieldwork #4 (8 week)	6 hours
		OTA113	NBCOT Prep	1 hour

*Find course descriptions at:

<http://www.centralmethodist.edu/academics/undergraduate/occupational-therapy-assistant/index.php>

ACADEMIC INTEGRITY

CMU OTA students are asked to read and sign a statement of academic integrity on multiple occasions throughout the program. It is expected that this will carry over to the fieldwork experience. If there is any concern regarding

academic dishonesty (cheating, plagiarism, stealing etc.) it is expected that the fieldwork educator (FWE) would contact the Academic Fieldwork Coordinator (AFWC) immediately.

FIELDWORK EXPERIENCES

Fieldwork is systematically integrated into the design of the curriculum to connect academic content to practice, allowing for the development of entry-level OTA skills. Fieldwork provides experiences across the lifespan, across the continuum of care, and in both traditional and non-traditional (emerging practice) settings.

Fieldwork experiences are deliberately structured to align with academic course content. The selection of fieldwork sites is based on their ability to meet the learning objectives and on the ability of the fieldwork educator to effectively carry out the expected responsibilities.

To maintain a collaborative tie between Fieldwork Educator, student and program the following are utilized: *(C.1.3)*

- OTA program website resources
- Facility visit to establish appropriateness for inclusion in fieldwork program. If location is not feasible for a visit there will be conference calls between site and program.
- Fieldwork site visits and/or conference calls at midterm as needed
- Debriefing sessions during fieldwork on-site and/or on campus/or by email
- Student reflection assignments
- Student Evaluation of Fieldwork Experience(SEFWE) *(C.1.15)*
- AOTA Fieldwork Data Form
- Fieldwork Educators on program advisory committee
- Fieldwork Educators as guest lectures as available
- Fieldwork Educators training workshops as needed or requested.

Fieldwork experiences are integrated throughout the curriculum to allow for application of skills acquired during laboratory exercises. Students will have the opportunity to participate in four fieldwork experiences, each building on fundamental knowledge and associated skills. Students will be supervised by either a licensed occupational therapist with a minimum of 1 year of clinical experience or an occupational therapist assistant with a minimum of one years of clinical experience. Students will be evaluated by the Fieldwork Educator (FWE) assigned to the student utilizing the Fieldwork Performance Evaluation (FWPE) provided by the ACOTE. The final grade for the fieldwork affiliation will be assigned by the Academic Fieldwork Coordinator.

Sometimes Level II is at more than one site, for up to a total of four sites. We encourage students to have experiences in a wide array of settings, which may include emerging practices such as low vision, assistive technology, driving evaluation, and dementia consultation. Fieldwork is an opportunity to experience a variety of practices that collectively allow students to observe, collect and select the knowledge, skills and attitudes of OT, while recognizing that one ideal site may not exemplify all aspects of the curriculum philosophy. It is for this reason that student interaction with peers, faculty and supervisors is necessary to reflect upon learning in any situation, and

have abroad view of who are teachers—clients, family members, staff, OT’s and others in clinical settings. When selecting a site, the AFWC ensures through written/verbal communication and use of the *AOTA Fieldwork Data Form* with the fieldwork site that a biopsychosocial perspective is understood and integrated in the practice. (C.1.12)

Fieldwork experiences will be scheduled by the Academic Fieldwork Coordinator (AFWC). Student preferences of fieldwork sites will be considered however there is no guarantee of placement in the students’ preferred sites. Sites will be scheduled based on clinic/instructor availability, fieldwork setting, current position in the curriculum, and student preference. Students are responsible for providing their own transportation to and from the fieldwork site.

LEVEL I

Fieldwork I	Mental Health	16 weeks	40 hours
Fieldwork II	TBD	2 weeks	64-80 hours*

LEVEL II

Fieldwork III	TBD	8 weeks	256-320 hours*
Fieldwork IV	TBD	8 weeks	256-320 hours*

*hours based on the fact that 32-40 hrs/week is considered full time

LEVEL I FIELDWORK EXPERIENCES

The AOTA *Standards* describe the goal of Level I Fieldwork "to introduce students to the fieldwork experience, and develop a basic comfort level with an understanding of the needs of clients." Level I Fieldwork is not intended to develop independent performance, but to "include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process." (C.1.8)

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

Qualified personnel for supervision of Level I Fieldwork may include, but are not limited to, academic or fieldwork educators, occupational therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses, physical therapists, social workers, etc. The supervisors must be knowledgeable about occupational therapy and cognizant of the goals and objectives of the Level I Fieldwork experience. (C.1.9)

Fieldwork Level I Objectives:

The Fieldwork 1, Level I experience will occur within a community based behavioral health setting and Fieldwork 2 Level I experience will be based on faculty/student choice. Individualized treatment and group projects will be incorporated within this course. Students will implement knowledge gained from previous coursework in this setting. Time will be allowed for completion of assignments, discussion, and group projects. Upon completion of this course the student will be able to:

- A. Level I Fieldwork will allow the student to develop and demonstrate personal and professional work behaviors. The student will:**

1. demonstrate punctuality and adherence to attendance guidelines
2. recognize and follow formal and informal procedures, including dress code, in the clinical setting
3. demonstrate care and maintenance of equipment and supplies utilized in the clinical setting
4. articulate and practice adequate safety and emergency practices in the clinical/community setting
5. apply ethical guidelines to the clinical/community settings
6. maintain strict confidentiality of patients/clients
7. utilize professional judgment in communication and practice skills
8. receive and demonstrate responsiveness to constructive criticism and suggestions for improvement
9. express educational curiosity through demonstrated enthusiasm, relevant questioning, and initiation to pursue learning opportunities
10. manage time to schedule work for self and allow for completion of tasks

B. Level I Fieldwork will expose the student to a diversity of practice models and increase awareness of community resources and needs. The student will:

1. observe and describe the resources available in the community/clinical setting
2. articulate sponsorship, philosophy, and mission of the agency
3. discuss the role or the potential role of occupational therapy in the clinical/community setting
4. recognize and identify channels of authority in the clinical/community setting
5. demonstrate an understanding of the roles and functions of various team members observed in the clinical/community setting

C. Level I Fieldwork will provide the student with opportunities to develop observation, communication, and documentation skills and to integrate and apply classroom and laboratory material. The student will:

1. define the unique nature of OT to various audiences
2. observe and practice communication and interaction skills, including therapeutic use of self, with staff and patients/clients
3. document data or observations of patient/client performance using professional terminology
4. identify various forms of documentation that meet standards for reimbursement
5. under supervision, identify and administer selected assessments appropriate to the setting and to the role of a COTA

6. analyze tasks relative to the Occupational Therapy Practice Framework: Domain
7. describe the patient's clinical condition/performance skills/client factors/context and the impact upon occupational performance
8. under supervision, participate in ongoing treatment programs, practicing previously acquired skills
9. select and adapt/grade therapeutic activities to achieve goals of the patient/client
10. develop group leadership skills

Fieldwork Education Site

- Evaluate administrative aspects of the program to determine the feasibility of providing education experiences of high quality while maintaining the effectiveness of services. Some considerations are: providing the necessary supervision, scheduling learning experiences, and staff attitudes toward.
- Review objectives and learning experiences with academic representatives to assure that they address the Level I Fieldwork objectives of the program.
- Review the evaluation form and associated protocols and seek any necessary clarification prior to its implementation.
- Review the Level I Fieldwork objectives and the evaluation form to determine if the learning experiences can be provided at your fieldwork site and if they are compatible with the philosophy of the program.
- In collaboration with the academic program faculty, identify, and design, if possible, specific learning activities which will meet Level I objectives.
- Those sites providing fieldwork for both the professional and technical level student should have different learning experiences designed to clearly reflect role delineation.

LEVEL II FIELDWORK EXPERIENCES

AOTA asserts that Level II occupational therapy fieldwork students may provide occupational therapy services under the supervision of a qualified occupational therapist in compliance with state and federal regulations. Occupational therapy assistant fieldwork students may provide occupational therapy services under the supervision of a qualified occupational therapist or occupational therapy assistant under the supervision of an occupational therapist in compliance with state and federal regulations.

