

Occupational Therapy Assistant Program



Occupational Therapy Assistant Program

Fieldwork Manual

Revised March 2024

WELCOME TO FIELDWORK!

We anticipate that the contents of this manual will be instrumental in fostering high-quality fieldwork experiences for both fieldwork educators and their students. Fieldwork holds significant importance within the occupational therapy assistant (OTA) curriculum, allowing students to fully assimilate and utilize the information and skills acquired during basic OTA coursework, as well as prior fieldwork experiences and laboratory segments of the program.

The purpose of this manual is to provide information and guidelines as a common frame of reference for all who are involved in the fieldwork process:

- The Student
- The Fieldwork Educator (FWE)
- The Academic Fieldwork Coordinator (AFWC)
- The academic faculty members of the OTA Program at McHenry County College

If you have any questions or concerns, please do not hesitate to contact us.

Thank you,

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The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Blvd, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number, c/o AOTA is (301) 652-AOTA, and its web address is www.acoteonline.org Accreditation status can be verified at www.acoteonline.org/schools

NON-DISCRIMINATION STATEMENT

McHenry County College declares and reaffirms a policy of equal opportunity and nondiscrimination. The College will make all decisions regarding admission, employment, participation in educational programs, or activities, without discrimination on grounds of race, color, creed or religion, sex, national origin, ancestry, age, order of protection status, marital status, physical or mental disabilities, military status, sexual orientation, gender-related identity, pregnancy, unfavorable discharge from military service, or other factors prohibited by law. Decisions regarding employment include hiring, promotion, termination, wages or salaries, benefits, and other terms and conditions of employment. MCC is committed to diversity and inclusion in its college community.

The lack of English language skills will not be a barrier to admission and participation in educational programs.

MISSION STATEMENTS

McHenry County College Mission Statement

At McHenry County College, “Our focus is learning. Student success is our goal.”

OTA Program Mission Statement

The McHenry County College OTA Program will prepare individuals to function as entry-level certified occupational therapist assistants (OTA). Working in partnership with the occupational therapist and community stakeholders, graduates will successfully plan and implement goal-directed therapeutic occupations uniquely designed to help persons, groups, and populations to achieve optimal performance in their daily life roles.

OTA Program Vision Statement

Our vision is to be a transformative occupational therapy assistant program with a focus on an occupation-based curriculum tailored to the unique needs of diverse individuals, groups, and populations, while emphasizing excellence in interprofessional and intraprofessional collaboration, clinical reasoning, and community-based learning. We aspire to cultivate lifelong learners who, equipped with professional and ethical values, contribute meaningfully to society through advocacy and scholarship.

OTA Program Philosophical Statement

McHenry County College aligns with the 2017 Philosophical Base of Occupational Therapy as outlined by the American Occupational Therapy Association. The occupational therapy assistant program delivers curriculum centered on the occupational nature of humans and their capacity to learn. Anchored in the Person-Environment-Occupation-Performance (PEOP) Model, the curriculum emphasizes a holistic understanding of the diverse needs of individuals, groups, and populations, exploring how motivation, occupational performance, and adaptive capacities interact with environmental influences to impact health, wellness, and life satisfaction. Students engage in a comprehensive study and application of occupation across the lifespan, while considering various influences on adaptive abilities and states of health. This prepares them to implement evidence-based occupational therapy services ethically, accommodating the unique needs of each consumer regardless of their experience of occupational disruption in any context. The learning environment is crafted to foster clinical reasoning, while utilizing transformative learning theory to address the unique needs of each consumer and promoting competence in entry-level practitioner skills through multi-modal and safe learning experiences. Students engage in foundational content, simultaneously participating in experiential learning in the classroom, community, and fieldwork, to apply theoretical concepts through personal and clinical exploration.

GOALS AND OUTCOMES

Institutional Goals:

- Create accessible, high-impact student-focused services, interventions, and facilities that increase student engagement, completion, and career readiness.
- Develop and execute transparent strategies for generating and sustaining financial resources necessary to drive College innovations and operations.
- Deliver agile, secure, cost-effective, and sustainable infrastructure and technology solutions to drive institutional innovation and empower a positive learning and work environment.
- Attract, retain, engage, and value diverse and dynamic faculty, staff, and administrators who are

committed to excellence in our ever-changing context.

- Strengthen collaborations with the community and local industry to ensure that all College efforts are focused on improving the quality of life and economic development for those individuals who learn with us.
- Inspire and challenge students in every learning experience through the careful professional expertise of faculty who engage and support students, and expect high levels of learning.
- Articulate the College's key value propositions to strategically increase community engagement and support, improve enrollment, and prepare the next generation of learners.
- Develop effective strategies in all our interactions with students and each other that welcome and value our diversity.

College General Education Goals

1. Critical Thinking-Students who graduate from MCC are critical thinkers. They are able to do the following things at a level appropriate for a 2-year degree holder.

- Combine stated truths and facts to make arguments and develop new ideas
- Interpret data and draw conclusions
- Construct arguments supported with more than opinion
- Recognize bias and act in ways that question assumptions

2. Effective Communication - Students who graduate from MCC are effective communicators. They are able to do the following things at a level appropriate for a 2-year degree holder.

- Select from a variety of communication style based on the situation
- Listen attentively
- Adapt to audience and context in professional and/or personal interactions

3. Informational Literacy - Students who graduate from MCC are information literate. They are able to do the following things at a level appropriate for a 2-year degree holder.

- Access multiple sources to provide sound evidence
- Ensure information is of quality and use the information to accomplish an academic goal
- Acknowledge where information is coming from and whom it belongs to

4. Professionalism - Students who graduate from MCC are professionals. They are able to do the following things at a level appropriate for a 2-year degree holder.

- Speak and act honestly
- Engage in courteous and culturally sensitive interactions
- Present themselves and actions appropriately in professional environments (this includes in written form such as emails, in-person through timely and respectful interactions, and adherence to professional codes and standards)
- Follow through on commitments

OTA PROGRAM OUTCOMES

Graduates of the program will:

1. Occupation-Based Practice:

- Students will apply a foundational understanding in occupation across interactions with all clients.
- Students will promote the importance of occupation-based interventions with clients and external stakeholders.

2. Clinical Reasoning:

- Students will develop clinical reasoning skills across lifespan and varied contexts.
- Students will display proficiency in the analysis and integration of person, environment, occupation, and performance while fostering a holistic approach to client-centered care.

3. Clinical Application:

- Students will develop and apply relevant interventions for persons, groups and populations.
- Students will determine appropriate interventions across diverse contexts and needs of clients.

4. Community Engagement

- Students will foster interprofessional and intraprofessional collaborative relationships to serve clients and the community.
- Students will build connectedness with community needs and establish resources.

5. Scholarship

- Students will develop self-directed learning skills for academic success and professional growth, seek resources, and engage in reflective practices independently.
- Students will integrate evidence-based interventions into practice, to critically assess research, apply findings to client needs, and contribute to the delivery of high-quality, evidence-informed care.

OTA CURRICULUM FRAMEWORK

In fall of 2013, McHenry County College received accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE)©. The curriculum is designed to prepare students as generalists with a broad exposure to current and non-traditional practice settings. This includes preparing students to work with a variety of diagnoses within individuals, groups, and populations.

The content, scope and sequence of course offerings are informed primarily by two key resources, (1) the Person-Environment-Occupation-Performance Model and (2) the Occupational Therapy Practice Framework: Domain and Process, 4th ed. (OTPF-4). The first conceptualizes a dynamic view of human occupational performance as it occurs and evolves throughout the lifespan. This lifespan view consequently encompasses the evolution of student to occupational therapy assistant professional. The OTPF-4 reflects the profession's current collective understanding of the scope of the profession of occupational therapy and

the professional processes utilized to deliver all aspects of service within the profession. The application of the two foundational resources to this curriculum design is intended to result in McHenry County College Occupational Therapy Assistant Program graduates to develop sound, occupational-based practice, rooted in clinical reasoning, clinical application, community engagement and scholarship across cultural and diverse backgrounds in multiple practice environments.

Each class has a faculty/student ratio of 1:16 in lectures and lab sections. To enhance the educational experience, specific course assignments or activities may include additional faculty or clinicians to be present to ensure the safety and educational components of the activity.

CURRICULUM SAMPLE PATHWAY

Prerequisite Courses	Credit hours
ENG 151 - Composition I* or SPE 151 Introduction to Speech*	3
OTA 110 - Foundations of Occupational Therapy	2
PSY 151 - Introduction to Psychology	3
BIO 263 - Human Anatomy & Physiology I	4
BIO 264 - Human Anatomy & Physiology II	4
OR	
BIO 230 – Human Structure & Function	6
Total Credit Hours	14-16
Semester One, Year One - Spring	
ENG 151 - Composition I* or SPE 151 Introduction to Speech*	3
AOT 135 - Medical Terminology**	3
OTA 120 - Therapeutic Methods I	3
OTA 130 - Occupations Across the Lifespan	4
OTA 140 - Dynamics of Human Movement	3
Total Credit Hours	16
Semester Two, Year One - Fall	
OTA 150 - Conditions Disrupting Participation	3
OTA 160 - Psychosocial Rehab Theory & Methods	5
OTA 170 - Therapeutic Methods II	3
OTA 240 - Health Services Management	2
Total Credit Hours	13
Semester Three, Year Two - Spring	
OTA 210 - Physical Theory & Rehab Methods	5
OTA 220 - Therapeutic Methods III	4
OTA 230 - Professional Analysis in Practice	3
Total Credit Hours	12

Semester Four, Year Two - Fall	
OTA 250 - Professional Practice Seminar	2
OTA 260 - Level 2A Fieldwork	5
OTA 265 - Level 2B Fieldwork	5
Total Credit Hours	12
TOTAL PROGRAM CREDIT HOURS	70

*Both ENG 151 and SPE 151 are required for completion of the OTA degree; however, one of the two courses is required as a prerequisite before applying to the program.

