

STUDENT HANDBOOK AND FIELDWORK MANUAL

Occupational Therapy Assistant Program



Occupational Therapy Assistant Program

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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, graduates will plan and implement goal-directed therapeutic occupations uniquely designed to help patients and clients achieve optimal performance in their daily life roles.

As means to implement the mission, the occupational therapy assistant program will provide:

- A comprehensive curriculum that emphasizes understanding of the development, achievement or restoration of adaptive occupational performance for the **unique needs and diversity of each individual**.
- Excellence in didactic knowledge and professional skills instruction with emphasis on learning in community contexts
- Foundational understanding of the basic tenets and **clinical reasoning** of occupational therapy and its application to those who seek to live productive lives.
- Opportunities to succeed and grow as **lifelong learners**, and as **professional and ethical** members of society.

PROGRAM PHILOSOPHICAL STATEMENTS

Philosophical Perspective on Humankind

McHenry County College subscribes to the Philosophical Base of Occupational Therapy as adopted by the Representative Assembly of the American Occupational Therapy Association in 1979. In implementing the occupational therapy assistant program, the faculty makes operational this historical philosophical point of view by delivering a curriculum that focuses on the occupational nature of humans and their ability to learn. The Person-Environment-Occupation Model provides a foundation for the curriculum and emphasizes the importance of understanding individuals and groups from both a micro- and macro-systems perspective. The system proposes that human occupation is determined and influenced by motivation, occupational performance, capacities to adapt to environmental and contextual influences with an examination of how these elements impact states of health, wellness and life satisfaction. Students will embark on holistic study of occupation as it emerges across and throughout the lifespan. They will be exposed to a variety of interactive influences that impact the adaptive abilities of individuals and that can produce states of health, wellness or disruption. Appreciation of these concepts will then ready the student to gain knowledge and skills in how occupations and purposeful activities are implemented for the provision of occupational therapy services, both traditionally and in ways that reflect current, evidence-based practice. In this manner, program graduates will be prepared to **ethically practice** in a wide range of practice

environments and use appropriate **clinical reasoning skills** to best support successful occupational performance based on the **unique qualities** for each consumer, irrespective of the experience of occupational disruption.

Philosophical Perspectives on Learning

Learning experiences are designed to be compatible with the framework of the curriculum, the future **professional and ethical** roles of the occupational therapy assistant practitioner and the mixture of learning needs presented by graduates' future consumers. The learning environment is designed to support and promote **clinical reasoning** to address the **specific and diverse needs** of each consumer. To achieve entry-level practitioner competence, each student engages in learning presented in multiple formats that are multi-sensory in nature. Only in a safe learning environment can each student engage in both the familiar and unfamiliar learning environment successfully. These progressive experiences prepare a practitioner to function in a range of service arenas, **practice ethically**, and maintain perspectives with regards to **uniqueness** and **diversity** factors, while using **clinical reasoning** to provide high quality service.

Students are presented with foundational content that begins to develop and establish professional meaning, and early on, participate concurrently in “doing” kinds of learning, both in the classroom and in planned Level 1 Fieldwork experiences. In this way, factual, conceptual and theoretical content becomes alive when examined from personal experience and clinical situations. As students engage in the foundational content, they begin to practice the components of the professional reasoning process that culminates in becoming a flexible but ethical practitioner. Awareness and overt acknowledgement of students' learning processes, by both faculty and peers, increases a sense of safety and nurture interest and motivation for further learning.

As the process evolves throughout the curriculum, building increasingly more complex and autonomous **critical thinking and reasoning** capacities as students continue to apply, experiment with, and generalize **professional knowledge, skills and beliefs** to solidify each student's readiness for Level 2 Fieldwork, a final semester course utilizing problem-based learning principles to support each student in recognizing the professional readiness they have developed throughout the course of the program.

ACADEMIC PROGRAM FACULTY

Marlene Vogt, OTR/L, MS
Program and Fieldwork Director

Stephanie Hovick, OTD, OTR/L
Adjunct Faculty

Rebecca Smith, OTR/L
Full Time Faculty

Suzanne Oban, OTR/L, CHT
Adjunct Faculty

Abi Swidergal, COTA/L
Adjunct Faculty

OTA CURRICULUM FRAMEWORK

Preparation for Practice

In fall of 2013, McHenry County College received accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE)[®]. The content, scope and sequence of course offerings are informed primarily by two key resources, (1) the Person-Environment-Occupation Model and (2) the Occupational Therapy Practice Framework: Domain and Process, 3rd ed. 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 as well as the development and learning of humankind. The second document 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 these two foundational resources to a curriculum design are intended to result in McHenry County College Occupational Therapy Assistant Program graduates who have developed sound, **effective, ethical and professional reasoning** strategies, incorporate **cultural and diverse** backgrounds into multiple practice environments, possess competent entry-level practice skills, including collaboration with the occupational therapist, and know when and how to seek out continued **professional growth**.

Description

The curriculum was designed to prepare students as generalists with a broad exposure to current and emerging practice settings. This includes preparing students to work with a variety of diagnoses within individuals, groups, and the population at large.

The content, scope and sequence of course offerings are informed primarily by two key resources, (1) *The Person-Environment-Occupation Model* and (2) the *Occupational Therapy Practice Framework: Domain and Process*, 3rd ed. The first conceptualizes a dynamic and holistic view of the person and his or her ability to complete activities within the context of occupational performance as it occurs and evolves throughout the lifespan and the relationship of the person within his or her environment and to the occupation or meaning that the three are related. This lifespan view consequently encompasses the evolution of the student to an occupational therapy assistant professional. The second document reflects the profession's current collective understanding and scope for the profession of occupational therapy with professional processes utilized to deliver all aspects of service within the profession. The application of these two foundational resources to a curriculum design is intended to result in McHenry County College Occupational Therapy Assistant Program graduates who have developed sound, effective **professional and ethical reasoning** strategies, incorporate **cultural and diverse backgrounds** into multiple practice environments, possess competent entry-level practice skills, including **clinical reasoning** and collaboration with the occupational therapist and other members of the team to seek out continual professional growth.

The program's curriculum design is highly compatible with the philosophy of learning to ensure adequate written and verbal communication skills, students are required to complete Introduction to English (ENG151) and Introduction to Speech (SPE151). Another area to ensure beginning **professional behaviors** with current best practice, students completed Evidenced Based Practice for quality research applications (HCE111). The dynamic and interactional elements of the design become particularly powerful for the student when presented within the framework of the approaches to learning described in the program's philosophy of teaching and learning. Exposition of the concepts of **professional and ethical behaviors, cultural awareness and beliefs** of others and themselves, along with **clinical reasoning and application** are presented to the students in Foundations of Occupational Therapy (OTA 110) and Therapeutic Methods I (OTA 120). In order to reinforce the program's curriculum design concepts and learning approaches, each student will engage in a variety of Level 1 Fieldwork experiences (OTA 120, OTA 160 and OTA 210) that exposes students to individuals, groups, and populations successful in their occupational performance (i.e. children in a daycare setting; older adult in fitness groups) as well as those whose occupational performance is challenged due to a variety of possible disruptions (i.e. individual or families needing to accommodate to cognitive challenges; promoting health and wellness).

The Person-Environment-Occupation model (P-E-O) provides the underlying premise for the program's course sequence and a template for designing course content. The course sequence begins with an introduction of the concept of "Person" from the model in its prerequisite course of Introduction of Psychology (PSY 151) which emphasizes awareness of self as a departure point for relating to other people which is Human Development over the Life Span (PSY 250), and two courses of human anatomy and physiology (BIO 263 and BIO 264). In the course sequence of the OTA program, classes that emphasize the "Person" include the courses of Occupations Across the Lifespan (OTA 130) and Dynamics of Human Movement (OTA 140), Conditions Disrupting Participation (OTA 150), and Psychosocial Rehab Theory & Methods (OTA 160) that are applied to the domains of work, self-care & play and that also builds an understanding of "Person". As a student, they develop the concept of "Person" and **professional** for themselves in Professional Analysis in Practice (OTA 230) through encouragement, the student understands and develops appropriate **professional behaviors** with colleagues and clients and considers **cultural awareness** through functional goals and activities.

The impact of client factors and the various contexts of the “Environment” on the “Person” in the curriculum design include course content on conditions that challenge and disrupt occupational participation of clients and populations in the second and third semester (OTA 150, OTA 170, OTA 210, and OTA 220). The impact of “Environment” on practitioners from a macro-level perspective includes content on the healthcare delivery system, funding, regulatory issues and professional roles of the occupational therapy assistant in year two (OTA 230, OTA 240). **Ethical and cultural considerations** are addressed at this macro-level as well as the **clinical reasoning** required to work through potential conflicts.

Content related to “Occupation” across the lifespan begins in semester one (OTA 120 and 130) and expands in subsequent courses titled Therapeutic Methods II and III (OTA 170 and OTA 220), Psychosocial Rehab & Methods (OTA 160) and Physical Theory & Rehab Methods (OTA 210).