Occupational therapy Level II fieldwork students are those individuals who are currently enrolled in an occupational therapy or occupational therapy assistant program accredited, approved, or pending accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE; 2012a, 2012b, 2012c). At this point in their professional education, students have completed necessary and relevant didactic coursework that has prepared them for the field experience, including completion of all LEVEL I fieldwork hours. *(C.1.10)*

The fieldwork Level II experience is an integral and crucial part of the overall educational experience that allows the student an opportunity to apply theory and techniques acquired through the classroom and Level I fieldwork learning. Level II fieldwork provides an in-depth experience in delivering occupational therapy services to clients, focusing on the application of evidence based purposeful and meaningful occupations, administration, and

management of occupational therapy services. The experience provides the student with the opportunity to carry out professional responsibilities under supervision and to observe professional role models in the field (ACOTE, 2012a, 2012b, 2012c). The selection of Level II sites is a faculty process led by the AFWC, who ensures the site is equipped to meet the educational needs of students. **(C.1.2.)** The faculty may initiate (or discontinue) sending students to a site, based upon congruency with a contextualized occupation- and client-centered philosophy, and evidence based approaches of our curriculum. We build understanding between the curriculum and FW sites by communication (in person, phone, electronic) about practice and learning opportunities. To prepare and equip FW educators for their role with students. Faculty at times offer in-services and presentations at facilities. Site visits occur as needed, and as practical for distances, costs and schedules. Resources for FW educators are on the CMU website, and on the AOTA website resources which is linked from the CMU OTA website. Other information to develop FW educators' skills are offered with new sites and by request. In addition to communication during the FW experience, The Student Evaluation of Fieldwork Experience (SEFWE) for Level II and the Student Feedback on Level I and Level II's assist us in identifying learning areas for supervisors. The relationship of faculty, FW educators, community agencies, and students is very important to our mission. Through graded practice, students gain clinical reasoning and skills to be an ethical and effective practitioner. These are opportunities to gain competence in general practice as well as specific skills of the site. Sites are selected that will promote professional development and responsibility. Becoming an occupational therapist encompasses development of clinical as well as professional skills. Communication, receptiveness to feedback, taking initiative, dependability and other interpersonal behaviors are essential learning outcomes of fieldwork and coursework and will be assessed through fieldwork assignments such as FWPE, weekly goal sheets, and feedback from FWE sheet. More information on professionalism can be found in the Professional Behaviors Rubric for the Student Therapist (See Appendix). At all times students are expected to dress appropriately and demonstrate professional behavior consistent with each community or clinical setting and be guided by the standards of each site. **(C.1.11)**

The academic program and the supervising OT practitioner are responsible for ensuring that the type and amount of supervision meets the needs of the student and ensures the safety of all stakeholders. The following General Principles represent the minimum criteria that must be present during a Level II fieldwork experience to ensure the quality of services being provided by the Level II student practitioner: ¹*When the term occupational therapy practitioner is used in this document, it refers to both occupational therapists and occupational therapy assistants (AOTA, 2006).*

- a.) The student is supervised by a currently licensed or credentialed occupational therapy practitioner who has a minimum of 1 year of practice experience subsequent to initial certification and is adequately prepared to serve as a fieldwork educator.
- b.) Occupational therapy students will be supervised by an occupational therapist.
 - Occupational therapy assistant students will be supervised by an occupational therapist or an occupational therapy assistant in partnership with the occupational therapist who is supervising the occupational therapy assistant (AOTA, 2009).
- c.) Occupational therapy services provided by students under the supervision of a qualified practitioner will be billed as services provided by the supervising licensed occupational therapy practitioner.
- d.) Level II fieldwork is a supervised practicum with an emphasis on student-centered learning needs. The primary supervisor(s) is an occupational therapist (OTR) or a certified occupational therapist assistant (COTA) and is called the Fieldwork Educator. Other team members at the fieldwork site can assist with the supervision and instruction of the student. Sometimes one fieldwork educator works with 2 – 3 students during the same time frame in a collaborative supervision model. The Academic Fieldwork Coordinator (AFWC) will ensure the proper ratio of fieldwork educators to students in order to ensure a quality learning experience for the student through written and/or verbal communication with the site. **(C.1.4)**

9 Fieldwork Educator's Manual

Centralmethodist University, OTA Program

e.) Supervision of occupational therapy and occupational therapy assistant students in fieldwork Level II settings will be of the quality and scope to ensure protection of consumers and provide opportunities for appropriate role modeling of occupational therapy practice. *(C.1.16)*

f.) The supervising occupational therapist and/or occupational therapy assistant must recognize when direct versus indirect supervision is needed and ensure that supervision supports the student's current and developing levels of competence with the occupational therapy process. *(C.1.16)*

g.) Supervision should initially be direct and in line of sight and gradually decrease to less direct supervision as is appropriate depending on the

- Competence and confidence of the student
- Complexity of client needs
- Number and diversity of clients
- Role of occupational therapy and related services
- Type of practice setting
- Requirements of the practice setting, and
- Other regulatory requirements. (ACOTE, 2012a, 2012b, 2012c)

h.) In all cases, the occupational therapist assumes ultimate responsibility for all aspects of occupational therapy service delivery and is accountable for the safety and effectiveness of the occupational therapy service delivery process involving the student. This also includes provision of services provided by an occupational therapy assistant student under the supervision of an occupational therapy assistant (AOTA, 2009).

i.) In settings where occupational therapy practitioners are not employed, *(C.1.17)*

- Students should be supervised daily on site by another professional familiar with the role of occupational therapy in collaboration with an occupational therapy practitioner.
- Occupational therapy practitioners must provide direct supervision for a minimum of 8 hours per week and be available through a variety of other contact measures throughout the workday. The occupational therapist or occupational therapy assistant (under the supervision of an occupational therapist) must have three years of practice experience to provide this type of supervision (ACOTE, 2012a, 2012b, 2012c).

j.) All state licensure policies and regulations regarding student supervision will be followed including the ability of the occupational therapy assistant to serve as fieldwork educator.

k.) Student supervision and reimbursement policies and regulations set forth by third-party payers will be followed.

- It is the professional and ethical responsibility of occupational therapy practitioners to be knowledgeable of and adhere to applicable state and federal laws, and payer rules and regulations related to fieldwork education. (1)

As outlined by ACOTE, the objectives for Level II Fieldwork are as follows:

- Develop competent, entry-level, generalist occupational therapy assistants

- Fieldwork experiences that are integral to the curriculum design
- Assure that psychosocial factors influencing engagement in occupation are understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. Assessed through use of FWPE (*C.1.12*)
- Include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation
- Be exposed to a variety of clients across the lifespan and to a variety of settings

Level II Fieldwork requires a minimum of 16 weeks' full-time (*32-40 hrs/wk*) experience. Supervision must be carried out by a licensed (or otherwise regulated) occupational therapist or occupational therapy assistant who has a minimum of 1 year full-time (or equivalent) practice experience. (*ACOTE standard C.1.13, C.1.14*). CMU has divided these Level II fieldwork experiences into two 8 week experiences. The Central Methodist University's OTA program objectives are as follows:

Level II Fieldwork Objectives: (C.1.11)

1. Student will develop entry level competencies for the Level II fieldwork by the end of the experience (entry level competence is defined as achieving the minimal passing score or above on the AOTA Level II Fieldwork Evaluation)
2. Student will assume full client caseload, as defined by fieldwork site, by end of experience
3. Student will submit correct and complete documentation in a timely manner, according to policies and procedures of fieldwork site
4. Student will consistently report to site and meetings on time as directed by the supervisor.
5. Student will demonstrate an understanding of psychosocial factors and comprehend their impact on engagement in occupations. Students will develop client-centered, meaningful, and occupation based interventions designed to meet individual needs. (*C.1.12*)
6. Student will follow all policies and procedures of as directed by the fieldwork site and Central Methodist University Program in Occupational Therapy Assistants
7. Student will take initiative when exploring new learning opportunities and promotion of clinical reasoning.
8. Student will actively participate in the supervisory process
9. Student will utilize resources available to them when planning and performing assigned duties. These resources include, but are not limited to, other personnel at the fieldwork site, reference material, and experts outside of those available at the fieldwork site, in order to achieve competency in career responsibilities.
10. Student will plan and implement treatment/intervention plans that address the person, occupation and environmental issues presented by the client
11. Student will be familiar with and utilize treatment/intervention approaches that demonstrate in depth knowledge of the various frames of reference in Occupational Therapy practice

12. Student will demonstrate professional behaviors as indicated in the Student Handbook, available on CMU OTA website.

ROLES AND RESPONSIBILITIES

AFWC: Academic Fieldwork Coordinator

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This is the representative from the Central Methodist University Occupational Therapist Assistant program. The AFWC is responsible for:

1. Keeps an updated list of fieldwork sites and contracts.
2. Coordinates information between schools and the fieldwork facilities
3. Seek new contracts in the area using ACOTE guidelines. The AFWC will make a visit to new facilities to fill out the Initial Site Visit Form. If the facility is out of state, the Initial Site Visit will take place via telephone call to the fieldwork coordinator of the facility.
4. Reviews existing contracts yearly and renews them as needed. Coordinates information between CMU and the fieldwork facilities. including the student, the Fieldwork Educator and the facility coordinator
5. Discuss requirements of Fieldwork Educators with the site Fieldwork Coordinator to include licensed, adequate training for student supervision/education, interest in educating students, and required number of years of clinical experience One year of clinical experience required from date of initial certification.
6. Educate the student and the FWE as needed on the use of FWPE and other fieldwork forms to be filled out during the experience.
7. Coordinating assignments of students to participate in fieldwork experiences.
8. Ensuring that the student has all vaccinations, drug screening test, background check, and CPR training prior to arriving at the fieldwork site.
9. The AFWC will send out the Facility Commitment Forms annually for Fieldwork Affiliations so the facilities can let the school know what the availability for placement will be for the next year
10. Read and respond to e-mail journal entries required weekly during the fieldwork experiences
11. The AFWC will visit or email each student approximately at midterm in the facility in which they are doing their midterm. At that time the AFWC meets with the FWE and the student, reviews progress, and answers questions regarding the experience. The student meets with the AFWC after completing the fieldwork and has a debriefing time.
12. If an in-person meeting at midterm is not possible, then the contact will happen by phone call. The AFWC will talk first with the student and then with the Fieldwork Educator. General progress and fieldwork goals will be discussed, as well as any other topics that need to be addressed.
13. Debriefing time comes at the end of each Fieldwork. During this time the following forms are turned in: the weekly progress/goal sheets, the project write up, the student assessment of the facility. At this time the AFWC and the student review the FWPE and discuss any areas to be addressed. The grade will be assigned for the Fieldwork Experience. The AFWC makes the final determination on pass/fail of the fieldwork

14. Developing Fieldwork Education professional development opportunities for clinical faculty based on the assessment needs of the faculty and of the program.