**AOT 135 may be taken prior to admission to the program.

COURSE DESCRIPTIONS

OTA 110 – Foundations of Occupational Therapy – 2 Credits

Foundations of Occupational Therapy introduces the concepts of occupation, occupational performance, and occupational therapy as a health and wellness profession. Occupational therapy as a profession is explored by introducing methods used for intervening in disorders and conditions that disrupt occupational performance. The history of the profession and its current philosophy are examined as a means to understand the emergence of the occupational therapist and occupational therapy assistant roles and their professional collaboration. NOTE: CDM 110 is highly recommended.

OTA 120 – Therapeutic Methods I – 3 credits

Therapeutic Methods I presents a unique approach of occupational therapy to use occupations and activities as therapeutic interventions. Skills learned include analysis of activities and their application to client needs in order to enhance occupational performance. Students will demonstrate beginning documentation skills through experiential learning in actual practice settings. Level 1 Fieldwork hours are included in the course.

OTA 130 - Occupations Across the Lifespan – 4 credits

Occupations Across the Lifespan includes observation, analysis, and performance of human occupation in the domains of work, self-care, education, and play/leisure throughout the lifespan. The course content emphasizes interpersonal communication, activity analysis and an introduction to the use of professional language and terms. The course examines the intrinsic value in human occupations and builds the basic skills necessary for teaching activities. Emphasis is on creative and critical thinking and strategies to develop self as an agent of change in the therapeutic process.

OTA 140 – Dynamics of Human Movement – 3 credits

Dynamics of Human Movement studies of the organization of the brain, spinal cord, peripheral nerves, and joints of the trunk, and upper extremity and lower extremity of the human body. Students explore the interrelationship among the central nervous system, peripheral nervous system, and musculoskeletal system and analysis of functional movement required for work, self-care, and play.

OTA 150 – Conditions Disrupting Participation – 3 credits

Conditions Disrupting Participation introduces many of the clinical conditions that are encountered in occupational therapy practice, including an overview of various diagnoses including the etiology, incidence, signs and symptoms, management and prognosis of each condition. Students learn to evaluate the impact of the condition on an individual's ability to engage in areas of occupation. Research and information retrieval are introduced as skills needed for future coursework and professional practice.

OTA 160 – Psychosocial Rehabilitation Theory & Methods – 5 credits

Psychosocial Rehabilitation Theory & Methods presents the principles and practice of observing, assessing, documenting, teaching, adapting, and grading self-care, work, education, and play/leisure for individuals with psychological, cognitive and social challenges. Students explore contexts of culture and spirituality in relation to human occupation. Level 1 Fieldwork hours are included in the course.

OTA 170 – Therapeutic Methods II - 3 credits

Therapeutic Methods II focuses on simulated assessment and intervention strategies with demonstration strategies for fieldwork. Students demonstrate service competency for necessary skills including principles of problem-solving identification, treatment implementation, activity adaptation and the use of assistive technologies for individuals with difficulty in occupational performance.

OTA 210 – Physical Theory and Rehab Methods – 5 credits

Physical Theory and Rehab Methods explores principles and practice of observing, assessing, documenting, teaching, adapting, and grading self-care, work, and play/leisure for individuals with physical challenges. Techniques and equipment that maximize participation in meaningful occupations, improve independence, assure safety, and prevent deformity are emphasized. Students examine ethical, critical and clinical reasoning, considerations of culture and environment as an integral component of occupational therapy assistant practice. Level 1 Fieldwork hours are included in the course.

OTA 220 – Therapeutic Methods III – 4 credits

Therapeutic Methods III focuses on intervention for occupational performance challenges due to disrupted client factors associated with impaired motor and process skills such as cognitive-perceptual functioning, sensory processing, and neuromusculoskeletal functions. Students learn facility- based and community-based interventions used by the OTA in the area of assessment, planning, implementation of treatment programs and service discontinuation, with emphasis on use of meaningful occupation and understanding of individual performance contexts and patterns.

OTA 230 - Professional Analysis in Practice – 3 credits

Professional Analysis in Practice is a seminar course utilizing case inquiry approaches in order to solidify understanding of professional reasoning, communication and self-reflection. Students work in small groups, using evidenced-based approaches to interpret, analyze and strategize varied intervention options.

OTA 240 - Health Services Management – 2 credits

Health Services Management explores basic management and support tasks relevant to the role of the occupational therapy assistant including ethical principles in the workplace, the roles and functions of regulatory agencies, funding and reimbursement systems, and health care delivery systems. The role of the occupational therapy assistant in program development is experientially explored.

OTA 250 Professional Practice Seminar– 2 credits

Professional Practice Seminar is the examination of professional issues, the role of agencies and associations that support and regulate occupational therapy practice, and advocacy roles of the occupational therapy assistant. Topics include preparation activities for Level 2 Fieldwork, licensure and certification, employment acquisition, and development of a professional development plan. NOTE: This is a blended course and will require access to the internet.

OTA 260 – Fieldwork Level 2A – 5 credits

Fieldwork Level 2A provides a minimum of nine weeks of supervised experience practicing the skills of an entry-level occupational therapy assistant. Students are assigned to a setting where they receive practical experience integrating and applying knowledge and skills to a consumer population that offers a diversity of clinical experience from that offered in OTA 265. OTA 260 and OTA 265 must be completed within 18 months from the date of completion of the academic portion of the program.

OTA 265– Fieldwork Level 2B – 5 credits

Fieldwork Level 2B is a minimum of nine weeks of supervised experience practicing the skills of an entry-level occupational therapy assistant. Students are assigned to a setting where they receive practical experience integrating and applying knowledge and skills to a consumer population that offers a diversity of clinical experience from that offered in OTA 260. OTA 260 and OTA 265 must be completed within 18 months from the date of completion of the academic portion of the program.

OTA CURRICULAR THREADS

	Occupation-based Practice	Clinical Reasoning	Clinical Application	Community Engagement	Scholarship
Pre-Requisite Courses					
OTA 110 Foundations of Occupational Therapy	x	x			
Semester One					
OTA 120 Therapeutic Methods I	x	x			x
OTA 130 Occupations Across the Lifespan		x			
OTA 140 Dynamics of Human Movement		x	x		
Semester Two					
OTA 150 Conditions Disrupting Participation	x	x			x
OTA 160 Psychosocial Rehab Theory & Methods	x	x	x	x	x
OTA 170 Therapeutic Methods II	x	x	x	x	x
OTA 240 Health Services Management		x	x	x	

Semester Three					
OTA 210 Physical Theory & Rehab Methods	x	x	x		
OTA 220 Therapeutic Methods III	x	x	x	x	x
OTA 230 Professional Analysis in Practice	x	x		x	x
Semester Four					
OTA 250 Professional Practice Seminar	x	x	x		x
OTA 260 Fieldwork Level IIA	x	x	x	x	x
OTA 265 Fieldwork Level IIB	x	x	x	x	x

GENERAL GUIDELINES AND PROCEDURES

Selection of Fieldwork Sites and Fieldwork Educators

Criteria for Selection of Fieldwork Sites

1. The fieldwork site's clinical education program is planned to meet the specific objectives of the academic program, the occupational therapy service (Level II), and the individual student.
2. The staff practices ethically and legally.
3. The fieldwork site meets existing local, state, and/or federal safety and health requirements.
4. The fieldwork site has a variety of learning experiences, appropriate to the setting, available to students.
5. The fieldwork site provides an active, stimulating environment appropriate for the learning needs of the student.
6. The staff is adequate in number to provide an educational program for students.
7. The fieldwork site provides adequate time for the FWE and students to complete supervisory activities.
8. Client records are available to staff and students for intervention planning and practice.

Criteria for Selection of Fieldwork Educators (ACOTE, 2024):

1. For a Level 1 FW experience, the FWE is currently licensed or regulated professional who is aware of the program curriculum and design of the FW experience. The FWE is in support of of the FW experience.
2. For a Level II FW experience, the FWE is an occupational therapist or occupational therapy assistant.
 - o Currently licensed or otherwise regulated in the applicable state as an occupational therapy practitioner
 - o Adequately prepared to serve as a FWE
 - o Minimum of 1 year full-time (or equivalent) of practice experience as a licensed or otherwise regulated occupational therapy practitioner in current practice area prior to the onset of the Level II fieldwork..

Program Expectations for Clinical Teaching Effectiveness of FWEs

1. Provides constructive & timely feedback on student performance
2. Demonstrates skill in active learning
3. Communicates in a clear, concise, open & non-threatening manner
4. Provides clear performance expectations

5. Teaches in an interactive and collaborative manner that encourages problem solving
6. Provides patient care related responsibilities within the students' scope of knowledge & skills
7. Identifies resources and experiences, including evidence-based practice, to promote student development

Affiliation Agreement

A fully executed Affiliation Agreement, signed by the clinical facility and MCC, must be in place prior to a student being assigned to the facility. The agreement must include:

- Purpose for the agreement;
- Objectives of the institution and the clinical education site in establishing the agreement;
- The rights and responsibilities of the institution and the clinical education site, including those related to responsibility for patient/client care and to responsibilities for supervision and evaluation of students;
- Procedures to be followed in reviewing, revising, and terminating the agreement;
- General and professional liability and insurance.
- The agreement automatically rolls over from year to year within the agreement's timeline.
- MCC and/or the clinical facility can terminate the agreement with a written notice, 90 days prior to termination.
- All revisions, modifications, waivers, or alterations to the agreement must be approved in writing by both parties.