Level 2 Fieldwork (OTA 260 and OTA 265) provides two capstones, integrative learning experiences during which occupational therapy assistant students can apply the scope of **professional knowledge** and skills acquired during the didactic aspects of the program (OTA 250). Each Level 2 placement will offer opportunities to utilize both the P-E-O approach and the Occupational Therapy Practice Framework as a means to understand consumer needs, continue to **develop professional behaviors**, plan and deliver occupational therapy services under the supervision of an occupational therapist while working with a **diverse population**. Fieldwork practice contexts and environments may be organizational, institutional or community-based and will include individuals with a variety of challenges to adaptive occupational performance at any period of the lifespan continuum.

Current and emerging practice settings are addressed by a variety of courses. Emerging practice areas are specifically addressed within OTA 110, OTA 160, OTA 170, OTA 210 and OTA 220. All students are expected to have at least one Level 1 Fieldwork experience within an emerging practice setting. These settings include aquatic therapy, therapeutic riding and hippo therapy for children and veterans, and community based mental health services to name a few.

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 to be present to ensure the safety and educational components of the activity.

OTA 250 is taught in a blended format to encourage students’ integrative learning with faculty and peers to encourage generalizations from previous didactic coursework into the daily practice settings of Level 2 Fieldwork (OTA 260 and OTA 265).

OTA PROGRAM GOALS AND OUTCOMES

General Education Goals:

1. Create an empowering environment to increase student engagement, completion, and success.
2. Position the College to meet its future needs in a sound and fiscally stable manner.
3. Pursue initiatives to deliver infrastructure and technology to ensure state-of-the-art learning.
4. Pursue initiatives to ensure high-quality services and learning opportunities through a culture of continuous improvement, innovation, and accountability.
5. Ensure the College engages in partnerships that enable McHenry County College students to succeed in a local, regional, and global economy.
6. Attract, develop, and retain quality instructors who are outstanding scholars/teachers and an excellent diverse staff who are committed to the mission of McHenry County College.
7. Engage & expect student learning through an effective teaching and learning process.

OTA Program Outcomes

Graduates of the program will:

- Demonstrate understanding of human growth and potential within the context of the environment and culture.
- Use **clinical reasoning skills** and meet objectives of an occupational therapy intervention plan and recognize the need for adaptations, adjustments and restructuring of a plan with the guidance of the occupational therapist.
- Function as a **professional and ethical** member of a healthcare delivery team reflecting a range of models and systems.
- Demonstrate effective oral and written communications with supervisors, colleagues and consumers and their families.
- Act in an **ethically responsible** way with regard to legal obligations applicable in practice environments.
- **Respect all people and cultures** while providing services to clients in a variety of settings.
- **Demonstrate attitudes, values and behaviors congruent with the profession's standards and ethics.**
- Demonstrate strategies utilizing personal strengths as agents of therapeutic change.

To encourage student success in the OTA program, the OTA students meet at least one time during a semester to discuss and review their fieldwork information and courses with a faculty member of the OTA program. This encourages the student to have a one-on-one time with faculty to discuss any concerns the student may express about his or her progress in the program. Students may arrange additional times with faculty member as needed to provide greater clarification and/or assistance throughout the program.

If students have exams and/or assignments that are completed as part of the grade and expectation of the course and/or class with a grade below 75%, the student will meet with the instructor to determine if knowledge and concept is understood by the student. Students are encouraged to seek advice as needed above the expected one-time per semester with a faculty member. A Student Update form and/or signature/date on the Fieldwork History form will be completed to document the semester review was completed.

CURRICULUM COURSE SEQUENCE

Prerequisite Courses	Credit hours
ENG 151 - Composition I	3
SPE 151 - Introduction to Speech	3
PSY 151 - Introduction to Psychology	3
BIO 263 - Human Anatomy & Physiology I	4
BIO 264 - Human Anatomy & Physiology II	4
Total Credit Hours	17
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Semester One, Year One - Spring	
HCE 111 - Evidenced Based Healthcare*	1
PSY 250 - Human Development Over the Lifespan*	3
OTA 110 - Foundations of Occupational Therapy*	2
OTA 120 - Therapeutic Methods I	3
OTA 130 - Occupations Across the Lifespan	3
OTA 140 - Dynamics of Human Movement	3
Total Credit Hours	15
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Semester Two, Year One - Fall	
OTA 150 - Conditions Disrupting Participation	3
OTA 160 - Psychosocial Rehab Theory & Methods	5
OTA 170 - Therapeutic Methods II	3
Elective - Humanities or Fine Arts (AAS approved elective)*	3
Total Credit Hours	14
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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
OTA 240 - Health Services Management	2
Total Credit Hours	14
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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	72

*May be taken prior to admittance into the OTA program.

ABBREVIATED 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 – 3 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 credit hours

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.

COLLEGE ACADEMIC POLICIES

Students follow the OTA Student Handbook and Fieldwork Manual for various aspects of the OTA program found online, via the OTA website at www.mchenry.edu. Additional MCC student academic policies can be found at <http://www.mchenry.edu/policy/>. OTA Students also follow the MCC Student Code of Conduct found in the MCC McHenry County College catalog and online at <http://www.mchenry.edu/conduct/>.

Emergency notification system: <https://www.getrave.com/login/mchenry>

This notification system will notify student via email, phone call or text message when the college is closed. It is highly recommended for every student to sign up. This is the best way to have the most up-to-date information.

The student is expected to act in a responsible mature manner that reflects the qualities, reliability, and responsible interpersonal skills. These skills include, but are not limited to: using **critical thinking** skills in determining one's actions in the clinical and classroom setting; accepting responsibility for one's own actions, including preparing sufficiently for class and clinical; taking exams as scheduled and completing assignments on time, including patient/client care; responding appropriately and in a timely fashion to constructive criticism and feedback from faculty, clinical site, staff and peers; giving prior notification in writing or voicemail to faculty if unable to meeting commitments and following up with faculty regarding potential make up requirements; dealing with others (peers, faculty, staff, patients/clients and their families) in an honest, respectful, sensitive and non-judgmental manner that communicates respect for individual differences; respecting others' space and time through the demonstration of such actions as turning off cell phones, avoiding disruptive sidebar conversations, and refraining from texting others in class and clinical settings. Profanity, derogatory comments, and emotional responses which inhibit learning will not be permitted. Unacceptable behaviors include, but are not limited to: to willfully or intentionally do physical and/or mental harm to a client; to refuse to assume the assigned and necessary care of a client or failure to inform the instructor with immediacy when changes to clinical assignments are necessary; to discuss confidential information in inappropriate areas, such as elevators or the cafeteria; to discuss confidential information about a client with third parties who do not have a clear and legitimate need to know; or inattentiveness to classroom work.

Social media constitutes the use of, but is not limited to Facebook, Twitter, email and blogging. Use of social media is permitted, but only in a professional manner that adheres to the Occupational Therapy Code of Ethics. All students must be aware that there is no such thing as "private social media" and must be cognizant of an unattended audience viewing any postings. Any of the following will be considered a violation of this policy: no names, identifiers or any information leading to the identification of any patient may be referenced; no photos may be taken with any electronic device at the clinical site; the use of social media during class, lab or clinical is prohibited; derogatory statements toward other students, faculty or employees of clinical sites are prohibited; professional boundaries with patients or previous patients in the online environment must be adhered to; confidential information regarding an exam, assignment, or quiz may not be shared; any other evidence of unprofessional behavior using media; clinical experiences are not to be discussed on ANY social network.

Additionally, honesty is expected of all OTA students both in the classroom and clinical settings. Acts of lying, cheating, plagiarism, forgery, alteration and /or falsification of clinical documents, written work, or academic records will lead to failure of a course. In addition, the student's actions may be subject to review by the MCC Student Conduct Board.

STUDENT GRIEVANCE PROCEDURE

For any issue a student encounters that he/she wishes to appeal, including but not limited to clinical failure, course grade, or behavioral issues, the student must attempt to resolve this issue first informally in a professional manner and then, if the issue is not resolved the student should initiate a formal complaint.

If the concern related to the program is specific to an individual faculty member, the student should address their concern with that individual.

If the student does not feel that their concern was heard or addressed, the student should discuss their concern with the Occupational Therapy Assistant Program Director. If the concern is related to the program as a whole, the student should start with the Occupational Therapy Assistant Program Director. The Occupational Therapy Assistant Program Director may meet with the student and the faculty member to address the concern. Note that concerns related to Level 1 and Level 2 Fieldwork should also be addressed with the Occupational Therapy Assistant Program Director at the time the concern occurs.

Student sends written appeal to the course faculty member within 5 business days of receiving the grade or written warning. A meeting of the student and faculty member to discuss the issue is encouraged but not required.

Faculty member sends written response to student within ten business days. If dissatisfied with the outcome of step 1, the student may choose to proceed to the next level.

If the student's appeal is denied, the student may appeal to the Occupational Therapy Assistant Program Director within 5 days of receiving the faculty member's response by including the following information in writing to the Occupational Therapy Assistant Program Director:

- His/her original appeal to the faculty member
- The faculty member's response
- Additional facts not available at the time of the initial appeal

After appropriate fact finding, the Occupational Therapy Assistant Program Director will notify the student of his/her decision in writing within ten business days.

If the student is dissatisfied with the outcome of step 3, the student may appeal to the Executive Dean within 5 days of receiving the Director's response by including the following information in writing to the Executive Dean:

- His/her original appeal to the faculty member and the response
- His/her original appeal to the Occupational Therapy Assistant Program Director and his/her response
- Additional facts not available at the time of the appeal to the Occupational Therapy Assistant Program Director

After fact finding, the Executive Dean will notify the student of his/her decision via secure in writing within 10 business days. The decision of the Executive Dean is final.