CCCE: Clinical Coordinator of Clinical Education

This is the representative from the Fieldwork site. The CCCE is responsible for:

1. Coordinating which of the therapists employed at the site will be functioning as Fieldwork Educators throughout the course of each year
2. Mentor new fieldwork educators to ensure successful fieldwork experience for student and FWE.
3. Maintaining copies of the agreements with each educational institution from which they will be accepting students. The CCCE will update their site information form as changes occur.
4. Determining the number of students the site can accept from each institution during the fieldwork time periods scheduled by the various institutions. This will vary depending upon the number of therapists working, the experience and the desire of the therapists to participate in the fieldwork experience of students and the number of institutions in relationship with the fieldwork site.
5. Provide information regarding the site to each student prior to arriving for the fieldwork including:
 - a. Address of the facility
 - b. Parking
 - c. Hours and days they will be working
 - d. Dress Code
 - e. Lunch Information
 - f. Fieldwork Educator's name and contact information
 - g. General therapeutic focus of the site
 - h. First day instructions
6. Disseminate information to the FWE at the site
7. Complete the Facility Commitment Form and return it in a timely manner
8. Promptly contact the program AFWC of any issues which arise with a CMU student while he/she is participating in a fieldwork education rotation
9. The CCCE can suspend the student's fieldwork with the knowledge of the school's faculty for either hours or days. They can also terminate the rotation. This may happen because of weather disaster including tornado or other disaster. There may also be situations in the hospital or clinic which make it unsafe or impractical to continue to educate the student. Contact the AFWC if the need to cancel an affiliation arises

FWE: Fieldwork Educator

This is the individual therapist (OT or OTA) who will be supervising the student. One year of full time experience is required for an OT/OTA to serve as a FWE. The FWE is responsible for:

1. Incorporating evidence-based practice (EBP) into fieldwork is essential to help students understand the value of EBP and its application to fieldwork practice. Fieldwork students are required to demonstrate use of evidence during fieldwork and are evaluated on this criterion on the Fieldwork Performance Evaluation. There are many ways that EBP can be incorporated into fieldwork to ensure that students develop skills and knowledge to apply evidence within a particular practice setting.

Strategies for Fieldwork Educators include:

- a. Incorporate evidence-based practice into fieldwork objectives to ensure that students are keeping up to date with evidence and applying it to practice. Read examples of site-specific objectives.
- b. Assign reading and encourage students to use the following resources to learn more about a topic area, incorporate evidence-based assessments and interventions, justify services provided, or plan a presentation.
- c. The comprehensive Occupational Therapy Practice Guidelines (for purchase) define the domain and process of occupational therapy services and provide case studies, selected assessments, and recommendations for interventions. Updated every 5 years with the latest evidence findings, the guidelines present best practices and summaries of evidence for intervention for a variety of practice areas.
- d. Special issues of the American Journal of Occupational Therapy (member benefit or subscription) include scholarly systematic reviews summarizing the evidence within the scope of occupational therapy practice and based on a focused question. Students can use the articles for a comprehensive review of the topic, including information on background research, methodology, and implications for practice.
- e. Critically Appraised Topics (CATs) (member benefit) provide an "at-a-glance" synthesis of a group of articles selected and critically appraised for focused-question systematic reviews. CATs include a summary of key findings and the bottom line for occupational therapy practice. The resources can be used to provide students with a brief, easily digestible, but comprehensive review of the evidence for a specific condition or practice area that can be applied to fieldwork practice.
- f. Encourage students to start a Journal Club or organize and lead existing Journal Club sessions using the Journal Club Toolkit (member benefit). The toolkit offers documents and resources for planning and implementing a Journal Club. Sample fliers, worksheets, references, critical appraisal guides, a statistical reference sheet, and continuing education documentation are provided to reduce the preparation time needed for a Journal Club session.
- g. Guide students through treatment planning using EBP. The process can include supervising students to do the following: familiarize themselves with a new client, find and report on evidence for interventions that may be appropriate for the client, collect pretest data, implement the intervention(s), collect posttest data, and report the results.
- h. Ask students to present or lead a team discussion that focuses on evidence as it applies to the practice setting, such as:
 - i. An evidence-based case study
 - j. Evidence to support current practices and/or evidence that could be better utilized in the setting
 - k. Updates on the process and/or requirements of documentation or standardized assessments
 - l. A collection of pre- and posttest evidence data (i.e., standardized testing, intervention progress)
- m. Beyond team discussions, encourage students to look into opportunities for presentations in the local community, at state conferences, or at AOTA's Annual Conference.
- n. If time allows and there is a need at your setting, involve students in developing evidence-based practice guidelines, protocols, or recommendations specific to your setting and client population.

The process can include conducting a literature search, developing the resource, trialing in practice, and sharing with practitioners. Students can utilize AOTA's Practice Guidelines Series and other evidence-based practice publications to inform the development process.

2. Orient the student to the facility
3. Provide direction, education and supervision to the OTA student or arrange for another designated OT/OTA when absent
4. Cultivate a professional atmosphere in which the student is part of the treatment team
5. Be aware of the student's level of education and plan patient interactions appropriate to the level
6. Guide the student in their practical learning to assist the student to develop in both competence and confidence as their skills grow
7. Expose the students to new ideas and different diagnoses
8. Teach problem solving methods regarding patient/client treatments
9. Encourage the student's ability to become 'patient-focused' when planning interventions, all communication verbal, non-verbal and written.
10. Encourage and guide the student's ability to provide education to patients, family members, as well as other professionals
11. Assist the student to develop professional documentation skills using the system which is utilized at the site.
12. Guide the student to become an effective communicator with the OT as the Plan of Care developed by the OT is implemented. This includes discussion of patient progress, or lack of progress, as well as discussing the goals written to be sure that the goals remain appropriate and relevant.
13. Guide the student to become an effective communicator with other professionals who are also working with a particular patient
14. Providing additional learning opportunities available at the particular site. For example: shadow a PT or ST for half a day, observe a swallow study, observe in a department of interest, round with physician
15. Complete the Midterm Report, identifying any critical problems which may put the student's ability to pass the fieldwork at risk.
16. Perform the midterm and final assessments using the FWPE (Fieldwork Performance Evaluation), including comments to expound or provide examples of the skill being assessed.
17. Communicate with the AFWC at midterm, as well as when appropriate regarding any issues that need to be addressed regarding the student's fieldwork experience.
18. Assign the student a project that is relevant to the site that will be completed prior to the end of fieldwork.

FIELDWORK EVALUATION

Performance in the experience is assessed by the fieldwork educator assigned at the site of the affiliation, as guided by the Central Methodist University Level I Evaluation Form and the AOTA Fieldwork Evaluation Form (for Level II students). These documents present an objective assessment of the student's skills as performed at the fieldwork site. Progress Reports are made at the midpoint of the affiliation and again on the last day of the affiliation. These Progress Reports are returned to the OTA faculty for review and discussion during the course of the semester. An in-depth explanation of the AOTA Fieldwork Evaluation Form and its use will be given prior to the student's first affiliation.

Students:

Students are expected to communicate with their AFWC and FWE about any expectations, desires or problems they may have with their fieldwork.

1. Rights and Privileges of Students

- a. Voice Grievances about the Fieldwork Education Program. These grievances may include, but are not limited to, issues regarding the fieldwork site to which he/she is assigned; the fieldwork instructor to whom he/she is assigned; the AFWC; anything else related to the Fieldwork Education Program. See grievance policy.
- b. Be affiliated with fieldwork sites that meet the expectations of the University
- c. Be provided with a learning experience in a safe environment
- d. Be affiliated with fieldwork educators who are licensed occupational therapists or occupational therapist assistants with the required number of years in their area of practice. These fieldwork educators will provide proper supervision of the student at all times as well as regular feedback regarding the student's performance.
- e. An orientation to the fieldwork site with which they are affiliated. This orientation may include but is not limited to items such as information of site-specific policies and procedures; standard precautions; use and maintenance of equipment; potential health risks they may encounter during their fieldwork affiliation; and storage and use of hazardous materials
- f. Ask questions during their fieldwork affiliations and to receive thoughtful helpful answers in response.
- g. Confidentiality, both in academic setting and while on their fieldwork rotations

2. Student Responsibilities

- a. Act in a manner consistent with the AOTA's Values Based Behavior for the OTA.
- b. Demonstrate professional behavior during interaction with all individuals at the fieldwork site.
- c. Provide care in a manner that is safe and effective for patients and self.
- d. Follow all legal and ethical guidelines of the facility, profession, state, and national levels
- e. Demonstrate sound clinical reasoning skills commiserate with student's level of training.