Channels of Communication

The effectiveness of fieldwork education depends in large part upon communication between the Occupational Therapy Assistant Program and the fieldwork sites. It is important, therefore, that all parties be familiar with the available channels of communication that include:

1. The AWFC will send out an email to all FWEs at least four weeks before the FW experience begins. This email will include:
 - a. An electronic version of the Fieldwork Manual: This manual contains essential information about the OTA curriculum at McHenry County College and details about fieldwork education. It is updated annually and accessible on the MCC OTA Program website at www.mchenry.edu/ota. Additionally, a printed copy is provided to students prior to starting Level I Fieldwork.
 - b. An Online Form requesting information from FWEs to confirm compliance with the criteria outlined in the "Selection of Fieldwork Sites and Fieldwork Educators" section of this Handbook. This form also includes an agreement on fieldwork objectives for the experience and details about evaluation tools to be used. FWEs must return this form to the AWFC within two weeks of the start of the fieldwork experience.
2. Online feedback surveys are distributed to FWEs upon completion of fieldwork experiences. The purpose is to gather feedback that can inform curricular decisions and streamline processes.
3. Fieldwork Site Visits - On-site meetings are scheduled by the students and/or Academic Fieldwork Coordinator during each student's experience, ideally around midterm. These meetings serve as an opportunity for students, Fieldwork Educators, and the Academic Fieldwork Coordinator to discuss progress and identify strengths and challenges. Additional

- site visits may be arranged in cases where issues cannot be resolved through other channels. Virtual meetings with the AFWC are also available as necessary.
4. Virtual Means - Students and fieldwork facilities are encouraged to use email, telephone, or video conferencing as a means of communication whenever they perceive any problem(s) or have concerns(s) about the fieldwork education process. Please contact the Academic Fieldwork Coordinator at (815) 479- 7569 as soon as problems and/or concerns are identified so that appropriate action can be taken. If the communication is via telephone or virtual conferencing, notes will be taken by the AFWC for documentation purposes.
 5. Fieldwork Evaluation Forms (see section “Evaluation of Students” in this handbook) - Evaluation of student performance is of utmost importance for it provides the student, along with the program, with feedback about each student’s fieldwork abilities. In addition, it provides the OTA program with feedback about the strengths and weaknesses of the academic curriculum and thus serves as a basis for appropriate modifications.
 6. Fieldwork Education Opportunities - The AFWC participates in the Illinois Occupational Therapy Academic Fieldwork Coordinator Consortium (ILAFCC). The AFWC maintains contact information for the OTPs who have served as a FWE and will alert these individuals of opportunities which arise (webinars, articles, continuing education, etc.).
 7. The OTA Program at MCC meets with their Advisory Committee twice a year, which consists of OTPs, some who have, and continue to serve as FWEs. The function of an advisory committee is to advise, assist, and advocate (McHenry County College, n.d.).

Responsibilities of the Academic Fieldwork Coordinator (AFWC)

The AFWC will be the contact person for students, as well as clinical sites regarding placement, questions or concerns with all matters related to fieldwork education.

1. To coordinate and encourage collaboration between the academic and fieldwork facilities in the professional education of the occupational therapy assistant student.
2. To schedule fieldwork opportunities for students and assist with specific arrangements, if necessary.
3. To be readily available when students, fieldwork faculty or other concerned persons have suggestions, questions, or concerns related to fieldwork education.
4. To make visits to fieldwork sites as necessary, including the planed midterm visit, for purpose of discussing pertinent matters with students, fieldwork educator(s) and/or fieldwork site coordinators.
5. To evaluate the student’s fieldwork experiences by 1) contacting the fieldwork site, and 2) thoroughly reviewing and evaluating all materials returned from students and fieldwork instructors.
6. To alert fieldwork site coordinators to changes in the academic curriculum so that fieldwork experiences can be planned in accordance with classroom activities.
7. To develop fieldwork sites that will provide varied, beneficial experiences for students.
8. To educate and communicate fieldwork course objectives to FWEs.
9. To evaluate effectiveness of supervision and to provide resources to FWEs to enhance supervision.
10. To review and interpret data from student and FWEs to determine areas of strength and areas of opportunities to improve curricula.

Responsibilities of the Fieldwork Educator (FWE)

Level IA & Level 1B

The Fieldwork Educator (FWE) for Level I Fieldwork is a professional working in relationship with occupational therapy, compliments occupational therapy practice, or within an emerging field of occupational therapy. The Level 1 Fieldwork Educator is responsible for instruction, supervision, and evaluation of the OTA student.

Level 2A & Level 2B

The Fieldwork Educator for Level II Fieldwork is a licensed or otherwise regulated occupational therapy practitioner who is responsible for instruction, supervision, and evaluation of the student at the fieldwork education site. Level II Fieldwork Educators must have at least one year of experience in that practice field. At some sites, more than one Fieldwork Educator may share these duties, or one Fieldwork Educator may supervise more than one student. Those with a COTA/L as a Fieldwork Educator will also report to the OTR/L, per State of Illinois practice guidelines. If a site does not have a licensed OT on site, the current Academic Fieldwork Coordinator, or qualified OTP, will supply a minimum of 8 hours a week of supervision for students in the fieldwork.

Fieldwork Educators must:

1. Demonstrate an interest in teaching and in continuing education.
2. Orientate the student to the facility.
3. Facilitate student accomplishment of goals and specific programmatic objectives; assist with planning learning experiences with the student.
4. Supervise the student or arrange supervision by another qualified person.
5. Serve as a resource to the student.
6. Serve as a role model of professional behavior.
7. Encourage the student to take advantage of unique resources and learning experiences of the clinical setting and its staff.
8. Provide an opportunity for regularly scheduled review and discussion of student clinical performance and progress.
9. Confer and consult with the AFWC regarding student learning needs and progress toward meeting objectives.
10. Consult with the AFWC regarding unsatisfactory progress of the student.
11. Assess and evaluate the student clinical experience. Set clear expectations and provide ongoing verbal and written feedback.
12. Problem-solve needs to be addressed through open communication between the student and FWE. If problems cannot be solved to the satisfaction of the FWE and the student, the AFWC should be contacted.
13. Determine if the student is safe in applying the procedure to the patient in the clinical setting.
14. Act in an ethical manner and maintain student confidentiality.

The FWE may contact the Dean of Math, Science, and Health Services with any complaints regarding the AFWC or the Program Director. The FWE should contact the OTA Program Director with any complaints involving the MCC OTA Program. No retaliation will occur by the program or college due to a complaint being filed.

When a patient or member of the public has a complaint or concern regarding an OTA student or the MCC OTA Program, the FWE is responsible to give the individual the name, title, and phone

number of the Dean of Math, Science and Health Professions. No retaliation will occur by the program or college due to a complaint being filed.

Responsibilities of the Administrative Assistant for Health Services

The Administrative Assistant for the Health Services Division is an academic professional who works at McHenry County College (MCC). They collaborate with the Academic Fieldwork Coordinator in managing student and facility records, affiliation agreements, medical and certification requirements, and assists the Academic Fieldwork Coordinator with overall fieldwork education management.

Responsibilities of the Student at Fieldwork Sites during Fieldwork Experiences

The rights and responsibilities of McHenry County College, the MCC OTA Department and the fieldwork sites are fully delineated in the MCC Affiliation Agreement.

1. Students shall adhere to all policies, procedures, and standards established by the facility, and shall do so under the specific instruction of supervisory staff of the facility. The college or facility may immediately remove any student deemed to be clinically unsafe to patients, employees, or others, including unprofessional behaviors. The facility reserves the right to prohibit the return of any such students unless a corrective action plan satisfactory to the facility has been proposed and its compliance assured by the college. The facility further reserves the right to request removal of any student whose conduct is contrary to the facility's standards of conduct as set forth in its policies and procedures.
2. Students shall be responsible for their own transportation and shall not be authorized to transport any client of the facility by car or other vehicle.
3. If required, students shall provide proof to the facility of health insurance coverage during the placement and shall comply with all the health and immunization requirements of the facility.
4. Students shall be responsible for adhering to established schedules and notifying facility and the AFWC of any absences or necessary schedule changes.
5. Students shall obtain prior written approval of the facility and college before publishing any material relative to the placement.
6. Students shall maintain confidentiality related to the facility's employees, patients, clients, customers, business operations, and/or trade secrets.
7. Students shall be responsible for their learning and securement of appropriate signatures for all required paperwork regarding learning. This includes, but is not limited to action plans, FWPE, course objectives, and so forth.

FIELDWORK POLICIES & GUIDELINES

Dress Code

When students are present at a fieldwork site, they represent MCC. Students are expected to dress, appear, and act professionally. MCC expects students to follow the dress code of the academic program, while being mindful that they represent themselves, the Occupational Therapy Assistant Program at MCC and the profession of Occupational Therapy. No shorts, jeans of any type, athletic or cargo pants, capri pants,

leggings, overalls, t-shirts, sweatshirts, sleeveless shirts, shirts that reveal midriffs or thermal underwear shirts. Shirts with tails should be tucked in. Shirts without collars should not be mistaken for t-shirts. Clothing should not restrict movement.

- No open-toed shoes, sandals, platform shoes or high heels are allowed. Socks must be worn. If athletic shoes are worn, they must be clean and specifically for fieldwork, and therefore clean.
- Care should be taken to appear clean and well groomed. No dangling jewelry, long nails, perfume, colognes or body soaps/lotions with strong odors. Facial hair should be well groomed. Students should be mindful of the negative impressions that may be created by excessive body piercing, tattoos, unnatural hair colors, or excessive makeup.
- Fieldwork sites may require students to conform to facility dress and grooming standards, which differ from this dress code. If a facility requires a specific uniform (Lab coat, scrubs, khakis, jersey), the student is responsible for the purchase. Facilities may also require that staff and students NOT display body piercings, tattoos, or unnatural hair colors in the clinic.