OTA PROGRAM SAFETY POLICIES AND PROCEDURES

Students are responsible for thoughtful care of all equipment utilized in lab instruction. Any student willfully damaging equipment will be financially responsible for repair or replacement. If equipment is accidentally damaged and a student causes or discovers it, and reports it to the instructor, the student will not be financially responsible. The OTA program is responsible for maintaining a safe environment for students in the lab and during completion of other educational activities. All equipment will be inspected at the beginning of a semester where it is used and again prior to use in classroom instruction. Students will receive instruction in proper use of equipment prior to utilizing it in a learning activity with peers.

Toxic and/or aerosol materials will be used only in open, well-ventilated spaces. Protective coverings will be used on all surfaces. The SDS book is kept in the lab room for chemical information on specific chemicals.

General Laboratory & Clinical Safety

Universal Precautions

During classroom lab activities, hands should be washed between sessions of working with different class members or faculty members. Gloves must be worn if a student or instructor has unhealed skin lesions on his or her hands. All used gloves must be disposed of in a container for regulated waste. In the event that any surface in the lab becomes contaminated with body fluids, appropriate cleanup procedures will be implemented, including any needed assistance from maintenance personnel.

Students will receive instruction and assessment in Universal Precautions at least annually. Documentation of acceptable knowledge and skill will be maintained in each student's fieldwork file.

Infection Control

The program is responsible for maintaining a safe and healthy environment for students and faculty while in the classroom setting and during any relevant learning activities. General cleaning and maintenance procedures, performed on a regular basis, include the following:

- The classroom area will be cleaned and maintained in accordance with the policy developed by McHenry County College.
- Program equipment should be cleaned with an antiseptic solution available in the classroom; this includes all mat table, wheelchairs, canes, walkers, tub benches, therapy balls, etc.
- Linens used in class are to be washed at the completion of each session of use.
- Kitchen equipment is to be washed, dried and put away following classroom use.

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.

College Safety Policies

Upon entry into the program students will receive instruction of all published McHenry County College safety policies and procedures addressing emergency procedures, reporting of incidents, fire procedures, building evacuations, tornadoes and bomb threats. Copies of all these materials are maintained in the OTA classroom/lab for reference. Program faculty will assume responsibility for assisting or directing assistance for any person with a disability who needs to relocate due to a safety issue.

STUDENT SERVICES

MCC supports the development of the whole person. In keeping with this philosophy, the college offers a wide range of services and promotes responsible participation in student life activities. All of these services are available to all MCC students.

Access and Disabilities Services

The Access and Disabilities Services at MCC <http://www.mchenry.edu/access/> is designed to provide reasonable support for qualified students with disabilities so they have the same opportunities to succeed as other students. Whether a student has a documented learning, physical, or psychological disability, or other barriers to learning, our comprehensive support services may help the student achieve his or her potential. Some students in occupational programs who have limited English proficiency or are academically disadvantaged may also qualify for accommodations. An intake appointment with the coordinator will be needed. Our focus is on ability – not disability – as we help provide equal access for students with special needs.

Athletics

MCC has eight intercollegiate athletic teams that compete in the Illinois Skyway Collegiate Conference as a part of Region IV of the NJCAA. We offer: Women's Volleyball, Men's Soccer, Women's Basketball, Men's Basketball, Women's Softball, Men's Baseball, Women's Tennis, and Men's Tennis. <http://www.mchenry.edu/athletics/index.asp>

MCC offers tuition waiver scholarships and walk-on opportunities to qualified student athletes. Prospective athletes can fill out a prospect inquiry form by going to the athletics home page www.mchenry.edu/athletics or by stopping in the office. All participant inquiries are encouraged and welcome as many of the sports teams are no-cut squads. The department also seeks qualified student-workers, in particular student athletic trainers.

Bookstore

McHenry County College has a bookstore <https://mccbookstore.mchenry.edu/> on campus where the students are able to purchase required textbooks and supplemental supplies for various courses in the curriculum. Students may buy or rent the textbooks depending on their preference for each course.

Career Services

Career Services <http://www.mchenry.edu/careerservices/> provides students and alumni with job-seeking assistance such as resume writing, interview skills, job-search techniques, and internship opportunities. Dress for Success seminars are available through MCC101. Job opportunities may be found in the Job Journal or on the website. On-campus employer visits are also listed on the website. Appointments can be made by calling (815) 455-8940.

Children's Learning Center

The Children's Learning Center (CLC) <http://www.mchenry.edu/clc/> provides a positive learning environment for young children, in addition to being a lab site for MCC's Early Childhood Education Program. The CLC is state licensed. Two flexible-scheduling programs for children include a classroom for children between the ages of 15 months and 3 years, and one for children between 3 and 5 years, whose parents are enrolled as full- or part-time, credit or non-credit students; MCC employees; or Fitness Center members. In addition, a Preschool Room is open to the public as well as children whose parents are MCC students or employees. Preschool Programs are available for 3-year-olds, 4-year-olds, and 5-year-olds who miss the kindergarten cut-off date of September 1.

Counseling Center

Counselors are faculty with professional training in Counseling <http://www.mchenry.edu/crisis/>. They teach courses, seminars and provide individual assistance to help students decide on a career, assist with personal issues and develop strategies to become a more successful student. All courses are one credit transferable electives. Current course offerings include PDV 100 Positive Living and PDV 100 Becoming a Successful College Student. PDV 110, Career Decision-Making, is highly recommended for students who are undecided about their career or major. New courses are continually added to meet the needs of our students. Seminars are listed in the calendar of this planner and on the website. Seminars focus on careers, relationships and self-awareness topics.

The Career Resource Center is housed within the Counseling Department and offers a variety of career development materials.

Emergency & Crisis Assistance Options

A crisis event exists whenever a person's behavior poses an imminent danger of causing harm to self or others. The Counseling Department is available to help during regular business hours, (815) 455-8765, Building A, Room 262. Do not leave a voicemail if you or someone else is in crisis.

Seek assistance by coming to the Counseling office or contact the McHenry County Crisis Program at (800) 892-8900. Visit <http://www.mchenry-crisis.org/> for more information.

Satisfactory Academic Progress (SAP) Policy

Faculty and staff at MCC want to provide students with the best chance possible to succeed in their studies. One important way to meet this goal is through the continuous monitoring of student academic progress. The college has adopted a Satisfactory Academic Progress (SAP) Policy that is used to help students achieve academic success. Further information can be found at <https://www.mchenry.edu/financialaid/academicprogress.pdf>

If you have less than a 2.0 GPA after 12 credit hours attempted, you will be required to meet with a counselor. You may not be allowed to register for the next semester until you and the counselor have met to develop an individual success plan to raise your GPA to a 2.0 minimum. If you're already pre-registered for the next semester, you will not be able to access your academic records or conduct any transactions at MCC.

Financial Aid

MCC is committed to helping remove economic barriers that may deprive students of an education. For this purpose, numerous financial aid options are available to assist students in their quest for higher education. <http://www.mchenry.edu/financialaid/>

There are four types of assistance available at MCC:

- Grants & Scholarships – gift assistance that is non-repayable usually based on need, academic achievement, or a special talent. Scholarships become available at various times during the year; however, most grants are awarded at the beginning of each semester.
- Loans – money, repayable with interest. A variety of programs exist with varying interest rates and repayment plans.
- Employment – refers to money to be earned through a job on campus. Financial need is not always necessary.
- Veteran Educational Benefits – usually based on military service. Details are available at <http://www.mchenry.edu/financialaid>.

All Financial Aid students are subject to the Financial Aid Standards of Academic Progress Policy which require students to meet a minimum GPA and a completion rate of enrolled credit courses. Details available at: <http://www.mchenry.edu/financialaid/progresspolicy.asp>

Fitness Center

The Fitness Center is 2,800 square feet with a selection of weight training machines, treadmills, stair machines, cycles, and other cardiovascular equipment. The award-winning fitness program consists of friendly staff, comfortable atmosphere, and a comprehensive and sophisticated personalized delivery system. The Fitness Center provides both credit and non-credit use. The hours of operation for the Fitness Center are published in both credit and Continuing Education course schedules, and are also available on the MCC website.

<http://www.mchenry.edu/fitnesscenter/index.asp>

Library

The MCC Library <http://www.mchenry.edu/library/> provides the resources (books, journals, CDs, DVDs, electronic materials, research databases) and services (research assistance, instruction, interlibrary loan) which meet the information needs of the college community. We teach library patrons to find, evaluate, and use information effectively and support intellectual freedom, inquiry, and lifelong learning.

Multicultural Program

Multicultural Programs <http://www.mchenry.edu/multicultural/> provides direct student support services and coordinates individual and group activities to promote integration into the college environment and academic success. Multicultural Programs strives to promote the following:

- Promote respect for diversity
- Ensure social, educational, and cultural student programming for underrepresented groups on campus is inclusive and accessible
- Provide students with a variety of resources and opportunities to learn about themselves, other cultures, and their community
- Strengthen students' academic and social skills
- Encourage students to build a support network with staff, faculty, and administration
- Recognize and reward student involvement

Sage Learning Center

The Sage Learning Center <http://www.mchenry.edu/sage/> is a general tutoring center for all registered students seeking assistance in a variety of academic subject areas. Comprehensive support is provided in math and in English/writing. The center also provides assistance wherever possible in many other courses. Tutoring is delivered by professional and peer tutors on both a drop-in and appointment basis and in both individual and group formats depending on the subject. Computer assisted instruction, supplemental instruction, study groups, and a resource library are also available.