PROFESSIONAL BEHAVIOR

Faculty of Central Methodist University has an academic, legal and ethical responsibility to protect members of the public and of the health care community from unsafe or unprofessional practices. OTA students, while representing Central Methodist University at any fieldwork site, must conduct themselves in an ethical, professional, and safe manner. Students are expected to assume responsibility for their actions and will be held accountable for them. Students will abide by CMU and fieldwork site policies during each fieldwork experience. *(C.1.11.)*

Failure to adhere to program specific policies related to professional behavior or safe clinical practice may result in the use of the Academic Conduct Policy outlined in the CMU Student Handbook and OTA Student Handbook.

**See Professional Rubric in the Appendix section(C.1.11.)*

PROFESSIONAL ETHICS AND CONFIDENTIALITY

Students must remember that the information concerning patients is confidential. Students are required to adhere to legal and ethical standards as established by regulatory agencies and professional standards. Failure to comply with the above is cause for immediate dismissal from the program. *(C.1.11)*

CONFIDENTIALITY

It is not ethical or legal to share information with other individuals regarding patients/clients, facilities, fieldwork instructors, or classmates. Violation of this ethic will result in probation with the first incident and the student will be withdrawn from the OTA Program after the second incident.

HIPAA

It is the policy of this OTA program that all persons receiving assessment/care from a CMU student in any venue be afforded as much protection for privacy and confidentiality as possible. Students involved in educational programs through CMU will follow HIPAA guidelines at all times. All care recipients have the right to refuse to receive care from a student.

Students are required to complete a HIPAA training module prior to their first fieldwork affiliation. Students may also be asked to sign a waiver at each fieldwork site attended indicating that they have been informed of and understand the HIPAA guidelines. Failure to comply with HIPAA guidelines is a very serious offence and may result in dismissal from the fieldwork, program and university.

1. All students providing assessment/care in a health care provider organization will follow the documentation policies of that organization.
2. Students are not allowed to include patient-specific information that includes unique identifiers such as names, birthdates, patient numbers, or social security numbers in their fieldwork assignments.
3. There will be NO photographs or videos taken of patients, clients or associated individuals in the fieldwork setting.

INFORMED CONSENT

Students are required to identify themselves as a Student Occupational Therapist Assistant to any patients being treated by the student. Students will have a name tag visible at all times indicating that they are a student. Patients have the right to refuse treatment from a student at any time during the occupational therapy session.

PREPARING FOR THE FIELDWORK EXPERIENCE

Two weeks prior to the fieldwork affiliation the Academic Fieldwork Coordinator will provide the students with contact information for the CCCE and assigned educator from the facility in which they will be working.

Students are responsible for making the initial contact with the fieldwork site 10-14 days before the start of the affiliation

1. During the initial phone call students should inquire about the following.
 - ❖ General therapeutic focus of the site/FWE
 - ❖ Name of Fieldwork Educator (if known)
 - ❖ Location of facility
 - ❖ Parking options
 - ❖ Cafeteria or other lunch options
 - ❖ Dress Code
 - ❖ Anticipated hours
 - ❖ Request any other information that the contact feels the student should be aware of prior to the first day.

2. On the first day of Fieldwork students should arrive on time and prepared. Students must have their NAME TAG clearly identifying them as a student.
3. Fieldwork Educators have been asked to provide each student with an orientation to the facility with expectations of the student clearly explained. If the student arrives and this orientation is not provided the student should request this information as it will be important to the student's success in this experience. Information that should be included would be a tour of the facility, (location of student desk, bathrooms, storage rooms, equipment storage, and treatment areas). Also included should be introduction to staff that may be assisting the student, FWE expectations of student learning, including caseloads, review of facility policies and procedures pertaining to students.
4. Students should have all necessary paperwork (as described in the Handbook and by the AFWC) available at the fieldwork site to be reviewed as scheduled.
5. Students should be aware of all fieldwork assignments and complete them as scheduled.
6. All assignments are due to the AFWC at a time specified by the AFWC and detailed in the syllabus.

FIELDWORK ATTENDANCE

The fieldwork education portion of the curriculum is considered to be an integral part of the students learning experience. It is required that students will fulfill the requirements for fieldwork contact hours as stated in the syllabus. Students should be aware that make up hours may NOT be available in the fieldwork setting in which they have been scheduled. Outside activities will not be accepted as an excuse for failing to meet fieldwork responsibilities. Absence may result in failure of the fieldwork.

- 1) Fieldwork experiences should be treated as if they are full time employment. Students are expected to be present for a full time work week. (32-40 hrs.) Part time experiences are not available at this time. *(C.1.13)*
- 2) Students will follow the schedule established by the Fieldwork Educator, typically Monday-Friday between the hours of 7 AM and 6 PM.
- 3) Students employed part time or full time outside of the program are expected to arrange their schedules to meet the demands and time constraints of the program.
- 4) Students should not schedule appointments, vacations or other leaves of absence during scheduled fieldwork experience.
- 5) Any student who does not call or arrive for a fieldwork experience at or before their scheduled time may be charged with an unexcused absent from the fieldwork experience.
- 6) If unable to attend the scheduled fieldwork experience the student is responsible for contacting the Fieldwork Educator AND the AFWC prior to the start of the scheduled work day.
- 7) Level II students are not entitled to any sick days. Facilities may grant up to 1 sick day a month if a student is actually sick. More sick days will result in having to add time at the end of the experience.
- 8) Physician note is required for return to fieldwork following 3 consecutive days of missed fieldwork.

FIELDWORK SCHEDULES

The student is expected to work the hours that the fieldwork educator works. This may include holidays when the school is closed. It may include early mornings, late evenings and weekends. The student should maintain a log of time spent each day at the fieldwork site. Work time should add up to what is considered a full time work week*.

This does not include meal time. It does include time spent in departmental meetings, in-services, participation in committee functions and mentorship time with the FWE. If the fieldwork site is open during a holiday, the student is expected to also work the holiday. If the fieldwork site is closed during a holiday, the student will also have the holiday off. If the FWE is off but the site is open, it is up to the FWE whether the student will work the holiday under a different therapist or have the day off.

***full time is considered 32-40 hrs/week; part-time FW experiences are not offered at this time. (C.1.13)**

INCLEMENT WEATHER

Inclement weather can happen especially during the winter months. If the facility closes the therapy department due to inclement weather, the student will contact the AFWC through email, text or phone call. If the therapy department closes due to inclement weather, it will not be counted as an absence during the fieldwork. If the facility works longer hours later to recoup some of the missed treatments, the student is expected to participate in this effort with their FWE to provide patients the amount of therapy they need.

SAFETY

Emergency Procedures: Students are expected to be familiar with campus safety procedures. Information regarding how to respond to Bomb Threat, Earthquake, Fire, Gunman, and Tornado is available at www.centralmethodist.edu/safety. Students are also able to sign up for CMU's state of the art alert system: Eagle Alerts.

ILLNESS OR INJURY

If illness or injury happens to a student, they are responsible for the cost of treatment through their personal health insurance. Refer to the CMU Student Handbook for information on the hours of the Student Health Clinic in Inman Student and Community Center, second floor as well as healthcare organizations in Fayette.

OTA DRESS CODE

The OTA Dress Code prepares students for fieldwork experiences and future employment. Business casual is the typical dress of clinical Occupational Therapist. This often includes brown, black, or khaki colored dress pants, knit tops with a collar (polo shirts). No denim jeans or any form of sweat suits. Students will follow the dress code of any clinic or institution in which they are working. This may include scrubs, lab coats, etc. The CMU approved professional dress may also be considered appropriate, this uniform consists of the CMU OTA program polo shirt with khaki, white, black or navy pants. Professional dress meeting the approved code are to be worn throughout the fieldwork experience and should include the student's CMU name badge as well as site specific identification (as required per individual facility).

Students will wear a visible name tag provided by the institution indicating they are an Occupational Therapy Assistant student from Central Methodist University.

Students will have no visible tattoos, or artificial nails. Piercings, with the exception of one earring per ear should be removed.

A professional appearance includes the following:

- Hair must be of a style which is bacteriologically safe for client care. Hair longer than shoulder length should be pulled back.
- Beard must be neatly trimmed and clean
- Shoes must be in good shape, clean, etc.

- No open toed shoes will be allowed
- Use of perfume or other scented products is prohibited.
- Jewelry should be conservative in nature not to interfere with patient care.
- A single earring in one or both ears is acceptable. Large gauge or spike earrings are not acceptable. Tongue rings are not acceptable.
- Chewing gum or chewing tobacco are prohibited

If a student attends fieldwork in unacceptable dress, he/she may be asked to wear a lab coat or return home to change into appropriate attire before being admitted to the fieldwork site.