This list is not exhaustive and may not reflect contemporary fashion. MCC expects the student to always project a professional appearance. If in doubt, err on the conservative side.

Transportation

Students are required to provide their own form of reliable transportation to and from fieldwork sites. To provide students with the scope and breadth of experiences necessary to prepare entry level Occupational Therapy Assistants, students may need to travel over an hour to a fieldwork site.

Students are not permitted to be driven in personal vehicles by a Fieldwork Educator or MCC employee to a fieldwork location. Students are also not allowed to drive Fieldwork Educators in their personal vehicles.

Nametags

Nametags should always be worn while at a fieldwork site related to the MCC Occupational Therapy Assistant Program. The OTA department will supply the student with a nametag indicating the student's name, MCC affiliation, and designation. In addition, some facilities may require the student to wear a nametag supplied by that facility. Students are not allowed to wear their MCC nametags while participating in non-college activities. Lost or damaged nametags must be replaced at the student's expense.

Attendance

Placements for Fieldwork Level IIA and IIB (OTA 260 and OTA 265) are full time (typically 35-40 hours per week). The student's schedule is dictated by the fieldwork site and the Fieldwork Educator. This may include weekend, holiday, or evening work, or alternate work schedules (e.g.

four, 10 hour days). Students may be given the opportunity of attending a continuing education course, workshop, or in- service offered through their fieldwork site. Attendance at these activities and makeup time is at the discretion of the Fieldwork Educator. These hours will count towards overall fieldwork hours if it relates to concepts of the current fieldwork site.

Holidays

Not all fieldwork sites recognize the same holidays as MCC. Fieldwork sites may remain open for regular business although MCC may be closed. Students will follow the fieldwork site schedule for holidays. If a site remains open for regularly scheduled business, the student will be expected to complete their fieldwork duties. If the fieldwork site is closed due to a holiday, the student will also have that day off. If a site closes for regular business due to inclement weather, the student is to call or email the AFWC, as per the absenteeism policy.

Scheduled Absences

Any special requests regarding time off must be approved by the AFWC and fieldwork site. The FWE and AFWC retain the right to deny any request for time off. Any time away from the clinic is required to be made up and must be approved by the site and AFWC in advance (whenever possible). Failure to notify the fieldwork site and the Academic Fieldwork Coordinator of any absence is considered a violation of professionalism.

Unscheduled Absences

In cases of illness or emergency, the student is expected to contact the fieldwork site prior to their scheduled arrival time to notify them of the unexpected absence. The student is also expected to contact the AFWC of the absence.

Makeup Guidelines

The student, FWE, and AFWC will collaborate to determine a mutually acceptable plan for making up time missed. All make up hours need to be completed prior to the start of the following clinical experience or graduation.

Temporary Accommodations

At times, students may experience a physical, medical, or psychological problem that does not qualify as a disability, but that could significantly impact the ability to complete the fieldwork portion of the OTA program. Students must provide written documentation of the health-related limitation(s) from an appropriate health care provider. Students must give appropriate documentation to the Academic Fieldwork Coordinator and the fieldwork facility representative. The Academic Fieldwork Coordinator will work with the fieldwork site to determine whether strategies or accommodations may be developed that will allow the student to fully participate in the fieldwork education experience.

Accidents

All accidents occurring at a clinical facility which results in patient, hospital personnel, personal injury and/or damage to equipment must be reported to the clinical instructor immediately. Students may also be required to fill out a facility incident report. Students are required to understand the safest methods of properly performing treatment procedures and operation of equipment before undertaking them. Students are responsible for the cost of their individual medical care that may result from an accident while at clinicals. In the event of an accident, the student will need to complete an MCC incident form and notify

the AFWC of the incident.

Withdrawal from a Fieldwork Course

Any student who is unable to complete an assigned fieldwork course, because of an extraordinary circumstance such as a health or family emergency, must notify the Academic Fieldwork Coordinator in advance and Fieldwork Educator. If prior notification is not possible due to extreme emergency, the student should consider the time missed in clinic prior to communication as absences. Until confirmed by the AFWC, the fieldwork experience has not been canceled, and the student has not withdrawn. In compliance with college grading policies, the student must supply the Academic Fieldwork Coordinator with any supporting documentation of the circumstances for approval and be making satisfactory progress to receive a grade of Incomplete.

The student who receives a grade of 'Incomplete' in a Fieldwork experience will be required to complete a plan developed by the AFWC. The AFWC will determine the length of the fieldwork experience to be completed. The determination of the plan for completion will be made by the Academic Fieldwork Coordinator based on feedback from the FWE, the student, and the nature of the fieldwork experience. The AFWC is responsible for the assignment of the student to an alternate fieldwork education site if the original site is no longer available.

Any student who withdraws from a fieldwork experience and does not follow the procedures outlined will result in a grade of 'fail'. Students who have been dismissed by the FWE or facility will result in a grade of 'fail'. Students whose performance has resulted in a grade of 'fail' upon completion of fieldwork experience cannot receive a grade of 'Incomplete.' As fieldwork experiences are tied to courses, resulting in failure of the course, departmental policies regarding student grades and dismissal will be in effect. Please see the Evaluation of Students section in the OTA Student Handbook.

Accommodations for Students with Disabilities

The MCC faculty and staff are committed to working in accordance with the provisions of the Americans with Disabilities Act (ADA) and providing reasonable accommodations for individuals with physical or mental limitations. Appropriate learning experiences are provided which are geared to maximize each student's abilities. Students with disabilities are encouraged to work with faculty and staff to identify ways in which the critical functions and skills of a Occupational Therapy Assistant can be performed in a manner that will satisfactorily fulfill the requirements of the clinical education program while meeting the student's unique needs.

To receive accommodation, the student must provide written documentation of the disability from an appropriately qualified practitioner or professional. The student must also identify what types of accommodations are needed. The Academic Fieldwork Coordinator and the Department of Access and Disability will advise the student on seeking accommodations from the fieldwork site. Additional information about Access and Disability Services can be found at <https://www.mchenry.edu/access/>.

Confidentiality of Student Fieldwork Records

All assessment tools containing information pertaining to a student are confidential and may only be shared between fieldwork sites where the student is scheduled, the student, and the Occupational Therapy Assistant Program. Students must provide written permission for name, address, and

contact information to be released from the AFWC to FWEs and/or placement management system. If students decline the release of information, then the student is responsible to deliver that information to their site. (See Appendix G)

Level I Fieldwork

Students participate in fieldwork experiences which are integrated within specific courses in the 2nd and 3rd semester of the didactic coursework. The specific objectives are outlined in each Level I Fieldwork experience (Appendix A & B).

Level I Fieldwork experiences cannot be applied towards Level II Fieldwork placements, as each fieldwork location adheres to distinct expectations and guidelines tailored to the curriculum sequence.

Successful completion of all Level I Fieldwork experiences is mandatory for progressing through the course sequence. Failure to successfully complete a Level I Fieldwork experience prevents a student from being successful in the course in which the experience is part of. Please reference the Student Handbook for further policies and procedures regarding failure of a course.

Level II Fieldwork

In the fourth semester, students complete two eight-week fieldwork experiences. Each fieldwork experience will have an average of 280-320 hours of documented information per experience. When a student is placed in a setting covering the lifespan, it will cover the entire 16 weeks with a **minimum** of 560-640 hours of recorded Level II Fieldwork experiences. Sample fieldwork objectives are in alignment with AOTA's Fieldwork Performance Evaluation (Appendix C). Weekly schedules and learning objectives are also provided to provide FWEs and students to provide structure to the experience, however these can be adjusted to best fit the specific site in which they are placed (Appendix C).

MCC does not offer out of the country experiences for Level IIA or IIB fieldwork placements.

Non-traditional Fieldwork Site Requirements:

To promote additional opportunities for Level II Fieldwork experiences, contracts with non-traditional sites are put in place with a member from MCC's OTA program completing the minimum hours required of OTP supervision. In developing this type of site, alignment between the OTA curriculum and the services offered at the site must align with OT philosophical cornerstones and contributors aligning with program outcomes and curriculum design.

If a site does not have a licensed OT on site, the current Academic Fieldwork Coordinator, or qualified OT practitioner, will supply a minimum of 8 hours a week of on-site supervision for students in the fieldwork setting to ensure competency levels. The Academic Fieldwork Coordinator will have communication with the non-traditional site regarding using either site specific objectives or the objectives provided by the OTA program at MCC for the Level II placement location. If the Academic Fieldwork Coordinator does not have at least three years of experience in a similar setting, MCC will provide the same level of supervision with a faculty member that has at least three years of experience in the setting of the fieldwork placement.

When the supervising OTP is not present at a Level II FW site, a qualified person, based on current Level I FW supervision requirements, will be the main contact for the OTA students. This person will be determined between the site and the AFWC to the start of the Level II placements. All

Level II FW students have direct access to the AFWC for any type of immediate assistance that may be needed through personal phone numbers and email connections.

Forms used for fieldwork objectives will align with the structure of the fieldwork site and concepts learned within the OTA curriculum sequence. The site will also use the same evaluative tools as the traditional sites to measure student skills, supervision feedback, and student evaluation of the FW site. Students will keep track of daily hours and have the FWE sign off on hours towards FW completion.