Basic Functions for an Occupational Therapy Assistant

The following is a list of basic functions that are necessary for a student to be able to complete while in the program and completing the various levels of fieldwork to complete the Associates degree of Science in the Occupational Therapy Assistant Program. Students who have concerns

with performing the following tasks in their education, need to contact the Program Director and notify Access and Disabilities Services to determine if reasonable modifications under the Americans with Disabilities Act. Students need to remember the role of an OTA in the various settings and fields of practice to be an effective OTA after completion of the program.

A student must be able to:

1. Sit in class and complete various required movements up to 6 hours a day without risk of injury to self or others.
2. Move with adequate reflexive control and balance to ensure client safety that may or may not use equipment, while preventing injury to client and self.
3. Demonstrating the sensory motor skills, mobility, and general endurance necessary to effectively and safely complete all learning tasks, contributes to the occupational therapy intervention techniques in the academic and fieldwork environments.
4. Use visual, auditory, and tactile senses to observe clients to collect and interpret data.
5. Read and understand client charts, professional literature, notes from clients, family members, physicians, and other health professionals.
6. Respond to warning signals and calls for help or assistance.
7. Communicate effectively and clearly in English (using professional terminology) in both verbal and written formats with faculty, peers, clients, families, and other health professionals through appropriate documentation.
8. Acquire and demonstrate the educational information while applying the knowledge of occupational therapy principle and practice.
9. Behave in an ethical, legal and professional manner in the classroom and in the clinic setting at all times.
10. Modify one's own behavior and performance with appropriate response, to feedback from instructors, fieldwork educators, and peers to promote growth in learning.

PROGRAM ADMISSION PROCEDURES

Admissions Requirements

- Admission to McHenry County College.
- A grade of C or better is required for all general education and support courses: ENG 151, SPE 151, PSY 151, BIO 263 and BIO 264 (or equivalent). The biology courses must have been completed within 5 years of admittance into the program.
- The cumulative GPA for general education and support courses of at least 2.75.
- Preference given to residents of McHenry County College District #528.
- Completion of written essay.
- Participation of group interview process.

Admissions Process

- Individuals must have a MCC student ID number to apply to the Occupational Therapy Assistant program. If an applicant has never attended MCC as a credit student, a MCC Admissions Form and a \$15 fee must be submitted online at www.mchenry.edu/apply or at the Registration Office, Room A258.
- If any general education or support courses were taken at another institution, official transcripts from every college or university you attended must be submitted to the Admissions Office with a request for it to be reviewed for the Occupational Therapy Assistant Program. It is highly recommended that official transcripts and evaluation requests be submitted one month prior to the application deadline.
- A two page typed response to the following essay questions:
 - What has been your exposure to occupational therapy assistants and/or occupational therapists?
 - What factors influenced your decision to become an occupational therapy assistant at MCC?
- Completion of the OTA Supplemental Information Form which can be found on MCC's website <http://www.mchenry.edu/ota/otasupplemental.pdf>.
- Participation in group interview. Call 815-455-8710 for the Division Secretary for Health Professions to schedule your interview. Interview cycles begin August 1 of each year. Interviews start the same week as classes commence.

Criteria for Selection

The number of students that can be accepted into the Occupational Therapy Assistant Program is limited, therefore admission is competitive. The screening process is designed to select the most holistic and well-rounded students and takes into account GPA, completion of general education and support courses, residency of the student, experience or familiarity with occupational therapy, and written and verbal communication skills.

Notification of Acceptance

Students are notified by mail of their acceptance into the Occupational Therapy Assistant Program. They must complete and return an Intent to Enroll form within two weeks of receiving notification. Letters are sent to all applicants by October 15. If there are more qualified applicants than class

space available, applicants will be placed on a waiting list for that admissions year, and will be placed as space becomes available. Students that do not make it into the program will need to reapply for the following year. Applications will not be carried over from one year to the next.

Additional Requirements

Once accepted into the OTA program, students are required to provide proof of the following medical and legal clearance:

- Current physical exam within one year of starting program.
- Proof of current immunizations.
- Two-step TB test.
- Criminal background check.
- Clearance from the Office of the Inspector General.
- Current American Heart Association BLS Healthcare Providers 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 should be submitted to the Occupational Therapy Assistant Program Director in Room E212. Certain fieldwork sites require fingerprinting, and/or drug testing and may be at the expense of the student.

FIELDWORK WITHIN THE CURRICULUM

ROLE OF CLINICAL FACULTY AND STAFF

Occupational Therapy Assistant Program Director

The development and implementation of the fieldwork education program is the prime responsibility of the Occupational Therapy Assistant Program Director. The Occupational Therapy Assistant Program Director responsibilities, in addition to regular faculty duties, are:

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 problems related to fieldwork education.
4. To visit fieldwork sites as needed to discuss pertinent matters with students, fieldwork supervisor(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.

Division Secretary for Health Professions

The Division Secretary is an academic professional who works at MCC. The Division Secretary collaborates with the Director of Fieldwork in managing student and facility records, tracks medical and certification requirements, and assists the director of fieldwork with overall fieldwork education management.

Fieldwork Site Coordinator

The Fieldwork Site Coordinator (FWSC) is the individual at the fieldwork education site responsible for overseeing the fieldwork program at that site. The FWSC is responsible for the training and coordination of fieldwork supervisors and the assignment of a student to a fieldwork supervisor. The FWSC helps in planning and problem solving with the fieldwork supervisor and student team in a manner that enhances the fieldwork learning experience. The FWSC is the student's contact at the fieldwork facility related to the experience at the facility. The FWSC is the director of fieldwork's direct contact to the fieldwork facility. The FWSC is responsible for developing and collaborating fieldwork objectives to align with site and program curriculum.

Fieldwork Supervisor

The fieldwork supervisor for Level 1 Fieldwork is a licensed professional working in conjunction with occupational therapy or within an emerging field of occupational therapy. The company in which employs the fieldwork supervisor, states the person demonstrates leadership skills within the company and has contact with the OTA program director at McHenry County College. Level 1 Fieldwork Supervisor is responsible for instruction, supervision and OTA evaluation of the OTA student.

The fieldwork supervisor for Level 2 Fieldwork is the occupational therapist and/or occupational therapy assistant responsible for instruction, supervision, and evaluation of the student at the fieldwork education site. If the fieldwork supervisor is an occupational therapy assistant, an occupational therapist is responsible for supervising the student four hours per week. Fieldwork supervisors must have at least one year of experience in that practicing field. At some sites, more than one fieldwork supervisor may share these duties, or one fieldwork supervisor may supervise more than one student.

Student Responsibilities at Fieldwork Sites during Fieldwork Experiences

The rights and responsibilities of the MCC OTA department and the fieldwork sites are fully delineated in the MCC Affiliation Agreement.

1. Student 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. College or facility may immediately remove any student deemed to be clinically unsafe to patients, employees, or others. Facility reserves the right to prohibit the return of any such students unless a corrective action plan satisfactory to Facility has been proposed and its compliance assured by the college. Facility further reserves the right to request removal of any student

whose conduct is contrary to Facility's standards of conduct as set forth in its policies and procedures.

2. Student shall be responsible for his or her own transportation and shall not be authorized to transport any client of the Facility by car or other vehicle.
3. Student 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. Student shall be responsible for adhering to established schedules and notifying Facility and College of any absences or necessary schedule changes.
5. Student shall obtain prior written approval of Facility and College before publishing any material relative to the placement.
6. Student shall maintain confidentiality related to Facility's employees, patients, clients, customers, business operations, and/or trade secrets.
** taken from the Affiliation Agreement
7. Student shall be responsible for his or her learning and appropriate signatures for all required paperwork in regards to learning. This includes, but is not limited to: action plans, FWPE, course objectives, and so forth.

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:

Letters

1. Forms and Questionnaires - At various times during the year, forms and/or questionnaires are sent to fieldwork sites, usually in preparation for fieldwork internships.
 - a. Fieldwork Data Forms
 - b. Notification of Fieldwork Experience Dates
 - c. Announcement of Fieldwork Experience Assignments
 - d. Surveys regarding changes and/or evaluations
2. Telephone Calls - Students and fieldwork facility are encouraged to use the telephone as a means of communication whenever they perceive any problem(s) or have concerns(s) about the fieldwork education process. Please contact the Occupational Therapy Assistant Program Director at (815) 479-7559 as soon as problems and/or concerns are identified so that appropriate action can be taken.
3. Fieldwork Performance Reports (e.g., Site Supervisor's Weekly Check List, Level 1 Fieldwork Student Evaluation, Fieldwork Performance Evaluation (AOTA), and Student Evaluation of

Fieldwork Form (AOTA) - Evaluation of student performance is of utmost importance for it provides the Program, as well as the student, with feedback about each student's fieldwork abilities. In addition, it provides the Program with feedback about the strengths and weaknesses of the academic curriculum and thus serves as a basis for appropriate modifications.