CLIENT RELATIONSHIP

Students are expected to maintain a professional relationship with patients/clients at all times. Students are not allowed to socialize with patients outside of the work environment. It is not acceptable to accept gifts, tips, or money from patients. Please consult with your fieldwork educator if questions arise in regard to this policy.

READINESS FOR FIELDWORK EXPERIENCES

The AFWC in consultation with other OTA program faculty will assess each student's readiness prior to each fieldwork experience. Students must be deemed ready to participate in fieldwork education prior to beginning a fieldwork education experience. Students will not be assigned to a fieldwork affiliation if the faculty has determined that the student has exhibited academic and/or safety deficiencies.

To be eligible, the student must demonstrate at a minimum:

- Current CPR certification
- Up-to-date immunizations
- Criminal Background Check
- HIPAA education with a signed acknowledgement form to the AFWC
- Successful completion of all required coursework to that point in the curriculum
- Appropriate professional behaviors in line with the Generic Abilities / Professional Behaviors rubric

Students are required to complete a skills check-off and/or pass a lab practical examination demonstrating competence in performance of learned skills prior to progressing to the fieldwork portion of the curriculum

If academic or safety deficiencies are noted, every effort will be made to address them early prior to the fieldwork education experiences. If the student has addressed areas of concern, the student may be placed in a fieldwork affiliation with an individualized plan in place. The plan will be formulated to address the deficiencies and safety concerns. This plan will include learning style and supervision requirements. The student will notify the FWE of the plan in place. The AFWC will closely and frequently monitor the student while on fieldwork rotation. The AFWC will follow up with the student to be sure the plan is being carried out. As outlined in the MOU, the FWE at the fieldwork site may dismiss a student it deems unsafe or lacking professional behaviors in a way that is detrimental to the site or patients.

If a student is unable to participate in a fieldwork education experience due to lack of readiness for academic or safety reasons, that student will be dismissed from the program.

FIELDWORK EDUCATION-PREREQUISITES

1. Passing grade of greater than 75% in all courses and labs
2. Each student is responsible for making sure that all immunizations and other information is up to date, accurate and turned in to the immunization tracker prior to the start of classes. Once Certified Background has been paid by the student, all information can be submitted to them for tracking. The student is responsible for all costs associated with the tests and screens

Immunization	Description
DPT/Polio	Primary series with booster between ages 4-6
Tetanus/Tdap	One dose within the past 10 years (Tdap recommended for health professionals)
Measles/ Mumps/ Rubella	Two doses of MMR or positive titers for measles, mumps and rubella
Varicella (Chicken Pox)	Positive immune titer or two dose varivax series
Tuberculosis (TB Screening)	Documentation of two Mantoux TB skin tests (measured in millimeters of induration) performed in the U.S. with the past 12 months. Annual testing will be performed during the 2 years of OTA school. Students with past history of positive skin test must provide documentation of the positive skin test, documentation of any medication taken and a chest x-ray report. Those students will undergo annual symptoms review instead of skin testing. Those that have tested positive in the past, but have not undergone treatment will be required to complete a Quantiferon Gold Blood test annually.
Influenza	An influenza vaccination dose each season beginning with the first fall semester after October
Hepatitis B	Completion of the 3 dose series or positive Hepatitis B quantitative surface antibody titer

3. Cardiopulmonary Resuscitation – Failure to successfully complete a CPR (BLS for Healthcare) course will result in a delay in the start of the fieldwork experience.
4. Criminal Background Check – From the Family Care Safety Registry. Results are submitted to Certified Background. Students are encouraged to keep a copy of the Criminal Background Check results and to carry these with them to the affiliation where the fieldwork site may ask to view the documents.
5. Urine Drug Screen – no student will be allowed to participate in Fieldwork Education until successful completion of the Drug Screen. This can be from Mid-MO Drug Testing Collections or Certified 14-panel drug screen from another source
6. Students will complete the HIPAA and Code of Conduct training at the or hospital where they will be completing the Fieldwork Affiliation
7. Liability Insurance – Students must purchase prior to the fieldwork education. CMU will provide information regarding obtaining this coverage.
8. Health Insurance – Students are encouraged to obtain health insurance. Neither CMU nor the site is responsible for illness or injury

SPECIFIC SKILLS EXPECTATIONS

In all fieldwork experiences

The student will be focused on each patient and attend to the patient during the treatment session.

The student will view the patient as a person first, strive for a holistic approach to treatment, acknowledge the psychological overlay, grief, loss, adjustment, coping mechanisms, and health literacy level to assist the patient as they face the process of recovery.

The student will strive to collaborate with other professionals treating the same patient for integration of treatments plans towards essential goals in function and recovery.

The student will behave as a professional in their job, developing good working relationships with patients, staff and family members.

The student will develop an awareness and insight into their own strengths, areas of knowledge and areas in which improvements need to be made.

EFFECTIVE VS. CHALLENGING STUDENT

Students bring many things with them to their fieldwork experience: books, notes, lab coats, etc. Perhaps two of the most important things a student brings to the placement are their personality and work ethic. Research has shown that students with a positive attitude towards their work are evaluated as having a higher degree of clinical skills than students with an expressed negative attitude. (Tickle-Degnen, 1999). How you approach your work significantly impacts how you and the outcome of your efforts are perceived.

Students are not expected to be “perfect.” They are expected to try hard, be academically prepared and ready to learn. The following comparison chart delineates the differences between an effective student and a challenging student. At any point in time a student could exhibit characteristics on either list. Students should strive to have more traits on the “effective” list, especially as the fieldwork progresses. If you note that you are having problems, especially problems similar to the “challenging” student, talk with your fieldwork educator.

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

Effective Student	Challenging Student
Asks questions, speaks to others	Withdrawn
Energetic, cheerful	Depressed attitude
Honest, forthright	Manipulative
Listens carefully to feedback and participates in the problem solving process	Has an excuse for most problems
Does not discuss the strengths and growth areas of others beyond appropriate conversations	Projects own problems onto others
Continuously monitors own performance and seeks feedback from a variety of sources	Poor insight
Develops personal system for organization of tasks and assignments	Poor organizational skills
Asks questions of others when needing assistance, independently monitors case load, assignments, etc.	Requires a lot of outside pressure to keep up with minimum standards
Seeks feedback from supervisor, shows initiative in	Heavy reliance on supervisor

trying new tasks, aware of growth areas but not afraid to try new things	
Assignments and job tasks are completed in a timely manner	Work is consistently late, incomplete and/or not up to standards set
Honest	Dishonest
Is open to hearing constructive feedback and seeks clarification on issues not fully understood	Defensive when given constructive feedback
Calm, cool and collected	Hostile
Appreciates the time, energy and efforts put forth by fieldwork site and supervisor	Arrogant
Flexible	Critical of department, staff, procedures
Seeks clarification if unsure about performing new tasks, does not hesitate to perform routine tasks	Does not initiate tasks independently
Manages routine tasks effectively, initiates discussion with supervisor if having difficulty completing assignments	Often overwhelmed
Gives 110% effort	Attempts to "get by" but falls short
Academically prepared, spends own time after work as needed preparing for fieldwork	Poorly prepared and cannot seem to "catch up" on the job
On time for work, completes paperwork and assignments on time, maintains client schedule	Unreliable
Learns from mistakes, asks questions, initiates discussion if unsure of how to complete task	Makes same mistakes repeatedly, regardless of how many times discussed
Is aware of strengths and growth areas. Modifies performance after feedback. Critiques own performance – finding both strengths and growth areas with minimal prompting	Extremely self-critical
Supports school and/or uses professional language when critiquing program	Criticizes school
Keeps personal issues away from work. If having personal difficulty that interrupts work, discreetly discusses problems with supervisor	Emotional over-reactions: both work and non-work related
Completes assigned work in a timely manner. While at fieldwork site, concentrates on work related activities	Appears "busy", but not with work related tasks
Rested	Always tired
Is friendly to staff and patients.	Does not get along with other students and staff
Requires close supervision at beginning of fieldwork. As fieldwork progresses, supervision can be pulled back due to the increasing level of independent performance	Requires constant supervision for entire fieldwork experience
Talks with supervisor when unsure of self or skills, or when wants to explore a new/different area of interventions	Does not communicate learning needs

Follows schedule, attends meetings, mingles well with other staff	Cannot seem to "get into" the routine
Gets along well with patients, directs intervention so that client feels that "personal touch" has been given and goals are met	Spends more time socializing with patients than treating them
Is aware of safety hazards and precautions	Poor safety judgment
Delivers effective therapeutic interventions	Can verbalize ideas but cannot carry them out effectively
Progresses patients, in a timely manner, towards their long term goals	Difficulty working with patients towards their long-term goals
Takes responsibility for own learning needs	Does not take responsibility for self or learning experience

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

Note: Most people have some sort of a combination of skills of the effective student and challenging student. The important thing is that by the end of your fieldwork experience, you exhibit more of the characteristics of the effective student. Should you see yourself having tendencies towards any of the identified challenging student characteristics be sure to address them with your AFWC prior to beginning the fieldwork, or with your fieldwork supervisor while on fieldwork

OT/OTA STUDENT SUPERVISION & MEDICARE REQUIREMENTS

Historically, OT and OTA students have participated in the delivery of occupational therapy services under the supervision of occupational therapy personnel in a variety of fieldwork sites. The following provides information about the way in which the Centers for Medicare & Medicaid Services (CMS) interprets how and whether the Medicare program should provide payment for services provided by students.