ADDITIONAL REQUIREMENTS: HEALTH, LEGAL, AND CPR

Once accepted into the OTA program, students are required to provide proof of the following medical and legal clearance to participate in the OTA program at MCC, based on current CDC guidelines for health care professionals:

- Current physical exam within one year of starting program.
- Proof of current immunizations.
 - MMR (Rubeola, Rubella, Mumps)
 - Tdap (Tetanus, Diphtheria, Pertussis)
 - Chicken Pox (Varicella)
 - Flu (Influenza)
 - Hepatitis B (may decline but will impact FW and job options)
 - COVID-19
- Two-step TB test or bloodwork or clear chest x-ray for TB treatment.
- Criminal background check.
- Clearance from the Office of the Inspector General.
- Current American Heart Association Basic Life Support with AED certification.
- Health insurance throughout the enrollment period of the program.

The medical forms and details about the background checks are distributed at the mandatory information session for new OTA students and those on the waiting list. The required documentation is submitted to the Occupational Therapy Assistant Program Director. Certain fieldwork sites require fingerprinting, and/or drug testing and may be at the expense of the student.

Drug Testing and Criminal Background Checks

Some clinical education sites may require the student to complete a drug test and fingerprinting or supply the results of a criminal background check. Students may be responsible for costs associated with these tests. Students are encouraged to ask about these tests and to obtain information on avoiding ingesting anything that could cause a false positive result on a drug test. Students who present with positive results without documentation of medical necessity will not be allowed to begin or continue in the program. The student may apply for readmission and/or re-entry after one year pending evidence of subsequent treatment, counseling, and negative drug screen. Refusal by a student to submit to testing will result in that student's dismissal from the program. Instructions for completion of the drug screening process will be supplied by the McHenry County College AFWC. McHenry County College does not rely on drug test results to deny access to academic programs for any student who is 21 or over. However, clinical, internship sites, or practicum locations may require a drug test to allow students to participate in a partner facility. A positive test result may eliminate a student from participating in a clinical, internship sites, or practicum location and may not allow a student to continue the course or program, and therefore, the student will not be able to

complete the course or program.

Criminal background checks will be performed by the vendor hired by the college. Students will also be screened for clearance on the sex offender registry and child abuse clearance.

Impaired Students

If, in the judgment of the Academic Fieldwork Coordinator and/or the Fieldwork Educator, the student's ability to function safely in the clinical area is impaired, the student will be immediately removed. The instructor will document the incident and report it to the Program Director. A copy of the Report of Student Update will be incorporated into the student's file. Once documentation is completed, the student will be placed on an action plan by the OTA department to determine reasonable actions to be taken. This includes, but is not limited to, falling asleep in the classroom or clinical location.

Use of Prescribed Medications

The student must provide signed documentation from the prescribing practitioner to attend and participate in clinical activities without restriction. It is the student's responsibility to determine from a physician or nurse practitioner whether a medically prescribed drug may affect clinical performance. The student must report the use of such drugs or other substances that may impair clinical performance to the instructor. Failure to report the use of such drugs or substances or failure to provide proper evidence of medical authorization for use may result in the student's termination from the program.

EVALUATION OF STUDENTS

The Academic Fieldwork Coordinator at MCC assigns credit or non-credit for the Fieldwork Level II education experiences. In determining for earning credit for Fieldwork Level II, the Academic Fieldwork Coordinator evaluates:

- The **Fieldwork Performance Evaluation (FWPE)** is completed by the student's Fieldwork Educator(s) at midterm and the final time of each placement.
- At midterm, students will complete the **Midterm Evaluation of Site**, for their Fieldwork Educator and work on constructive feedback for professional behavior development.
- **Student Evaluation Fieldwork Experience** is a document completed by the student with the student's feedback on the fieldwork experience, at the end of each experience.
- **Student Evaluation of the Fieldwork Educator** is a document completed by the student with the student's feedback on their Fieldwork Educator, at the end of each experience.
- Any additional feedback provided by the Fieldwork Educator, fieldwork site coordinator, academic fieldwork coordinator or student.

Students are expected to score a 91 or above for the final on the FWPE to be considered passing, set forth by AOTA's grading of the current assessment tool. If a student appears to be struggling, as evidenced by feedback from Fieldwork Educator at midterms, a learning contract/action plan will be implemented to encourage growth in weaker areas for successful completion of Level II FW.

Students who demonstrate difficulty in progressing in categories related to ethics related to the profession and safety of clients and colleagues may be removed from the fieldwork experience prior to the end of the experience with a resultant failing grade.

At the completion of the fieldwork experience, the student is responsible for:

- Ensuring the FWPE has been completed by Fieldwork Educator through the online system.
- Return the original weekly objectives, with appropriate signatures.
- Completion of the Student Evaluation of the Fieldwork Experience and the Student Evaluation of the Fieldwork Educator.

The student will earn credit for a Level II Fieldwork course if all requirements for the course have been met. These requirements include satisfactory completion of the objectives for the fieldwork experience, completion of all required hours at the fieldwork site, completion of all assignments, and the return of all required documentation to the Academic Fieldwork Coordinator. A student will receive a grade of non-credit if any of these requirements are not completed. Students with outstanding grades or unsuccessful, are not permitted to continue in the program (see grades/dismissal section of the student handbook for further explanation).

As per MCC policy, an Incomplete (I) may be assigned in lieu of a Fail only when all of the following conditions are met: a) the student has been making satisfactory progress in the course; b) the student is unable to complete all course work due to unusual circumstances that are beyond personal control and are acceptable to the course instructor(s); and c) the student presents these reasons prior to the time that the final grade roster is due. The grade of an Incomplete is a contract with the student and the instructor to complete the designated course work in a designated time frame. A student who fails to meet these conditions will receive a grade of fail.

The Academic Fieldwork Coordinator must receive the required documentation within five business days of completing the experience unless otherwise specified by the Academic Fieldwork Coordinator. Students must hand deliver original documents or use a delivery system that provides package tracking such as Fed Express, Priority mail etc. It is highly recommended that students retain a copy of all documents in case materials are lost in transit. Students with incomplete or missing documentation will receive a grade of Fail (F). In addition, for a student to participate in the College's graduation ceremony, all required paperwork must be submitted prior to the ceremony.

A student who has failed any two OTA program courses or has failed the same OTA course or fieldwork twice, will be dismissed from the program without the ability to petition for re-entry. Students will only be given approval to withdraw from an OTA course once. Students with egregious violations of academic integrity or professional behaviors may be dismissed from the program. The process for appeal for these types of offenses is found in the OTA Student Handbook. Additional information on student conduct can be located at <http://www.mchenry.edu/conduct/>.

Students are required to maintain the appropriate levels of conduct on and off campus. They are to maintain appropriate levels ethics and professionalism throughout classroom and clinical experiences. Students may be dismissed from the program, but are not limited to:

1. Unprofessional or dishonest behavior
2. Actions which put a patient/client safety at risk
3. Infractions of clinical facility policy

Once a concern for unprofessional behavior is determined, the OTA Program Director will gather and review the facts related to the concern and the OTA program faculty will discuss and determine the appropriate sanction including dismissal. If warranted, the student may be removed from the program and be presented with a letter stating that he or she is dismissed from the program. Any student who is dismissed from the program for unprofessional behaviors will not be permitted to attend any further OTA classes at MCC.

REFERENCES

Accreditation Council for Occupational Therapy Education. (2023). *Standards and interpretive guide*. <https://acoteonline.org/accreditation-explained/standards/>

American Occupational Therapy Association. (2013). *Commission on education guidelines for an occupational therapy fieldwork experience – Level II*. <https://www.aota.org/-/media/corporate/files/educationcareers/educators/fieldwork/levelii/coe-guidelines-for-an-occupational-therapy-fieldwork-experience-level-ii-final.pdf>

Amini, D. & Gupta, J. (2018). Fieldwork level II and occupational therapy students. *American Journal of Occupational Therapy*, 72(Supp 2). Article 72124100020. <https://doi.org/10.5014/ajot.2018.72S205>

McHenry County College. (n.d.). *Career and technical education: Advisory committee manual*. https://www.mchenry.edu/advisory/cte_advisory_committee_manual.pdf

Appendix A – Level IA Fieldwork (Psychosocial)

Level IA Objectives for Level IA Fieldwork

At the end of the Level 1A Fieldwork experience, each student will be able to complete the following objectives with the basic understanding to promote their growth and knowledge in the Level 1A experience.

1. Application of the OT Practice Framework: process skills and their relationship to participation in occupation.
2. Utilize therapeutic principles for the selection of and analysis of purposeful activities and occupations to enhance role function in individuals or groups with psychosocial and/or cognitive impairment.
3. Recognize the strategies used to collaborate with occupational therapy professionals, other healthcare professionals and paraprofessionals, caregivers, and clients in a variety of contexts.
4. Exhibit behaviors that reflect therapeutic use of self in individual, dyadic and/or group interactions.

Assignments for Level 1A Fieldwork

The fieldwork experiences have been designed to build upon one another and to continue to enhance one's skills for the profession of the OTA. Psychosocial Level 1 Fieldwork is connected to the OTA 160 course and is to be considered and interpreted as "thinking outside of the box" to enhance our profession and relationships through interviews, observations, and current evidenced based practice. Psychosocial Level 1 Fieldwork will be four days of exposure to the site and is designed to focus on the psychosocial aspects of the consumer, environment, and interaction of clients. Assignments for the fieldwork experience can be found in the OTA 160 Canvas course, along with the weekly summaries. Each student will be required to turn in specific assignments that correlate to the curriculum of the program that is expressed through the fieldwork experience.

Level 1A Fieldwork Weekly Summary Form

Student: _____

Fieldwork Site: _____

Clinical Instructor: _____

Signature: _____

Week: _____

Reflect: What is something that you observed that you have questions about?

Problem Solve: Brainstorm some possible answers to your observation using your clinical reasoning skills.

Analyze: Which of your above possible answers would be most feasibly to implement in your facility/program and why?