4. Fieldwork Site Visits – The Occupational Therapy Assistant Program Director contacts each fieldwork facility during each experience as needed when students are assigned to the facility. As necessary, on-site meetings by the Occupational Therapy Assistant Program Director are arranged during each student experience. The purpose of the contact is to provide a forum during which both students and fieldwork faculty can discuss their activities so as to encourage early problem identification and remediation. If necessary, on-site meetings are usually scheduled approximately mid-way through the affiliation period. The Occupational Therapy Assistant Program Director may make other site visits if situations arise which cannot be resolved by other means.
5. Fieldwork Education Meetings/Symposia - As needed, MCC has sponsored meetings for Fieldwork Supervisors and Fieldwork Educators to discuss the fieldwork education or in the Occupational Therapy Assistant Program. Information regarding curricular or other program changes is also sent to fieldwork facilities as needed. Additionally, the Occupational Therapy Assistant Program Director participates in the Illinois Occupational Therapy Academic Fieldwork Coordinator Consortium (ILAFCC).
6. The Handbook/Fieldwork Manual - This manual provides fieldwork facilities and students with important information about fieldwork education. It is reviewed annually and updated as necessary. The Fieldwork Manual is mailed to new fieldwork sites when a contract is complete. Otherwise, the Fieldwork Manual is available on the MCC OTA Program website at www.mchenry.edu/ota or in paper format upon request. Fieldwork sites are notified of changes via the various forms of communication previously listed.

FIELDWORK POLICIES

Dress Code

Whenever students are present at a fieldwork site and representing MCC, students are expected to dress, appear, and act professionally. Students are expected to follow the dress code of the academic program, while being mindful of their representation of themselves, the Department of Occupational Therapy Assistant at MCC and the profession of Occupational Therapy.

- No shorts, jeans of any type, athletic or cargo pants, capri pants, 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/hosiery must be worn. If athletic shoes are worn, they must be specifically for fieldwork work, and therefore clean. Athletic shoes should be all or predominantly white.

- 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.
- Students may be required by the fieldwork site to have lab coats with them during fieldwork experiences (part and full time). A patch with the school logo is available to be attached to the left shoulder sleeve of a lab coat. The purchase of a lab coat is the responsibility of the student to purchase.

This list is not exhaustive, and it is impossible to continually update with every change in contemporary fashion. MCC expects the student to project a professional appearance at all times. 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. In order 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 supervisor or MCC employee to a fieldwork location. Students are also not allowed to drive fieldwork supervisors in their personal vehicles.

Nametags

Nametags should be worn at all times while at a Fieldwork site related to the MCC Occupational Therapy Assistant Program. The 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 and Makeup

Assignments for Fieldwork Level 2A and B (OTA 260 and OTA 265) are full time (typically 40 hours per week). The student's schedule is dictated by the fieldwork site and the Fieldwork educator/ Fieldwork supervisor. This may include weekend or evening work, or alternate work schedules (e.g. four, 10 hour days). Students are not allowed time off for MCC holidays (e.g., spring break). The student must observe policies of the facility regarding days off and holidays (including religious holidays).

Any special requests regarding time off must be approved by the Occupational Therapy Assistant Program Director and fieldwork site. The fieldwork educator, fieldwork supervisor, and Occupational Therapy Assistant Program Director 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 Occupational Therapy Assistant Program Director in advance (whenever possible). Failure to

notify the fieldwork site and the director of fieldwork of any absence is considered a violation of the departmental policy. In cases of illness, the student is expected to contact the fieldwork site prior to their scheduled arrival time to notify them of the illness. The student is expected to contact the Occupational Therapy Assistant Program Director to notify the OTA program of the absence.

Students are required to attend all scheduled fieldwork seminars. Depending on the time and location, the student is expected to follow the policies of the assigned fieldwork site for attendance in the clinic before and after the meeting. Dates for the meetings will be given to the student and the fieldwork site before the start of the internship.

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 and fieldwork supervisor. The Occupational Therapy Assistant Program Director, however, must be notified about any fieldwork education time the student misses due to these activities.

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 Occupational Therapy Assistant Program Director and the fieldwork facility representative. Fieldwork educator 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.

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 Occupational Therapy Assistant Program Director in advance. 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 Occupational Therapy Assistant Program Director, the fieldwork experience has not been canceled, and the student has not withdrawn. In compliance with college grading policies, the student must supply the Occupational Therapy Assistant Program Director 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 Occupational Therapy Assistant Program Director. The Occupational Therapy Assistant Program Director will determine the length of the fieldwork experience to be completed. The determination of the plan for completion will be made by the Occupational Therapy Assistant Program Director based on feedback from the Fieldwork Site Coordinator, the student, and the nature of the fieldwork experience. The Occupational Therapy Assistant Program Director 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 these procedures or whose performance would have resulted in a grade of 'Fail' had they completed the fieldwork experience cannot receive a grade of 'Incomplete.'

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 an Occupational Therapy Assistant can be performed in a manner that will satisfactorily fulfill the requirements of the fieldwork education program while meeting the student's unique needs.

The ADA defines a person with a disability as one who has a physical or mental impairment that substantially interferes with one or more major life functions, one who has a record of such impairment, or one who is regarded as having such impairment. A reasonable accommodation is any modification to the environment, schedule, or practice that makes it possible for an individual with a disability to fulfill academic or fieldwork requirements. An acceptable, reasonable accommodation does not put other individuals at significant risk for harm, nor does it impose undue hardship on the University or fieldwork institution. Undue hardship may be considered high cost, unsettling environmental modification, impractical practice or schedule changes, or changes that would alter the primary nature of professional education or standards of practice.

In order to receive accommodations, the student must provide written documentation of the disability from an appropriate qualified practitioner. The student must also identify what types of accommodations are needed. The Occupational Therapy Assistant Program Director and the Special Needs Department will advise the student on seeking accommodations from the fieldwork site.

Confidentiality of Student Fieldwork Records

All assessment tools containing information pertaining to a student must be considered confidential and may only be shared between fieldwork sites where the student is scheduled, the student, and the Occupational Therapy Assistant Program. Students give written permission for name, address and contact information to be released to fieldwork supervisors and/or placement management system.

Level 1 Fieldwork

During the first three semesters of the curriculum, students participate in fieldwork experiences within individual courses to enhance course content. The students have specific objectives and assignments they are required to complete during each Level 1 Fieldwork experience. Specifics related to these experiences can be found in the Fieldwork Manual. Each site or location is based on contracts the college has with specific locations and can only be arranged by the Director of Fieldwork. Supervisors for Level 1 Fieldwork placements are based on employer satisfaction of responsibilities and quality of work requirements set forth by the employer towards the focus of the fieldwork setting. Most supervisors will have degree, specialized training and/or work experience

in the area of practice. MCC will be notified prior to student arrival who the supervisor is and qualifications.

A student may not use any Level 1 Fieldwork experiences toward a Level 2 Fieldwork placement. Each fieldwork location has different expectations and guidelines based on the curriculum sequence.

Students are required to pass Level 1 Fieldwork placements as part of the course sequence, to be considered successful in clinical practice and dynamic curriculum.

Level 2 Fieldwork

In the fourth semester, students complete two nine-week fieldwork experiences. Each fieldwork experience will have an average of 320 hours of documented information per experience. When a student is placed in a setting covering the lifespan, it will cover the entire 18 weeks with a **minimum** of 640 hours of recorded Level 2 Fieldwork experiences. The students will have general guidelines of activities to be completed that best fits the specific site in which they participate in. Each site or location is based on contracts the college has with specific locations and can only be arranged by the Occupational Therapy Assistant Program Director.

MCC does not offer out of state or out of the country experiences for Level 2A or 2B fieldwork placements.

All Level 2 Fieldwork placements will have either an OTR/L or COTA/L as a direct supervisor. Those with a COTA/L as a supervisor will also report to the OTR/L per State of Illinois practice guidelines.

Fieldwork sites are based on student feedback interest, medical conditions, and strengths determined within the program curriculum.

The Occupational Therapy Assistant Program Director at MCC assigns grades for the fieldwork education experiences. In assigning the grade, the Occupational Therapy Assistant Program Director evaluates:

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

Students are expected to score at a 54 & above at midterm and a 70 & above at final on the FWPE to be considered passing. If a student is below a 54 at midterms, a learning contract/action plan will be implemented to encourage growth in weaker areas.

Students who demonstrate difficulty in progressing in categories related to ethics and safety 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 signed by both the fieldwork supervisor and the student.
- The entire original AOTA Evaluation of Fieldwork Experience evaluation form completed and signed by the fieldwork supervisor.

All paperwork must be to the academic fieldwork coordinator within five business days of the completion of the fieldwork experience unless otherwise specified by the Occupational Therapy Assistant Program Director.

The student will receive a passing grade for a Level 2 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 Occupational Therapy Assistant Program Director. A student will receive a grade of fail if any of these requirements have not been completed. Students with outstanding grades of fail are not permitted to continue in the program (see grades/dismissal section of the handbook for further explanation).

As per MCC policy, an Incomplete (IN) 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 Occupational Therapy Assistant Program Director must receive the required documentation within two business days of completing the experience unless otherwise specified by the Occupational Therapy Assistant Program Director. 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.