For those settings that serve Medicare patients, it is important to be aware of both new and existing Medicare payment policies. CMS has published specific criteria relating to how and when the program will pay for services when the student participates in service delivery. When developing fieldwork plans for sites that serve Medicare patients, two issues must be considered:

1. Whether Medicare payment rules specifically allow students to participate in the delivery of services to Medicare beneficiaries
2. What type and level of supervision are required by the Medicare program

All relevant Medicare coverage criteria must be reviewed if reimbursement is sought for services when the student participates in service delivery. In addition, many state practice acts and regulations address occupational therapy services provided by students. You can find the regulatory board contact information on the State-by-State OT Law Database located on the AOTA website <http://state.aota.org/reglist.aspx>.

For details regarding AOTA's position on level II fieldwork, please see <http://www.aota.org/Education-Careers/Fieldwork/LevelIII.aspx>

The following chart sets out for each Medicare setting whether Medicare payment rules specifically allow or restrict coverage of services provided by students and what 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.

Medicare Coverage of Services When a Student Participates in Service Delivery

- **Medicare Part A—Hospital and Inpatient Rehabilitation**
 - **Type and Level of Supervision of Student Required:** CMS has not issued specific rules, but in the excerpt here referencing skilled nursing facilities (SNFs), CMS mentions other inpatient settings. In the Final SNF PPS Rule for FY 2012 (76 Fed. Reg. 48510-48511), CMS stated: “We are hereby discontinuing the policy announced in the FY 2000 final rule’s preamble requiring line-of-sight supervision of therapy students in SNFs, as set forth in the FY 2012 proposed rule. Instead, effective October 1, 2011, as with other inpatient settings, each SNF/provider will determine for itself the appropriate manner of supervision of therapy students consistent with state and local laws and practice standards.” See relevant state law for further guidance on supervision for the services to be considered occupational therapy.
- **Medicare Part A—SNF**
 - **Type and Level of Supervision of Student Required:** CURRENT POLICY: Effective October 1, 2011, line-of-sight supervision is no longer required in the SNF setting (76 Fed. Reg. 48510-48511). The time the student spends with a patient will continue to be billed as if it were the supervising therapist alone providing the therapy, meaning that a therapy student’s time is not separately reimbursable. Supervising therapists and therapy assistants within individual facilities must determine whether or not a student is ready to treat patients without line-of-sight supervision. The supervising therapist/assistant may not be engaged in any other activity or treatment, with the exception of documenting. It is AOTA’s policy that OTAs may supervise OTA students, not OT students.

Practice Advisory: Services Provided by Students in Fieldwork Level II Settings Level II fieldwork students may provide occupational therapy services under the supervision of a qualified occupational therapist or occupational therapy assistant in compliance with state and federal regulations. When adhering to the principles stated below, along with other regulatory and payer requirements, AOTA considers that students at this level of education are providing skilled occupational therapy intervention.

General Principles:

- a) Supervision of occupational therapy and occupational therapy assistant students in Fieldwork Level II settings should ensure protection of consumers and provide opportunities for appropriate role modeling of occupational therapy practice.
- b) To ensure safe and effective occupational therapy services, it is the responsibility of the supervising occupational therapist and occupational therapy assistant to recognize when supervision is needed and ensure that supervision supports the student’s current and developing levels of competence with the occupational therapy process.
- c) In all cases the occupational therapist is ultimately responsible for all aspects of occupational therapy service delivery and is accountable for the safety and effectiveness of the occupational therapy service delivery process. This would include provision of services provided by an occupational therapy assistant student under the supervision of an occupational therapy assistant (see Addendum 1).

d) Initially, supervision should be in line of sight and gradually decrease to less direct supervision as is appropriate depending on the (ACOTE, 2007.)

- Competence and confidence of the student,
- Complexity of client needs,
- Number and diversity of clients,
- Role of occupational therapy and related services
- Type of practice setting,
- Requirements of the practice setting, and
- Other regulatory requirements.

In settings where occupational therapy practitioners* are employed:

- Occupational therapy students should be supervised by an occupational therapist.
- Occupational therapy assistant students should be supervised by an occupational therapist or occupational therapy assistant in partnership with an occupational therapist.

In settings where occupational therapy practitioners* are not employed:

- Students should be supervised by another professional familiar with the role of occupational therapy in collaboration with an occupational therapy practitioner. (2)

RELEASE OF INFORMATION TO FIELDWORK SITES

Central Methodist University OTA program will monitor student compliance in the following areas:

- Criminal Background Check and Government Sanction List
- Urine Drug Screen
- Immunizations and Health Information maintained by Student Health
- HIPAA and Code of Conduct Training
- Cardiopulmonary Resuscitation

A letter stating student compliance in these areas will be sent to the fieldwork site prior to the affiliation. If the student is not in compliance with Immunization/Health, CPR, or HIPAA/Code of Conduct or has a positive drug screen, they will not be allowed to participate in the affiliation until in compliance. If the student has an item noted on their criminal background check, this will be forwarded to the site and it will be the site's responsibility to determine if the student is eligible to participate in the fieldwork education at that site.

All students will sign a Release of Information allowing the OTA program access to the above information upon admission to the program. Fieldwork sites may request copies of the above information from the student.

Students who have been or who are taking prescription medication must provide a verification of legal use upon request to the Occupational Therapist Assistant Program. A copy of the prescription or a written health care provider's statement will be sufficient. Students who refuse to provide information required for verification of legal use and who test positive will be subject to the consequences specified for positive test results.

FIELDWORK ASSIGNMENTS

Students may be asked to present case studies on interesting patients seen during the affiliations. Learning experiences designed by the student's fieldwork supervisor must be completed in a timely manner to successfully complete the fieldwork affiliation. Students will be required to complete timely documentation during fieldwork training.

All students are expected to complete weekly assignments throughout the fieldwork experience which are assigned by the Academic Fieldwork Coordinator. Students have been advised that these assignments may be in addition to assignments designed by the fieldwork educator.

FIELDWORK REASSIGNMENT

When a student is on a fieldwork experience but is unable to complete the required hours, an alternative fieldwork may be assigned. Possible reasons for the fieldwork site being unable to provide the hours necessary may include, but not limited to the following:

- Family Crisis
- Health Status of the FWE
- Staffing changes at the site
- Conflict with the FWE
- Lack of patients at the fieldwork site

The AFWC and Program Director will decide on an individual basis whether the student will be provided with a fieldwork reassignment.

SAFE/UNSAFE FIELDWORK PRACTICES

The CMU OTA program identifies safety as a basic human need. A safety need can be identified as physical, biological and/or emotional in nature. Safe practices are an academic requirement of each program.

Unsafe fieldwork practice shall be deemed to be behavior or emotional safety of the patients, caregivers, students, faculty, staff, or self. Unsafe or unprofessional fieldwork practice may result in:

- a performance conference and written report
- a probation conference and written report
- immediate withdrawal from the program. (If the occurrence is past the official college date for withdrawal from a course, the student will receive a performance grade of "F" for failure or "U" for unsatisfactory.)

The following examples serve as guides to these unsafe behaviors, but are not to be considered all-inclusive.

Physical Safety: Unsafe behaviors include but are not limited to:

- inappropriate use of side rails, wheelchairs or other equipment
- lack of proper protection of the patient which elevates the potential for falls, lacerations, burns, new or further injury.
- failure to correctly identify patients prior to initiating care
- failure to perform pre-procedure safety checks of equipment, invasive devices or patient status

- *Biological Safety:* Unsafe behaviors include but are not limited to:
- failure to recognize and correct violations in aseptic technique
- improper medication administration techniques / choices
- performing actions without appropriate supervision
- failure to seek help when needed
- attending fieldwork while ill
- failure to properly identify patient(s) prior to treatments

Emotional Safety: Unsafe behaviors include but are not limited to:

- threatening or making a patient, caregiver, faculty, staff or bystander fearful
- providing inappropriate or incorrect information
- performing actions without appropriate supervision
- failure to seek help when needed, unstable emotional behaviors

Unprofessional Practice: Unprofessional behaviors include but are not limited to:

- Verbal or non-verbal language, actions, or voice inflections which compromise rapport and working relations with patients, family members, staff, or physicians, may potentially compromise contractual agreements and/or working relations with fieldwork affiliates, or constitute violations of legal/ethical standards
- Behavior which interferes with or disrupts teaching/learning experiences
- Using or being under the influence of any drug or alcohol that may alter judgment and interfere with safe performance in the fieldwork or classroom setting.
- Breach of confidentiality in any form
- Failure to attend fieldwork sites as assigned or to inform FWE and Clinical Coordinator of absences
- Failure to make up absences in a timely manner

GRADE COMPILATION

Fieldwork grade compilation is based on a combination of skill attainment in the Central Methodist University Level I Evaluation Form or for Level II the AOTA Fieldwork Performance Evaluation Form, myCMU or clinic based fieldwork assignments, in-services and professional behaviors required during the affiliation. Attendance, professionalism and adherence to policies and procedures are also considered during the final grade assessment. All fieldwork coursework are graded on a pass/fail.