Level IA Student Self-Assessment Form

Name: _____

Date: _____

Location: _____

Clinical Supervisor: _____

1. What were your original thoughts before starting this fieldwork placement?

2. What skills have you gained from this fieldwork placement? Explain.

3. What skills do you feel were not as strong as other skills?

4. What changes do you need to make your weaker skills stronger?

Level IA Fieldwork Student Evaluation

Adapted From: Philadelphia Region Fieldwork Consortium
McHenry County College Occupational Therapy Assistant Program

Site Name _____

Student Name _____

Dates of Fieldwork _____

Semester: Fall Spring Year: _____ Supervisor: [1] OTR [2] COTA [3] NON-OT

Indicate the student's level of performance using the scale below.

1 = Unable to rate

2 = Below average

3 = Good

4 = Excellent

<p>1. Time Management Skills Consider ability to be prompt, arrive on time and have completed documentation of assignments to discuss with supervisor.</p>	<p>1 2 3 4</p>
<p>2. Organization Consider ability to set priorities, has correct materials with them, has assignments clearly distinguished in binder.</p>	<p>1 2 3 4</p>
<p>3. Engagement in the fieldwork experience Consider ability to interact with the environment through self - motivations.</p>	<p>1 2 3 4</p>
<p>4. Self-Directed Learning Consider ability to take responsibility for own learning; demonstrate motivation, able to locate and share researched information to assist in current learning environment.</p>	<p>1 2 3 4</p>
<p>5. Reasoning/Problem Solving Consider willingness to ask questions. Being able to demonstrate connections with the focus of Occupational Therapy and the environment.</p>	<p>1 2 3 4</p>

<p>6. Observation Skills Consider ability to observe relevant behaviors for performance areas and performance components and to verbalize perceptions and observations.</p>	<p>1 2 3 4</p>
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<p>7. Participation in the Supervisory Process Consider ability to give, receive and respond to feedback; seek guidance when necessary; and follow proper channels of communications.</p>	<p>1 2 3 4</p>
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<p>8. Verbal Communication and Interpersonal skills with patients/clients/staff/caregivers Consider ability to interact appropriately with individuals such as eye contact, empathy, limit setting, respectfulness, use of authority, and ability to relate to clients.</p>	<p>1 2 3 4</p>
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<p>9. Professional and Personal Boundaries Ability to work w/others cooperatively, considerately, effectively responsiveness to social cues, and ability to accept constructive criticism.</p>	<p>1 2 3 4</p>
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<p>10. Use of professional terminology Consider the ability to explain concepts/ideas of Occupational Therapy to non-OT professionals.</p>	<p>1 2 3 4</p>
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Final Score: _____	Requirements for Passing: _____
<ul style="list-style-type: none"> No more than two items below a “3”. 	
Student Signature: _____	
Supervisor Signature: _____	
*Supervisors: Please contact the fieldwork coordinator to discuss any challenges noted with students for an accurate learning experience.	

Students who have more than 2 items below a “3” will not be successful in completing level 1A fieldwork. Successful completion of fieldwork is required as a component of being successful in passing the class to which it correlates. Unsuccessful completion of Level 1A Fieldwork will result in earning and “F” for the final grade of the course.

Appendix B - Level 1B Fieldwork (Non-Traditional or Emergent Area)

Objectives for Level 1B Fieldwork

1. Plan and participate in the roles and responsibilities of the occupational therapy assistant stages of the occupational therapy process, emphasizing consideration of team collaboration, cultural, clinical, and ethical reasoning.
2. Recognize conditions and their effects on occupational performance of roles throughout the lifespan including the ability to establish age-expected habits and routines.
3. Relate and apply any specific, evidence-based therapeutic techniques to select clinical conditions and psychosocial aspects, incorporating culturally acceptable occupational-based, purposeful and enabling activities as elements of the therapeutic process.
4. Demonstrate safety awareness and precautions throughout the occupational therapy process.
5. Demonstrate professional behaviors in all community learning environments.

Assignments for Level 1B Fieldwork

The fieldwork experiences have been designed to build upon one another and to continue to enhance one's skills for the profession of the OTA. Level 1B Fieldwork is connected to the OTA 210 course, which the focus is on non-traditional and emergent areas in which occupational therapy practitioners work or are related to the field of occupational therapy. Level 1B Fieldwork will be four days of exposure to the site and is designed to focus on interventions, documentation, and the interactions between practitioner, client, and caregiver/significant other. Assignments for the fieldwork experience can be found in the OTA 210 Canvas course. Each student will be required to turn in specific assignments that correlate to the curriculum of the program that is expressed through the fieldwork experience.

Level 1B Fieldwork – Student Assessment

The students are to self –assess whether they have met each behavioral objective and give an example of each one.

Directions for fieldwork supervisor: Please mark a 1 or 2 in your section of each behavioral objective. “1” is for the student not able to demonstrate objective and “2” for being able to demonstrate objective.

Fieldwork Supervisor	Behavioral Objective	Date	Example of Task
1 2	Demonstrate work habits and behaviors appropriate to the setting and to the student’s level of professional development;		
1 2	Establish/maintain rapport and a helping relationship with patients, clients, and as appropriate, families of patients;		
1 2	Maintain confidentiality, professional ethics, and consistency in observing the rules and mores of the assigned setting;		
1 2	Develop mature working relationships with staff;		
1 2	Develop the ability to ask and answer questions about patient care and procedures in a professional manner;		

1 2	Demonstrate patient observation and basic reporting skills;		
1 2	Relate suggestions for treatment goals, activities, and approaches, based on patient/client needs and theoretical principles;		
1 2	Practice basic skills in patient/client treatment under direct supervision of qualified personnel.		
1 2	Demonstrate professional inquiry skills at a level appropriate to their stage of education and clinical training.		

*Supervisors: Please contact the fieldwork coordinator to discuss any challenges noted with students for an accurate learning experience.

Student Signature _____

Fieldwork Supervisor Signature _____ Date _____

Students who have more than 2 items marked “1” will not be successful in completing Level 1B Fieldwork. Successful completion of Level 1B Fieldwork is required as a component of being successful in passing the class it correlates to. Unsuccessful completion of Level 1B Fieldwork will result in earning an “F” for the final grade of the course.

Level 1B Fieldwork – Supervisor Assessment of Student Performance

The students are to self –assess whether they have met each behavioral objective and give an example of each one.

Directions for fieldwork supervisor: Please mark a 1 or 2 in your section of each behavioral objective. “1” is for the student not able to demonstrate objective and “2” for being able to demonstrate objective.

Fieldwork Supervisor	Behavioral Objective	Date	Example of Task
1 2	Demonstrate work habits and behaviors appropriate to the setting and to the student’s level of professional development;		
1 2	Establish/maintain rapport and a helping relationship with patients, clients, and as appropriate, families of patients;		
1 2	Maintain confidentiality, professional ethics, and consistency in observing the rules and mores of the assigned setting;		
1 2	Develop mature working relationships with staff;		
1 2	Develop the ability to ask and answer questions about patient care and procedures in a professional manner;		

1 2	Demonstrate patient observation and basic reporting skills;		
1 2	Relate suggestions for treatment goals, activities, and approaches, based on patient/client needs and theoretical principles;		
1 2	Practice basic skills in patient/client treatment under direct supervision of qualified personnel.		
1 2	Demonstrate professional inquiry skills at a level appropriate to their stage of education and clinical training.		

*Supervisors: Please contact the fieldwork coordinator to discuss any challenges noted with students for an accurate learning experience.

Student Signature _____

Fieldwork Supervisor Signature _____ Date _____

Students who have more than 2 items marked “1” will not be successful in completing Level 1B Fieldwork. Successful completion of Level 1B Fieldwork is required as a component of being successful in passing the class it correlates to. Unsuccessful completion of Level 1B Fieldwork will result in earning an “F” for the final grade of the course.

Appendix C – Level II Fieldwork

Level II – Sample Objectives for Level II Fieldwork Experiences

Upon the completion of Fieldwork Level II the student will be able to:

FUNDAMENTALS OF PRACTICE

- Adhere to the American Occupational Therapy Association’s Code of Ethics and all federal, state, and facility regulations. (Examples: Medicare, Medicaid, client privacy, social media, human subject research)
- Adhere to safety regulations and reports/documents incidents appropriately (Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures)
- Ensure the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents. (Examples: body mechanics, medical safety, equipment safety, client specific precautions, contraindications, community safety)

BASIC TENETS OF OCCUPATIONAL THERAPY

- Articulate the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately. (Examples: families, caregivers, colleagues, service providers, administration, the public)
- Articulate the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately. (Examples: families, caregivers, colleagues, service providers, administration, the public)
- Articulate the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately. (Examples: families, caregivers, colleagues, service providers, administration, the public)

SCREENING AND EVALUATION

- Obtain sufficient and necessary information about factors that support and hinder occupational performance from relevant sources throughout the evaluation (Examples: record or chart reviews, client, family, caregivers, service providers)
- Establish service competency in assessment methods, in accordance with setting procedures and applicable laws, by administering assessments accurately and efficiently to ensure findings are valid, reliable, and timely. (Examples: record or chart reviews, observations, interviews, standardized and non-standardized assessments)
- Administer delegated assessments using appropriate procedures and protocols. (Examples: standardized and non-standardized assessments, interviews, and observations)
- Assist with interpreting information in relation to the client’s needs, factors, and performance. (Examples: record or chart reviews, observations, interviews, standardized and non-standardized assessments)
- Report results clearly, accurately, and concisely, reflecting the client’s occupational performance.