COURSE TRANSFER

General Education and Support courses taken at another institution will be evaluated by the Office of Admissions to determine if they can be accepted by McHenry County College for credit. All OTA courses must be taken at MCC. Neither occupational therapy courses nor occupational

therapy assistant courses may be transferred into the program from other developing or accredited programs.

LENGTH OF PROGRAM

Once the applicant is accepted into the OTA program, it is a two-year, four-semester program. If a student needs to repeat a semester or takes a leave of absence due to documented medical or personal reasons, the length of the program may be extended by up to 12 months; extending the program length to three years. The extension limitation is in the interest of knowledge currency. Both Fieldwork Level 2 courses (OTA 260 and OTA 265) must be completed within 18 months of the completion of didactic course work. A leave of absence or repeating a semester may only be requested one time during the duration of the OTA program.

EVALUATION OF STUDENTS

Grades on Individual Assignments

Students receiving a grade below C on an exam or assignment will be required to meet with the faculty member to ensure knowledge has been obtained at a satisfactory level. Evaluation of this knowledge can be in the form of discussion, or additional assignments. The earned grade will not be changed. These advisement meetings will be documented as well as the method used to demonstrate knowledge or skill attainment and placed in the student file. Failure to complete the evaluation of this knowledge will lead to a learning contract. The following will be used a guideline for assigning grades

93 – 100	A
84 – 92.9	B
75 – 83.9	C
70 – 74.9	D
69.9 or below	F

Grades will not be rounded in any course.

The following is how the OTA program will maintain records and grades for the program:

- All records will remain in a locked cabinet in the Occupational Therapy Assistant Program Director's office.
- Records in relation to transcripts and fieldwork will be retained by the college permanently.
- Fieldwork records will be maintained throughout the OTA program.
- Transcripts will be maintained by the college with the Registrar's office.
- Copies of exams and fieldwork assignments will be maintained through each accreditation cycle to enhance documentation of curriculum.
- All records will be disposed of according to MCC's guidelines of discarding confidential information.

Applications of students who were not accepted into the program will be disposed of according to MCC's guidelines for confidential information, a year after the application time frame, unless they have reapplied the following year.

Student Advisement

OTA students must meet with the Occupational Therapy Assistant Program Director or assigned faculty advisor at least one time each semester to review the student's progression through the program and ensure a plan is in place for successful completion. Regular advising meetings are planned to address class scheduling, program progression planning, preparation for capstone fieldwork, and for graduation. Students are encouraged to seek out additional advising as necessary. The faculty advisor will document each meeting, including any issues, concerns or problems identified along with the results. Students are entitled to a copy of the documentation and any plan made and agreed to by the student and the faculty advisor. Documentation is maintained in each student's locked file.

Grades/Dismissal

Once a student has been admitted into the OTA program, the student may continue to enroll in each successive semester of OTA courses until the student finishes the program, provided a grade of A, B, or C is earned in each course. Grades of D, F, I, or W are not considered passing. A student who does not earn a grade of C or better in a course will be dismissed from the program. The student may petition to repeat the course the next time the course is offered. The petition form may be obtained from the OTA director.

Students must maintain an overall GPA of a 2.0 or better in order to progress in the program.

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 withdrawal 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 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 which is dismissed from the program for unprofessional behaviors will not be permitted to attend any further OTA classes at MCC.

Qualifications for Level 2 Fieldwork

Students must have completed all of the didactic course work with a grade of C or better, have a GPA of a 2.0 or better and must be approved by the Occupational Therapy Assistant Program Director to progress to Level 2 Fieldwork courses. Both Fieldwork Level 2 courses (OTA 260 and OTA 265) must be completed within 18 months of the completion of didactic course work.

Graduation Requirements

- Cumulative GPA of 2.00/4.0 or greater for all required courses
- Successful completion of Level 1A,1B, 1C Fieldwork placements.
- Completion of Fieldwork Level 2 (OTA 260 and OTA 265) within 18 months of completion of the didactic portion of the program.
- 15 semester hours of program specific coursework taken at MCC
- Completion of intent to graduate form
- Completion of end-of-program assessment as directed by the department

RE-ENTRY PETITION PROCESS

Students who have been dismissed from the program due to not passing an OTA course or a requested leave of absence based on a documented medical leave or personal reasons will be allowed to petition for re-entry into the program. The student may petition to repeat the course the next time the course is offered. Students who do not follow through on the petition and action plan will not be allowed to re-enter the program. The petition is a letter written by the student stating his or her request to re-enter the OTA program. The letter is to be given to the OTA Program Director.

Re-entry into the program sequence will be based upon space availability at the time of petitioning. Process for demonstrating continued compliance of material already covered will be tailored to the individual's needs, and may include, but not limited to the following: Repeating a course, tutoring, or skills lab before returning to course sequence. If a student requests re-entry due to illness or injury, the student's physician or nurse practitioner must release a student and give consent for him or her to continue in the curriculum.

If re-entry is granted, students will complete an action plan to document step-by-step requirements and results if action plan is not completed.

Additional requirements: Health, Legal & CPR

To participate in classroom and fieldwork activities, students must have on file at MCC Department of Occupational Therapy Assistant Program documentation of all the following health requirements. You must also have a copy of evidence of current Cardiopulmonary Resuscitation (CPR) certification, Blood Borne Pathogens, and HIPPA compliance. Students will complete Blood Borne Pathogens and HIPPA compliance as part of the program. All students are highly encouraged to keep copies of all legal and health information. The college may not release any of this information except to the student specifically.

BBP/HIPPA are mandatory trainings that will be completed on a yearly basis to ensure safety guidelines and compliance. Specific information will be given to students on how and when to complete the required trainings.

To maintain compliance with HIPPA, no identifying personal information may be used in writing, explanations, or photos for any aspect of the assignment or personal use. Use of consumer, patient, or participant information, without proper written consent, is a violation of HIPPA and may be grounds for dismissal of the program for decreased ability to demonstrate and apply professional and ethical behavior in academic related tasks and situations.

Proof of Immunizations

Documentation of immunization or record of disease for Rubeola (Measles), Rubella (German Measles), Mumps, Tetanus and Diphtheria, varicella (chicken pox). Documentation of immunization for influenza, when it is available in the fall.

Documentation of Evidence of Hepatitis B Vaccination series

Since the Hepatitis B vaccination is a series of three inoculations over a six-month period, we recommend that you begin the Hepatitis series as soon as possible. You must have the first two vaccinations of the series complete by the end of the first semester. Students do have the option of declining the Hepatitis B vaccination series. If students decline this vaccination series, they must sign the declination statement. Completing the declination may limit opportunities for fieldwork placements due to the health requirements of facilities.

Documentation of Evidence of Yearly Tuberculosis (TB) Testing

The Department requires all students to have results of a Mantoux skin test for tuberculosis (TB) completed within the last twelve months on file with the Occupational Therapy Assistant Program Director at all times. A student who was immunized against TB or received treatment for TB and has a positive Mantoux needs to have a chest x-ray done to demonstrate that there is no evidence of active TB. The Occupational Therapy Assistant Program Director and the clinical site, when appropriate, must be given documentation that the radiograph was clear of evidence of active TB. According to guidelines, a chest radiograph should be repeated every four years or sooner if required by a clinical facility. In addition to the Department's policy for TB testing, some clinical education facilities may require a more recent test, such as within 30 days before the first day at the clinical education site, or a "two-step" TB test.

Current Physical Exam

Documentation of current physical examination is required for entrance into the program and for Level 2 Fieldwork, and will be on file with the Occupational Therapy Assistant Program Director. The specific form for the physician to complete can be found in the appendix of the OTA Program Handbook.

CPR Certification

Evidence of current certification in Healthcare Provider CPR.

Healthcare Provider CPR will include CPR training for the adult, child and infant as well as training in the use of an Automatic External Defibrillator (AED). Contact the American Heart Association or American Red Cross to schedule certification or recertification training in all of the areas listed above. <http://www.mchenry.edu/hccareers/>

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 Occupational Therapy Assistant Program Director.

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 instructor, 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 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.

Health Insurance

Students are required to show proof of current health insurance. If a student does not have health insurance, please see the Occupational Therapy Assistant Program Director to discuss options within the community.

Employment

Balancing employment with the demands of the OTA program is very difficult. The student is expected to be alert in both class and in clinical for academic success and client safety. Clinical and classroom expectations and schedules will not be altered to accommodate student employment.

Occupational Therapy Code of Ethics and Ethics Standards (2015)

www.aota.org/About-Occupational-Therapy/Ethics.aspx

NATIONAL CERTIFICATION EXAMINATION

By the National Board for Certification in Occupational Therapy

Graduates of an accredited/ approved entry-level occupational therapy assistant program are eligible to sit for the certification exam. Information related to the process can be found at <https://www.nbcot.org/en/Students/get-certified>

Testing Process and Application

The certification examination is administered at Prometric Test Centers (PTCs) world-wide. Prometric is a comprehensive testing solutions include test design, development, administration, data management and analysis of test results. To ensure the integrity of its testing process, Prometric maintains stringent security standards in its test centers and across its network. Prometric provides exams for high caliber clients including NBCOT.

Candidates are provided four (4) hours to take the examination. Please plan on being at the test center for five (5) hours and fifteen (15) minutes to complete the tutorial, survey and other administrative requirements.