FIELDWORK GRIEVANCE

The student and/or Fieldwork Educator (FWE) should feel free and are encouraged to contact the AFWC at any point in the fieldwork experience to discuss the situation and/or seek suggestions for addressing potential/actual problem areas.

When difficulty arises with a fieldwork affiliation:

1. The Fieldwork Educator and the Student
 - a. Should strive to specifically identify the problems or areas of contention
 - b. Identify means through which the problems can be solved
 - c. Identify expectations as well as how and to what level the expectations must be met for satisfactory performance
 - d. It is best if this put in the form of a contract and signed by both the student and the fieldwork educator
 - e. Discuss whether a sincere effort will resolve the situation or whether the choice of another fieldwork educator would be beneficial
 - f. Feel free to contact the AFWC for assistance and suggestions
2. The FWE and Student
 - a. The Fieldwork Coordinator can provide suggestions to the FWE and the Student through which the problems can be resolved.
 - b. The problem areas, specific expectations and minimum level of satisfactory performance and the methods through which the problems will be resolved will all be documented.
 - c. It is encouraged that the AFWC should be contacted and included in the process
3. The AFWC, FWE and student
 - a. The AFWC will discuss problems with the parties as individuals and/or as a group via telephone conference call and/or a visit to the site.
 - b. Should the AFWC conduct a site visit, he/she may observe the FWE and the student in the clinic. However, it may be difficult to draw specific conclusions regarding the consistency of the FWE and student performance in this limited time of observation
4. Additional Site Visits
 - a. Once a resolution to the fieldwork difficulties has been reached and a plan to address the concerns is in place, the AFWC may perform additional site visits over the rest of the affiliation time to monitor the student and FWE performance
 - b. Retribution towards the student from the instructor, program faculty or any involved personnel is strictly prohibited.
5. Documentation
 - a. All meetings and plans will be documented and kept in the student's file in the AFWC's office. This should begin with the meeting addressing difficulty between the FWE and the student, and include subsequent meetings and plans.

The AFWC with input from the faculty will decide whether a student has successfully completed the fieldwork experience. If a student does not 'pass' they will receive a grade of U=Unsatisfactory. The student will be removed from the OTA program.

COMPLAINTS

Complaints regarding the program or the program graduates should be first addressed to the OTA Program Director:

Rebecca Fenton, MHA, COTA/L
rfenton@centralmethodist.edu
660-248-6366

Unresolved complaints or complaints about the OTA Program Director should be directed to the Chair of the Division of Allied Health

Megan Hess MSN, PhD
mhess@centralmethodist.edu
660-248-6363

OTA PROGRAM/HEALTH DIVISIONS

DRUG AND ALCOHOL POLICY

DRUG AND ALCOHOL TESTING PROGRAM FOR OTA FIELDWORK ROTATIONS

For the purpose of this policy, students participating in fieldwork experiences including full time, part time and one time experiences will be required to adhere to the Drug and Alcohol Testing Program.

The Central Methodist University OTA Program reserves the right to conduct a program of testing for students participating in fieldwork experiences for the illegal use of drugs and alcohol. For this purpose, any student participating in the OTA Program will be tested:

1. As a condition for entrance into fieldwork courses (drug testing)
2. Upon reasonable suspicion (drug and /or alcohol testing), and
3. As required by fieldwork agencies.

Confidentiality: All information and records relating to a student's participation in the testing program under this policy shall remain confidential and shall be maintained in a separate file from the student's academic file. If required by agency contact, a list of students who have tested negative will be provided.

Consent: OTA students in fieldwork agencies are subject to the policies of the agency in which they are assigned. Students will sign a consent form prior to the initial testing. One signed consent form will be sufficient for all fieldwork courses. Refusal to participate in testing will result in the OTA student's immediate dismissal from the program.

Medication: Students who have been or are taking prescription medications must provide verification of legal use upon request to the OTA Program. Students who refuse to provide documentation required to verify legal use and who test positive will be subject to the consequences specified for positive test results.

Testing: The OTA student assumes full cost of the testing. Testing will be conducted according to the procedures designated by the testing facility to ensure the integrity and chain of custody of the specimen. Test results will remain confidential and will be released only on a need to know basis in accordance with applicable law.

Positive Test: If a student's test result is positive, a second test will be conducted on the original sample to confirm the initial results. If the second test is negative, no further action will be required. If the second test is positive, the student will be notified.

Consequences: A positive test result on the confirming test without appropriate documentation will result in immediate dismissal from the OTA Program. Any student dismissed following a positive drug or alcohol test will be removed immediately from all OTA courses. A grade of "W" will be transcribed if prior to the university withdrawal date. A grade of "WF" will be transcribed if the student is removed from courses following the university withdrawal date.

Illegal Drug or Alcohol Conviction: Students must report any adult conviction under a criminal drug statute for violations occurring on or off University premises. A conviction must be reported within five (5) days after the conviction. Students convicted of involvement in a criminal drug offense will be dismissed immediately from the OTA program.

Suspected Substance Abuse: If a student is suspected of being under the influence of any substance during any school related activities including but not limited to class, laboratory, field trips and fieldwork education affiliations. The Program Director or AFWC will be notified by the instructor. The student will meet with the Program Director. If it is determined that the student has participated in school related activities while under the influence of any substance, he or she will be removed from the program. He or she may be asked to complete a drug screen. Refusal to take a drug screen or a positive drug screen will result in dismissal from the OTA program.

Appeals: A student may appeal the decision for dismissal. Each student has an academic advisor who is the first resource for assisting the student in resolving problems and will work with the student to facilitate identification of discipline and university policies and other options for solving the problem. It is important that the process of problem resolution proceeds as rapidly as possible. Observance of some time lines is critical.

- a) The student has seven (7) business days from the positive drug/alcohol test to submit an appeal, outlining the problem and proposing options for resolving it to the OTA Program Director with the advisement of the Health Professions Division Chair.
- b) The OTA Program Director and/or the Health Professions Division Chair will respond to the student's appeal within seven business days from receipt of the student's appeal.

Following these steps, the student may utilize the University appeals process if dissatisfied with the outcome.

Students dismissed under this policy should be aware that any application for readmission to the OTA Program will not be considered without evidence of successful completion of a treatment program.

Re-entry: The individual may not apply for re-admission for at least one year, and should be aware that a successful recovery period may vary by individual.

Requests for readmission must meet the requirement of the OTA Program Student Handbook (See readmission policy). If the student is readmitted, he/she will be provided an individualized agreement listing any additional requirements for admission and progression. Consistent with the University's policy, the OTA program adheres to the Americans with Disabilities Act.

These requirements include, but are not limited to, the following items.

- An individual's commitment to discontinue substance abuse
- A plan for follow-up treatment
- Regular reports of progress from the treatment professional

- Authorization of release of information regarding progress to the OTA program
- Agreement to submit random drug testing
- Documentation of attendance at counseling and self-help groups
- Other reports of activities recommended by the treatment professional or as specified in contract with the OTA Program.

The agreement will extend through the completion of all fieldwork courses.

CRIMINAL BACKGROUND CHECK POLICY

Students entering the Central Methodist University's OTA Program are assigned to do fieldwork practice in a variety of settings. Facilities utilized by the program require criminal background checks for their employees. To meet the requirements of these facilities it is the policy of CMU to require that students in the OTA program submit a criminal background check PRIOR to beginning fieldwork affiliations. Students who have been found guilty of Class A or B felonies will not be permitted to progress through the program.

Student Criminal Records Check Guidelines: OTA Students are required to have a Criminal Record Check completed and on file in the Division of Health Professions office PRIOR to the beginning of the fieldwork program.

Instructions on where and how to proceed with the background check will be provided to you by the OTA program director, faculty or staff.

Criminal background checks deemed unacceptable based on post criminal history will be handled on an individual basis with consultation from the Missouri Board of Registration for the Healing Arts.

Students who do not have the results of the Criminal Record Check on file will not be permitted to attend fieldwork affiliations which will result in an inability to progress through the program. There are NO WAIVERS for the Criminal Record Check.

INCIDENT REPORTS

Policy:

Incident reports are designed to report an incident potentially harmful to any individual (i.e. student, therapist, patient) to relay the facts of the incident and protect all individuals involved.

An incident report will be required if an incident occurs while the student is participating in a fieldwork education experience that could result in the student, the facility, or Central Methodist University being liable, or if the incident could result in harm to the patient or student (i.e. on the job injury, needle stick, patient fall, patient skin tear, student fall on the ice, etc.).

Procedure:

Students should discuss the facility's policy on incident reports with their fieldwork instructors at the beginning of each fieldwork experience.