INTERVENTION

- Articulate a clear and logical rationale for the intervention process based on the evaluation results and other relevant considerations. (Examples: contexts, theories, frames of reference, practice models, and evidence)
- Under the supervision of and in cooperation with an occupational therapy practitioner, uses professional literature to make informed intervention decisions. (Examples: textbooks, journal articles, other relevant and reliable informational resources)
- Select client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals.
- Implement client-centered and occupation-based intervention plans.
- Modify the task and/or environment to maximize the client's performance. (Examples: upgrades/downgrades task; arranges client's workspace for optimal performance)
- Recommend modification or termination of intervention plan based on the client's status.
- Document the client's response to services in a manner that demonstrates the effectiveness of interventions.

MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES

- Demonstrate through practice or discussion the ability to collaborate with and assign appropriate tasks to, as indicated, the occupational therapy aide or others to whom responsibilities might be assigned. (Examples: paraprofessionals, nurses' aides, volunteers)
- Demonstrate through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers. (Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment)
- Demonstrate knowledge about the organization. (Examples: mission and vision, accreditation status, licensing, specialty certifications)
- Meets productivity standards or volume of work expected of occupational therapy assistant students.

COMMUNICATION AND PROFESSIONAL BEHAVIORS

- Communicate clearly and effectively, both verbally and nonverbally (Examples: clients, families, caregivers, colleagues, service providers, administration, the public)
- Produce clear and accurate documentation (Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements)
- Collaborate with fieldwork educator(s) to maximize the learning (Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges)
- Take responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.
- Respond constructively to feedback in a timely manner.
- Demonstrate consistent and acceptable work behaviors (Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance)
- Demonstrate effective time management (Examples: plans ahead, adheres to schedules, completes work in expected timeframe)
- Manage relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.
- Demonstrate respect for diversity factors of others. Examples: culture, socioeconomic status, beliefs, identity

Weekly Schedule and Learning Objectives for Level IIA Fieldwork Experiences

Level IIA Fieldwork – Week One	Date Completed	Student Initials
Introduction to department and facility staff, workspace, equipment and materials		
Attendance at routine meetings		
Review department manuals (e.g., home programs, safety procedures, site regulations)		
Become familiar with departmental forms and record-keeping systems and client charts while with HIPAA regulations		
Observe client care and participate in co-treatment with supervisor under direct supervision		
Begin documentation of observations while in compliance with HIPAA regulations		
Observe and co-lead group interventions with supervisor under direct supervision		
Observe one speech and/or physical therapy session		
Begin service competency in major evaluations utilized at this site (e.g., goniometric measurement, MMT, ROM)		
Report daily to clinical supervisor/complete psychosocial questions		

Fieldwork Educator's Signature	Total hours for the week:

Reflection: Explain how the psychosocial aspect of the client-centered care was seen or handled during a therapy treatment session?

What areas (from the response above) need improvement for you, both personally and professionally?

What are the steps that will be taken to work on the improvement that is needed?

Level IIA Fieldwork – Week Two	Date Completed	Initials
Prepare, plan, and implement OT intervention for at least 20-25% of expected client case load clients under direct supervision		
Complete daily documentation under direct supervision		
Follow schedule of specific facility to attend appropriate meetings		
Review one peer-reviewed journal article for weekly OT dept. meeting and present at meeting for 15 minutes, including leading discussion		
Review protocol for obtaining prescribed client equipment		
Lead a client intervention group with direct/continuous supervision (if applicable)		
Receive final project assignment (from Fieldwork Educator)		
Select a client to use for case study assignment (from Fieldwork Educator)		
Continue service competency in major evaluations utilized at this site (e.g., goniometric measurement, MMT, ROM)		
Report daily to clinical supervisor/complete psychosocial questions		

Fieldwork Educator's Signature	Total hours for the week:

Reflection: Explain how the psychosocial aspect of the client-centered care was seen or handled during a therapy treatment session?

What areas (from the response above) need improvement for you, both personally and professionally?

What are the steps that will be taken to work on the improvement that is needed?

Level IIA Fieldwork – Week Three	Date Completed	Initials
Prepare, plan, and implement interventions for 20-50% expected client caseload moving from direct to close supervision as deemed appropriate by supervisor		
Complete daily documentation and recordkeeping.		
Observe and co-treat with clinical supervisor or other disciplines.		
Report and/or attend staff meeting		
Contribute to a family conference or communicate with family members		
Continue with service competencies		
Report daily to clinical supervisor and complete psychosocial questions		

Fieldwork Educator's Signature	Total hours for the week:

Reflection: What was something that you tried differently this week to encourage your confidence level with treatment planning and/or implementation for a client?

From a wellness perspective, how did the above changes help you to become more independent and/or confident with your skills and client interactions?

What needs continued support or modifications to continue the improvement for your confidence?

Level IIA Fieldwork – Week Four	Date Completed	Initials
Prepare, plan, and implement interventions for 35-65% clients with supervision		
Complete a minimum of one and a maximum of two evaluation components with direct supervision		
Complete daily documentation and recordkeeping while in compliance with HIPAA regulations		
Attend weekly staff meetings		
Plan and implement group intervention sessions with direct/close supervision		
Continue service competency		
Report daily to clinical supervisor and complete psychosocial questions		

Fieldwork Educator’s Signature	Total hours for the week:

Reflection: Explain how the psychosocial aspect of the client-centered care was seen or handled during a therapy treatment session?

What areas (from the response above) need improvement for you, both personally and professionally?

What are the steps that will be taken to work on the improvement that is needed?

Level IIA Fieldwork – Week Five	Date Completed	Initials
Prepare, plan and implement interventions for 50-75% clients per day with moving from close to routine supervision as deemed appropriate by supervisor		
Complete a minimum of one and a maximum of two evaluation components with direct supervision		
Complete daily documentation and recordkeeping while in compliance with HIPAA regulations		
Attend weekly staff meetings		
Plan and implement group intervention sessions with close/routine supervision		
Co-treat with other disciplines (e.g., PT, SLP, nursing, social service)		
Continue service competency		
Report daily to clinical supervisor and complete psychosocial questions		
Complete FWPE Midterm Evaluation and student Midterm Evaluation of Site along with setting goals for the remaining weeks. Follow the syllabus for submission requirements		

Fieldwork Educator’s Signature	Total hours for the week:

Reflection: What was something that you tried differently this week to encourage your confidence level with treatment planning and/or implementation for a client?

From a wellness perspective, how did the above changes help you to become more independent and/or confident with your skills and client interactions?

What needs continued support or modifications to continue the improvement for your confidence?

Level IIA Fieldwork – Week Six	Date Completed	Initials
Prepare, plan and implement interventions for 60-80% of expected clients per day with close/routine supervision as deemed appropriate by supervisor		
Complete daily documentation and recordkeeping while in compliance with HIPAA regulations		
Attend weekly staff meetings		
Submit case study per syllabus due date		
Plan and implement group intervention sessions with close/routine supervision		
Maintain all treatment areas		
Report daily to clinical supervisor and complete psychosocial questions		

Fieldwork Educator's Signature	Total hours for the week:

Reflection: What are some changes that you have seen as far as your growth in your confidence AND health and wellness aspects during patient care and down time?

Level IIA Fieldwork – Week Seven	Date Completed	Initials
Prepare, plan, and implement interventions for 80-95% clients per day with close/routine supervision		
Plan and implement group intervention sessions. Close/routine supervision as deemed appropriate by supervisor		
Complete daily documentation and recordkeeping while in compliance with HIPAA regulations		
Attend weekly team meetings		
Maintain all treatment areas		
Report daily to clinical supervisor and complete psychosocial questions		

Fieldwork Educator’s Signature	Total hours for the week:

Reflection: Explain how the psychosocial aspect of the client-centered care was seen or handled during a therapy treatment session?

What areas (from the response above) need improvement for you, both personally and professionally?

What are the steps that will be taken to work on the improvement that is needed?

Level IIA Fieldwork – Week Eight	Date Completed	Initials
Prepare, plan, and implement interventions for 80-95% of expected clients per day with routine supervision		
Complete a minimum of two and a maximum of five evaluation components with close supervision		
Complete daily documentation and recordkeeping while in compliance with HIPAA regulations		
Attend weekly team meetings		
Complete, submit, and present OTA student project		
Report daily to clinical supervisor and complete psychosocial questions		
Endorse assigned caseload back to COTA/L or OTR/L		
Complete facility required termination procedures		
Complete Final Fieldwork Performance Evaluation (FWPE) and follow syllabus for submission guidelines		
Complete Student Evaluation of Fieldwork Experience and follow syllabus for submission guidelines		
Complete Student Evaluation of Fieldwork Educator and follow syllabus for submission guidelines		

Fieldwork Educator's Signature	Total hours for the week:

Signatures below indicate individuals agree on the documentation of the objectives of all 8 weeks:

Student Signature	Date
Fieldwork Educator Signature	Date
Academic Fieldwork Coordinator Signature	Date

Weekly Schedule and Learning Objectives for Level IIB Fieldwork Experiences

Level IIB Fieldwork – Week One	Date Completed	Student Initials
Introduction to department and facility staff, workspace, equipment and materials		
Attendance at routine meetings		
Review department manuals (e.g., home programs, safety procedures, site regulations)		
Become familiar with departmental forms and record-keeping systems and client charts while with HIPAA regulations		
Observe client care and participate in co-treatment with supervisor under direct supervision		
Begin documentation of observations while in compliance with HIPAA regulations		
Observe and co-lead group interventions with supervisor under direct supervision		
Observe one speech and/or physical therapy session		
Begin service competency in major evaluations utilized at this site (e.g., goniometric measurement, MMT, ROM)		
Report daily to clinical supervisor/complete psychosocial questions		

Fieldwork Educator’s Signature	Total hours for the week:

Reflection: Explain how the psychosocial aspect of the client-centered care was seen or handled during a therapy treatment session?

What areas (from the response above) need improvement for you, both personally and professionally?

What are the steps that will be taken to work on the improvement that is needed?