Eligible candidates must apply for authorization to take the examination by completing the NBCOT Certification Examination Application either on-line or using paper. Once approval is granted, the eligible candidate will receive a letter with information related to scheduling the examination time with PTC. The approval letter is active for 90 days. Eligible candidates must take the exam within 90 days of approval letter.

Eligibility Requirements

- Graduating with an accredited/approved entry-level occupational therapy assistant associate's degree
- Completing all fieldwork requirements
- Submitting an official final college or university transcript that indicates the date of graduation and degree title or NBCOT Academic Credential Verification Form (ACVF)
- Demonstrating a minimal proficiency in English language either by:
 - Passing the NBCOT OTR[®] or COTA[®] certification examination; or
 - Achieving a passing score on the TOEFL examination in English
- Agreeing to abide by the NBCOT Code of Conduct
- Attaining a passing score on the NBCOT OTR or COTA certification examination
- A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Accommodations

In adherence with the Americans with Disabilities Act (ADA, 1990, updated, 2010), NBCOT[®] provides reasonable and appropriate STA for exam applicants with disabilities who are otherwise eligible to take the OTR[®] or COTA[®] certification examination in the United States. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities (e.g. caring for one's self; performing manual tasks; seeing; breathing; learning; and walking), a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment.

Visit <https://www.nbcot.org/Students/Services#TestingAccommodations> for additional information related to accommodations for the exam.

STATE LICENSURE

Occupational therapy assistant students should be aware of state licensing laws at all times, especially while on fieldwork experiences. OTA students need to be aware that state licensing laws differ and regardless of the state in which the student resides or the school resides, the student is responsible for the state practice act in the state in which they are completing fieldwork.

When preparing to take the national certification exam, also prepare yourself for state licensure. While the application process may be different from state to state, all states require successful completion of educational requirements, both academic and fieldwork, and successful completion of the certification examination. Many states have limited ability to practice prior to successful completion of the certification examination and/or limited practice while awaiting the licensing

application to be processed. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

The OTA program at MCC will provide more detailed information related to licensure and appropriate forms prior to the end of your last semester. The last day of OTA 250 is designed to complete the required paperwork for the state of Illinois and educational requirements for NBCOT upon official graduation from the accredited OTA program at MCC.

APPENDICES

APPENDIX A

Reference documents:

- Occupational Therapy Practice Framework: Domain and Process
<http://www.aota.org/Practice/OT-Assistants.aspx>
- Occupational Therapy Code of Ethics and Ethics Standards
<http://www.aota.org/About-Occupational-Therapy/Ethics.aspx>
- Standards of Practice for Occupational Therapy
<https://ajot.aota.org/article.aspx?articleid=2477354>
- Fieldwork Informed Consent
- Compliance with OSHA's Bloodborne Pathogen Regulations
- Declination of Hepatitis B

APPENDIX B

Level 1 Fieldwork (A, B, C)

- Objectives
- Assignments
- Weekly Summary Form
- Student Self-Assessment
- Site Supervisor's Weekly Check List
- Evaluation Form

Level 2 Fieldwork (A & B)

- Objectives and Plan for FW Completion
- Physical Form

Fieldwork Informed Consent

I have received a copy of the Occupational Therapy Assistant Program's Student Handbook and Fieldwork Manual. I have read and understand the policies contained in the Manual. I agree to follow the policies as outlined in the 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 Student Handbook and 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 Student Handbook and 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 Occupational Therapy Assistant Program Director 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 Occupational Therapy Assistant Program Director

Print Name _____

Compliance with OSHA's Bloodborne Pathogen Regulations

I have received instruction in the following:

1. Definition of Bloodborne Pathogens
2. Transmission of Bloodborne Pathogens
3. Exposure Control
4. Use of Personal Protective Equipment
5. Work Practice Controls

First Year _____

Student Signature

Date

Instructor Signature

Date

Second Year _____

Student Signature

Date

Instructor Signature

Date

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.

Student Signature

Date

Student Printed Name

APPENDIX B

Level 1 Fieldwork (A, B, C)

- Objectives
- Assignments
- Weekly Summary Form
- Student Self-Assessment
- Site Supervisor's Weekly Check List
- Evaluation Form

Level 2 Fieldwork (A & B)

- Objectives and Plan for Fieldwork Completion
- Physical Form

LEVEL 1A FIELDWORK

Objectives for Level 1A Fieldwork

At the end of the 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 Fieldwork experience.

1. Recognize the importance and impact roles, habits, and routines on the emergence and evolution of occupations throughout the lifespan within an individual's choice of occupations.
2. Begin to engage in professional dialogue with the client and/or program personnel to report findings and obtain feedback.
3. Complete an occupational-based activity analysis and therapeutic intervention process within the scope of practice of the occupational therapy assistant.
4. Demonstrate emerging skills and knowledge in oral and written professional documentation and communication.
5. Gather and organize client-centered data using a structured observation process that can contribute to the process of planning interventions/services appropriate to the client.

Reminder: The focus of Level 1A Fieldwork is for the student to incorporate classroom based skills of interviewing and observation of a person to determine how to complete an activity analysis; various interventions (activities) the client completes; and how the environment (context) and meaning (occupation) pertains to the activity for the client. Students will:

- Begin to develop and demonstrate professional behaviors in fieldwork settings.
- Identify aspects of their own beliefs and values.
- Acknowledge and learn from constructive feedback provided by instructors and clients.

Assignment #1

Each student will put together a binder that they will keep observations, tracking information, assignment details, and other relevant information from various tasks required as part of Level 1A fieldwork. This will be used as part of the grade for the class and may be used as a resource for further classes in the OTA program. The binder will be divided with specific sections, to include a cover page and each assignment, and is labeled accordingly. The specific parts of the binder will include:

1. Cover page:
 - a. Student's name
 - b. Name of the facility
 - c. Supervisor name/title
 - d. Dates of fieldwork experience

2. Assignment #2
 - a. Each week will be labeled and identified for grading purposes.
3. Assignment #3
4. Assignment #4
5. Assessment forms:
 - a. Weekly summary form for weeks 1-5
 - b. Student self-assessment
 - c. Student/supervisor evaluation form

Any late assignment will be a 10-point deduction for every day that it is late. The assignment must be turned in as a complete assignment; parts of the assignment may not be turned in separately.

Assignment #2

Directions: The assignment must be doubled spaced and formatted correctly. The student must observe the setting they are assigned to, and complete the activity designed for each week. Most of your population will be demonstrating typical development and motor movements. Atypical aspects of human development will be discussed later in the curriculum. Please apply OTPF terminology to observations seen.

Week 1:

Observe and describe the setting – be able to give a clear example and description of what the environment encompasses. Include the population, people who interact within the environment, and the responsibilities of that person(s). No more than 2 pages in length.

*This is an assignment based on your observational skills. Whether the student chooses the building and/or the room that one was in, it is the observer's choice. The description must be clear enough for the reader to understand the environment, and visualize what is written.

Weeks 2 & 3:

Select an activity (therapeutic intervention) observed with two different people (clients). Of the two activities (interventions) observed, choose one to complete the following information per week:

Client information: age, gender, possible diagnosis being addressed, other relevant health information. (If medical history is unknown, mark as N/A)

Therapeutic intervention/activity: (Do not include identifiers. Remember to maintain confidentiality for the people you interact with.)

1. Name/descriptor of activity and context in which the intervention occurred (e.g. clinic, classroom).
2. Goal(s) of activity. (This may be known or implied.)
3. Complete an occupational based activity analysis on the task observed.
4. Identify any needed adaptations and/or grading required for the person (client) to complete the activity as compared to other people in your setting completing the same activity. How did the person change the task to make it easier or more challenging? If the task was not modified or adapted, state and describe how the activity could have been modified or adapted.
5. Describe the supervisor's approach, or person assisting the person being observed. How did the person use him or herself as a part of the activity (intervention) process? Did they use verbal cues, tactile cues, or use himself or herself to assist the client? If the supervisor or another person was not utilized as part of the activity (intervention), how might you suggest they could be involved to increase the effectiveness/benefit for the person you observed?
6. Discuss the client's responses before, during and following completion of the intervention.
7. Describe how the activity (intervention) relates to the person's areas of occupational performance, roles, habits and routines.
8. Describe your own reactions in regard to the client and to the supervisor/other instructor.
9. List three or more questions that you had at the conclusion of the activity (intervention). The questions can relate to any aspect of the process observed. At least one question must relate to information you would need to research in order to effectively work with this client. For example: Diagnosis, theory used, muscle group or patterns, name of surgical procedure and etc.

Personal questions: (To be answered at the end of week 2 and 3.)

1. Describe how you felt prior to attending, and after attending this week in your site. What ideas or concepts did you encounter, what physical symptoms did you experience, and why?
2. Why is it important to observe how the person (client) understands that task they are completing and how this is relevant to the person's (client's) occupations following the OTPF?

Week 4:

Interview one of the professionals that were part of the activities that was observed. Ask 8-10 open-ended questions related to the activity or setting on why the activities were chosen, what modifications were used, and what is the overall goal of the activity for the client. Include the following questions as part of the required 10 questions. The questions from #9 in Assignment #2 can be used if further explanation is needed on an activity or concept. NOTE: if the person responds with either 'yes' or 'no', then it was not an open-ended question.