In the case where an incident occurs while the student is on fieldwork affiliation, an incident report should be completed by the student with the assistance of his/her FWE using the documentation of the facility. The Critical Incident Report below should also be filled out. The AFWC should be notified immediately.

The documentation required by the facility will be managed by the facility according to their process. The completed Incident Report Form will be returned to the AFWC and filed.

FIELDWORK EDUCATORS

FIELDWORK FACULTY DEVELOPMENT

The OTA Program at Central Methodist University is committed to assisting clinicians, associated with the program, to remain informed, educated, and to advance their skill level as fieldwork educators. Information will be provided electronically regarding local courses, journal articles, and web links to additional resources. The AFWC will communicate with fieldwork sites and instructors via email and/or social media sites (Facebook) and an annual newsletter to facilitate timely and efficient communication regarding opportunities to advance fieldwork teaching skills as well as provide a forum for discussion between the AFWC and associated fieldwork educators. *(C.1.2, C.1.11.)*

WHAT TO EXPECT FROM CMU

Following the commitment to supervise a fieldwork student, the fieldwork educator can expect to receive a confirmation email which will include the name of the student, the dates of the affiliation, and the name and contact information of the academic fieldwork coordinator.

All fieldwork documents, fieldwork objectives, supervision requirements, and educator resources can be found in this packet. Electronic versions forms and resources can be email at the request of the fieldwork educator.

To protect student confidentiality, personal data forms are no longer sent through the mail. The student will provide personal information to the fieldwork site on his/her first day of the fieldwork experience.

Approximately 2-3 weeks prior to the fieldwork start date, the student will be contacting his/her fieldwork educator either by phone, email, or letter to arrange the fieldwork schedule and to verify information pertaining to the affiliation.

INITIAL CONTACT WITH THE STUDENT

It is highly recommended that the fieldwork educator provide the following information to the student during the initial telephone or email contact:

1. Name and credentials of all clinicians who will be supervising the student.
 - a. If more than one clinician is to supervise, designate to the student the name of the primary fieldwork educator as well as additional supervising clinicians.
2. Contact information. Include a direct phone number and email address.
3. The physical location in which the student is to report (include parking instructions).
4. Inform the student of additional facility requirements such as orientation, additional background checks, and/or drug screening.
5. The fieldwork schedule that the student is expected to follow.
6. The facility dress code. At minimum, the student is expected to wear the CMU dress code as outlined in this manual. If the site permits, the student may wear scrubs.
7. A brief description of the population, common diagnoses, and treatment techniques that the student can expect.
8. A recommended list of topics and readings for the student to review prior to beginning fieldwork.

PRIOR TO THE STUDENT'S FIRST DAY

1. Carefully review the fieldwork evaluation tool, paying particular attention to the grading criteria. Contact the AFWC with any questions pertaining to the evaluation.
2. Carefully review the student fieldwork objectives. These objectives are based on the 2008 Accreditation Council for Occupational Therapy Education standards. Contact the AFWC with questions pertaining to the student objectives.
3. Determine how feedback will be provided to the student. At minimum, the OTA program recommends a weekly meeting with the student to review performance. During this meeting, the FWE should highlight student strengths as well as areas for improvement. Based on the identified areas for improvement, provide the student with a list of goals that you expect him/her to work on during the next week. Areas for improvement should be based on the evaluation tool grading criteria as well as any basic entry-level skills required at the site.

A sample form is provided in the appendix section of this manual. Please contact the AFWC for electronic version if needed.

THE STUDENT'S FIRST DAY

1. Welcome the student to the facility, giving him/her the same consideration that would be given to a new employee.
2. Orient the student to the site and to the specifics of the department (where to locate equipment, where to eat lunch, etc.).
3. Outline a typical day and begin to introduce the student to the team members with whom he/she will be interacting during the affiliation.
4. Clearly outline the expectations of the student on the first day of the affiliation. Allow the student an opportunity to ask questions for clarification. These expectations should be based on the level I student objectives, policies in this manual, and site specific expectations. Points for clarification may include, but are not limited to the following:
 - The fieldwork schedule.
 - Timeframe in which the student is expected to complete documentation.
 - Expectations for the time the student is not directly interacting with clients (i.e., chart reviews, developing a case study, writing a treatment plan for a specified patient, completing documentation, etc.).
 - Expectations for a student project (i.e., presenting a case study to the department, researching a specific diagnosis and presenting research on best practice, developing an activity or resource that would benefit the clients at the site, presenting to the department the role delineation between COTA and OTR or OT and other disciplines, etc.).
 - Establish a caseload expectation (for Level II students).

In the event that multiple FWEs will be supervising the student, it is critical for student success that a primary FWE be identified. The primary FWE will be responsible for completing the fieldwork evaluation (with input from the other FWEs). It

is also critical that all FWEs collaborate on the expectations that are provided to the student to ensure that the student is clear on what is expected at all times during the fieldwork experience.

THROUGHOUT THE FIELDWORK EXPERIENCE

1. Maintain an environment that is conducive for learning. Remain open to student questions and provide feedback in a routine, timely manner. Set aside a designated time for the student to ask questions and obtain feedback about his or her performance.
2. It is ideal that the student will receive a 1:1 student to supervisor ratio; however, we understand there are situations that might prevent this from happening 100% of the time. If you job share with another clinician, we ask that you provide the same information for that individual that you did for yourself. We would expect that you would also share the duties of the supervisor role in filling out the paperwork regarding this student. In the event that a FWE may need to step down or leave a supervisory role it is assumed that a replacement will be found with all the same abilities and qualifications to step into the supervisory role for the student. Also in this event, we ask that CMU's AFWC be notified.
3. Remember that the student is a student. He or she should be provided with experiences that will facilitate learning in the area of occupational therapy. Students should not be assigned clerical tasks or departmental errands.
4. Remember that the student is a student. He or she should not be "turned loose" in the fieldwork setting. The student is not a licensed practitioner. As such, he or she will require supervision, feedback, and guidance throughout the experience. Some will require more than others; monitor the student's learning needs as it is your license under which the student is operating.
5. Based on the student's abilities, level of the client, and site regulations, allow the student the opportunity to participate with clients (with supervision), practice documentation, and select appropriate treatment activities in accordance with state licensure guidelines.
6. Provide the student with constructive feedback following client interactions. Identify areas for improvement as early as possible to provide the student with an opportunity to address those areas. This should be completed on a weekly basis, at minimum. After the fieldwork educator has identified areas for improvement, collaborate with the student in setting goals and/or remedial action to improve performance during the next week.
7. Should a valid concern arise about the student's ability to safely and/or effectively treat clients in a safe and ethical manner do not allow the student to treat clients and notify the AFWC immediately. Document the issue objectively and with concrete details including dates and times. **(C.1.3)**
8. Should a valid concern arise regarding the student's level of professionalism, identify to the student which behaviors are unacceptable and provide the student with an opportunity to correct the behaviors. If the behaviors are not corrected, or are serious enough to compromise client safety or the contractual agreement with CMU, notify the AFWC immediately. **(C.1.3)**
9. Contact the AFWC or program department chair in the event that concerns arise during the fieldwork experience. To maximize the student's potential for success this step should be taken immediately after a problem is identified. The AFWC can assist the FWE and student either by phone or through a site visit in developing a plan of correction.

10. At midterm, the AFWC can setup a site visit or conference call to review student performance and discuss strategies to improve performance if needed. Additional visits can be scheduled on an as needed basis.
11. At the conclusion of the fieldwork experience, set aside a designated meeting time to review the student's performance evaluation as well as the student's evaluation of the fieldwork experience. Ensure that the AOTA Fieldwork Data Form is completed with the most up-to-date information.
12. Provide the student with a copy of her/his final evaluation at the conclusion of the experience. Place the original evaluation in an envelope and sign your name and credentials across the seal. The student will hand deliver the final evaluation to the school.

The AFWC is available throughout the student fieldwork experience to address any questions or concerns. Please contact the designated AFWC for support as needed. We thank you for your commitment to fieldwork education.

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- Debbie Amini, EdD, OTR/L, CHT, Chairperson, Commission on Practice, Jyothi Gupta, PhD, OTR/L, OT, Chairperson, Commission on Education for The Commission on Practice Debbie Amini, EdD, OTR/L, CHT, Chairperson and The Commission on Education, Jyothi Gupta, PhD, OTR/L, OT, Chairperson, Adopted by the Representative Assembly Coordinating Council (RACC) for the Representative Assembly, 2012 in response to RA Charge # 2011AprC26.
- Note. This document is based on a 2010 Practice Advisory, "Services Provided by Students in Fieldwork Level II Settings." Prepared by a Commission on Practice and Commission on Education Joint Task Force:
- Debbie Amini, EdD, OTR/L, CHT, C/NDT, Janet V. DeLany, DEd, OTR/L, FAOTA, Debra J. Hanson, PhD, OTR, Susan M. Higgins, MA, OTR/L, Jeanette M. Justice, COTA/L, Linda Orr, MPA, OTR/L To be published and copyrighted in 2012 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy*, 66(6, Suppl.).
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