Level IIB Fieldwork – Week Two	Date Completed	Initials
Prepare, plan, and implement OT intervention for at least 20-25% of expected client case load clients under direct supervision		
Complete daily documentation under direct supervision		
Follow schedule of specific facility to attend appropriate meetings		
Review one peer-reviewed journal article for weekly OT dept. meeting and present at meeting for 15 minutes, including leading discussion		
Review protocol for obtaining prescribed client equipment		
Lead a client intervention group with direct/continuous supervision (if applicable)		
Receive final project assignment (from Fieldwork Educator)		
Select a client to use for case study assignment (from Fieldwork Educator)		
Continue service competency in major evaluations utilized at this site (e.g., goniometric measurement, MMT, ROM)		
Report daily to clinical supervisor/complete psychosocial questions		

Fieldwork Educator's Signature	Total hours for the week:

Reflection: Explain how the psychosocial aspect of the client-centered care was seen or handled during a therapy treatment session?

What areas (from the response above) need improvement for you, both personally and professionally?

What are the steps that will be taken to work on the improvement that is needed?

Level IIB Fieldwork – Week Three	Date Completed	Initials
Prepare, plan, and implement interventions for 20-50% expected client caseload moving from direct to close supervision as deemed appropriate by supervisor		
Complete daily documentation and recordkeeping.		
Observe and co-treat with clinical supervisor or other disciplines.		
Report and/or attend staff meeting		
Contribute to a family conference or communicate with family members		
Continue with service competencies		
Report daily to clinical supervisor and complete psychosocial questions		

Fieldwork Educator's Signature	Total hours for the week:

Reflection: What was something that you tried differently this week to encourage your confidence level with treatment planning and/or implementation for a client?

From a wellness perspective, how did the above changes help you to become more independent and/or confident with your skills and client interactions?

What needs continued support or modifications to continue the improvement for your confidence?

Level IIB Fieldwork – Week Four	Date Completed	Initials
Prepare, plan, and implement interventions for 35-65% clients with supervision		
Complete a minimum of one and a maximum of two evaluation components with direct supervision		
Complete daily documentation and recordkeeping while in compliance with HIPAA regulations		
Attend weekly staff meetings		
Plan and implement group intervention sessions with direct/close supervision		
Continue service competency		
Report daily to clinical supervisor and complete psychosocial questions		

Fieldwork Educator’s Signature	Total hours for the week:

Reflection: Explain how the psychosocial aspect of the client-centered care was seen or handled during a therapy treatment session?

What areas (from the response above) need improvement for you, both personally and professionally?

What are the steps that will be taken to work on the improvement that is needed?

Level IIB Fieldwork – Week Five	Date Completed	Initials
Prepare, plan and implement interventions for 50-75% clients per day with moving from close to routine supervision as deemed appropriate by supervisor		
Complete a minimum of one and a maximum of two evaluation components with direct supervision		
Complete daily documentation and recordkeeping while in compliance with HIPAA regulations		
Attend weekly staff meetings		
Plan and implement group intervention sessions with close/routine supervision		
Co-treat with other disciplines (e.g., PT, SLP, nursing, social service)		
Continue service competency		
Report daily to clinical supervisor and complete psychosocial questions		
Complete FWPE Midterm Evaluation and student Midterm Evaluation of Site along with setting goals for the remaining weeks. Follow the syllabus for submission requirements		

Fieldwork Educator’s Signature	Total hours for the week:

Reflection: What was something that you tried differently this week to encourage your confidence level with treatment planning and/or implementation for a client?

From a wellness perspective, how did the above changes help you to become more independent and/or confident with your skills and client interactions?

What needs continued support or modifications to continue the improvement for your confidence?

Level IIB Fieldwork – Week Six	Date Completed	Initials
Prepare, plan and implement interventions for 60-80% of expected clients per day with close/routine supervision as deemed appropriate by supervisor		
Complete daily documentation and recordkeeping while in compliance with HIPAA regulations		
Attend weekly staff meetings		
Submit case study per syllabus due date		
Plan and implement group intervention sessions with close/routine supervision		
Maintain all treatment areas		
Report daily to clinical supervisor and complete psychosocial questions		

Fieldwork Educator’s Signature	Total hours for the week:

Reflection: What are some changes that you have seen as far as your growth in your confidence AND health and wellness aspects during patient care and down time?

Level IIB Fieldwork – Week Seven	Date Completed	Initials
Prepare, plan, and implement interventions for 80-95% clients per day with close/routine supervision		
Plan and implement group intervention sessions. Close/routine supervision as deemed appropriate by supervisor		
Complete daily documentation and recordkeeping while in compliance with HIPAA regulations		
Attend weekly team meetings		
Maintain all treatment areas		
Report daily to clinical supervisor and complete psychosocial questions		

Fieldwork Educator’s Signature	Total hours for the week:

Reflection: Explain how the psychosocial aspect of the client-centered care was seen or handled during a therapy treatment session?

What areas (from the response above) need improvement for you, both personally and professionally?

What are the steps that will be taken to work on the improvement that is needed?

Level IIB Fieldwork – Week Eight	Date Completed	Initials
Prepare, plan, and implement interventions for 80-95% of expected clients per day with routine supervision		
Complete a minimum of two and a maximum of five evaluation components with close supervision		
Complete daily documentation and recordkeeping while in compliance with HIPAA regulations		
Attend weekly team meetings		
Complete, submit, and present OTA student project		
Report daily to clinical supervisor and complete psychosocial questions		
Endorse assigned caseload back to COTA/L or OTR/L		
Complete facility required termination procedures		
Complete Final Fieldwork Performance Evaluation (FWPE) and follow syllabus for submission guidelines		
Complete Student Evaluation of Fieldwork Experience and follow syllabus for submission guidelines		
Complete Student Evaluation of Fieldwork Educator and follow syllabus for submission guidelines		

Fieldwork Educator's Signature	Total hours for the week:

Signatures below indicate individuals agree on the documentation of the objectives of all 8 weeks:

Student Signature	Date
Fieldwork Educator Signature	Date
Academic Fieldwork Coordinator Signature	Date

Appendix D - Fieldwork Informed Consent

McHenry County College
Occupational Therapy Assistant Program

Fieldwork Informed Consent

I have received a copy of the Occupational Therapy Assistant Program's Fieldwork Manual. I have read and understand the policies contained in the Fieldwork Manual. I agree to follow the policies as outlined in the Fieldwork Manual while enrolled in the Occupational Therapy Assistant program. I agree to fully participate in the fieldwork component of the OTA program's curriculum.

I understand the fieldwork policies may change while I am participating in fieldwork experiences. I understand it is my responsibility to review and follow any changes to the policies as they are provided to me by the program. I understand that I will need to follow the standards and guidelines of the most recent Fieldwork Manual if I withdraw or am dismissed from the OTA program and then if readmitted.

I understand that failing to follow the policies in the Fieldwork Manual may result in a non-passing/non-credit grade for my fieldwork experience(s). If I object to following any of the policies in the Fieldwork Manual, I understand I must submit my objection/request for accommodation in writing to the program's Academic Fieldwork Coordinator for consideration by the faculty at least 30 days before the beginning of each fieldwork experience.

Name (print): _____

Signature: _____

Date: _____

Return the signed Informed Consent to the Academic Fieldwork Coordinator

Appendix E - Declination Statement

McHenry County College
Occupational Therapy Assistant Program

Declination Statement

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring Hepatitis B virus (HBV) infection. However, I decline Hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease and it will limit my options for fieldwork placements to be successful in the OTA program.

Student Signature

Date

Student Printed Name

Appendix F – Physical Release

McHenry County College Occupational Therapy Assistant Program Physical Release for Level II Fieldwork Placement

*Only a physician, physician assistant or nurse practitioner may complete this form.

Name:	DOB:
Emergency Contact Person:	
Relationship:	Phone Number:

Student is required to demonstrate typical levels of immunity for the following antibodies:

Rubeola	Varicella
Rubella	Tetanus
Mumps	Diphtheria
Hep B	Pertussis
TB	Recent Flu shot administered

Please list current medications and if they could interfere with the safety of treating patients and/or clients.

Medications:	Does Medication Interfere with Safety of Self or Clients?	
	Yes	No

Any known allergies that student takes medication that may interfere with performance skills:

--

Review of the systems:	WFL		Comment: for concerns
	Yes	No	
Eyes			
Ears/Nose Mouth Throat			
Cardiovascular			
Gastrointestinal			
Respiratory			
Musculoskeletal			
Neurological			
Psychiatric			
Hematologic/Lymphatic			
Genitourinary			

I have examined _____ and certify that he/she is in good physical and mental health. _____ (Physician's initials)

It is determined that _____ may complete all physical and mental aspects of the profession **with** or **without** accommodations.

If accommodations are needed, please list: Check if no accommodations are needed.

Physician Name

Physician Signature

Address

City

State

Zip

*I give permission to release information to McHenry County College for the purpose of fieldwork requirements for the safety of myself and others.

Student Printed Name

Student Signature

Date

Date received by MCC _____

Appendix G – Fieldwork Release of Information Authorization

McHenry County College
Occupational Therapy Assistant Program

Fieldwork Release of Information Authorization

I, _____, give permission for the Academic Fieldwork Coordinator (AFWC) to release the following information to fieldwork sites and the fieldwork educator(s) for the purpose of establishing contact between myself for further information regarding the fieldwork placement. This authorization is granted solely to facilitate communication and coordination related to the fieldwork placement. I also understand that I retain the right to rescind this agreement at any time. To do so, I will provide a written letter to the AFWC.

I agree the AFWC can release the following:

- Name _____
- Phone Number _____
 - I give permission to use this number to text
- Preferred email address _____
- Future resume created within the associated OTA course

Signature

Date