1. From the overall goal, is there another activity that works on the same goal? Please explain.
2. How can this activity be graded or processed to make it easier or harder for the client?

Reflection Question: Based on the P-E-O model, did your thoughts align with what the supervisor was trying to facilitate with the person (client) that was the subject of your activity analysis? (From weeks 2 & 3)

Each student will complete a weekly summary form (from every week), student self-assessment, and the evaluation from your supervisor. All of this information will be placed in your binder as part of your grade.

Assignment #3:

Document the information outlined below for each visit/observation/fieldwork experience. The student may keep track using any method that is comfortable and adequately reflects the required data. Each student will create their own methodology to ensure all required information is accounted for, which may involve revising the documentation procedures part way through the assignment. The use of narratives should be avoided.

1. Location.
2. Time and date of fieldwork.
3. Name of Supervisor and degree.
4. List of clients seen and diagnosis, age, activities observed, and goal that is being worked on.

Do not use the person's (client's) name or any other type of identifying information in your assignment. Stating 'young male child' will be fine for the student and the clinical supervisor to discuss the information that has been gathered.

Assignment #4:

A final summary of your experience, which will include weekly information from the self-assessment tool, will be used to explain what was learned in both a positive and negative aspect of the fieldwork placement. The assignment will be double spaced and no more than 2 pages in length formatted in size 12 font.

*If anyone has any questions, they need to ask the instructor for assistance. The assignments have been created to assist in the development of the educational responses of what is based on theory and evidence-based practice. Some statements are vague. This is done in order to allow the student to begin developing clinical reasoning skills. Students are to develop ideas and concepts as compared to completing directed information.

Remember to use proper citations of information gathered. Do not plagiarize one's own work.

*To maintain compliance with HIPPA, no identifying personal information may be used in writing, explanations, or photos for any aspect of the assignment or personal use. Use of consumer, patient, or participant information, without proper written consent, is a violation of HIPPA and may be grounds for dismissal of the program for decreased ability to demonstrate and apply professional and ethical behavior in academic related tasks and situations.

Level 1A Fieldwork Weekly Summary Form

Date: _____

Week: _____

Student: _____

Clinical Instructor: _____

Signature: _____

Achievements:

Areas of Growth:

Opportunities for Improvement:

LEVEL 1A FIELDWORK – STUDENT’S WEEKLY CHECKLIST

Please use this checklist to track and verify that required student activities have been achieved to assist with organization skills.:

Week One

Student initials and date

_____ OTA student oriented to facility/program

_____ OTA student observed intervention(s) provided

_____ OTA student initiated/completed observation form

_____ OTA student completed:

- weekly summary form
- assignment #1
- begins assignment #2

Week Two

_____ OTA student completed:

- tracking form
- weekly summary form
- observation activities
- assignment #2, week #2

Week Three

_____ OTA student completed:

- tracking form
- weekly summary form
- assignment #2, week #3

Week Four

_____ OTA student completed:

- tracking form
- weekly summary form
- assignments for week #4

LEVEL 1A 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

1. Time Management Skills Consider ability to be prompt, arrive on time.	1 2 3 4
2. Organization Consider ability to have all materials needed for observations/interactions.	1 2 3 4
3. Engagement in the fieldwork experience Consider ability to interact with the environment and demonstrate interest.	1 2 3 4
4. Self-Directed Learning Consider ability to take responsibility for own learning; demonstrate motivation.	1 2 3 4
5. Reasoning/Problem Solving Consider willingness to ask questions; ability to analyze, and understand the process in discussion	1 2 3 4
6. Observation Skills Consider ability to observe relevant behaviors, and to verbalize perceptions and observations as they relate to the environment and client perceptions.	1 2 3 4
7. Participation in the Supervisory Process Consider ability to give, receive and respond to feedback; seek guidance when necessary; follow proper channels of communication.	1 2 3 4

<p>8. Verbal Communication and Interpersonal skills with patients/clients/staff/caregivers Consider ability to interact appropriately with individuals such as eye contact, empathy, respectfulness; degree/quality of verbal interactions; use of body language and non-verbal communication; exhibits confidence.</p>	<p>1 2 3 4</p>
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<p>9. Professional and Personal Boundaries Work with others cooperatively, considerately, and effectively; responsiveness to social cues.</p>	<p>1 2 3 4</p>
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<p>10. Use of professional behaviors Consider ability to respect confidentiality.</p>	<p>1 2 3 4</p>
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<p>Comments:</p>	<p>1 2 3 4</p>
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<p>Final Score: _____ Requirements for Passing: _____</p>	
<ul style="list-style-type: none"> No more than two items below a “3”. 	
<p>Student Signature: _____</p>	
<p>Supervisor Signature: _____</p> <p>*Supervisors: Please contact the fieldwork coordinator to discuss any challenges noted with students for an accurate learning experience.</p>	

**McHenry County College
Occupational Therapy Assistant Program**

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.

LEVEL 1B FIELDWORK

Objectives for Level 1B Fieldwork

At the end of the Level 1B 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 1B experience.

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

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 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. Level 1B Fieldwork will be four days of exposure to the site and focus on the psychosocial aspects of the consumer, environment, and interaction of participants. 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.

Assignment #1

1. Describe the site/program that you are assigned to:

- Name and purpose/scope of service.
- Approach to service delivery.
- Team model(s) used and identification of professional and paraprofessional team members.
- How clients are referred to the program you are observing.
- How clients are evaluated to receive services from the program you are observing.

2. If this site does not have occupational therapy practitioners on staff, identify how OT might contribute to this program/facility. If there is an OT practitioner, describe that individual's role in service delivery.

3. Research a peer-reviewed article related to the services provided by this program/facility. Write a paragraph describing how that information might contribute to the services offered at this fieldwork site. Attach a copy of the article with your assignment.

Assignment #2

With your fieldwork supervisor, discuss the COPM, i.e., how it is designed to learn from a client and how it can be used at this site. Be sure to explain that the mechanism of the COPM is a self-report interview process. Once the interview is complete, the student will summarize in writing three areas rated lowest by the interviewee for both performance and satisfaction. Your supervisor will not be familiar with the COPM; you must be familiar enough to explain and compute.

Complete a reflection paper that addresses the following:

- What verbal questions did you have to rephrase for your client to have clear answers in determining what areas of occupational performance are being interrupted?
- Describe the person (with background information) without giving identifying information and explain why they are in this of program. Describe the program and type of personnel that are available to the client. How is the “team” that works with this client put together and what are their titles?
- Discuss with your supervisor what was learned from your interview and discuss how these concepts are being implemented in the current program.
- Complete the COPM score sheet.
- Prepare a letter for the facility or client’s programming, making recommendations of resources or ideas that address the client’s occupational concerns. This letter may not be given to the client; this is for your benefit as a student to work on professional documentation. It may be beneficial to use a SOAP note format as part of a TX session. Have your supervisor sign your copy to turn in with your assignment. Note: Based on varying cognitive levels, the COPM may not be appropriate for all clients. Use your active listening and reasoning skills to understand what the client is saying.

Assignment #3 (Adapted from Donna M. Costa, MS, OTR/L)

How would you describe this type of setting as it fits into the areas of occupation? If a family member of the client asked how this type of setting would benefit their family member, what would you tell them and why? Cite the information from your researched article to give you a baseline for your reasoning and explanation. The APA format must be used to give credit to your source and attach a copy of the article(s) to your assignment. Half of the points will be deducted for citing your sources inappropriately.

Assignment #4

Using a planned/scheduled facility activity, the student will complete an activity analysis using the format based from the previous semester. Additionally, the student will write a description of the communication strategies and planned interventions used by the supervisor/staff member to facilitate the client’s engagement in the activity.

As part of the assignment, recommend and describe two possible ways to grade the activity that the activity analysis was completed on. One recommendation will show how to make the activity more challenging and the second will decrease the challenge level. Provide a rationale for each recommendation. Review these ideas with your supervisor and report in writing on the feedback received. In grading the activity, one can account for physical or cognitive challenges.

If your supervisor agrees with the modifications that have been chosen, discuss with your supervisor the possibility of trying out your ideas and observe the outcome. Describe the difference of the activity with the grading completed and if there were any changes to be observed by the person completing the task. Reflect on the response from your supervisor and oneself whether positive or negative. If your supervisor does not agree, state in writing that it was not appropriate at the time. It must be based on the facility's decision, not on your activity.

Assignment #5

Documentation is very important in fieldwork and when you are working with anyone. Keep track of the clients that you observe/work with. You can develop your own tracking form or utilize a previous version. Record information about the person, such as their age, dx., activities that were completed, and the long or short term goal that is associated with the activities that were completed. To facilitate ease of scanning and reading, avoid using a narrative format.

Students will complete the Level 1B Fieldwork Weekly Summary Form on a weekly basis.

Students will complete the Student Assessment Form.

Supervisors will complete the Student Evaluation.

*To maintain compliance with HIPPA, no identifying personal information may be used in writing, explanations, or photos for any aspect of the assignment or personal use. Use of consumer, patient, or participant information, without proper written consent, is a violation of HIPPA and may be grounds for dismissal of the program for decreased ability to demonstrate and apply professional and ethical behavior in academic related tasks and situations.

Level 1B 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?

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?
5. Explain the difference in your knowledge between Level 1A Fieldwork and this Fieldwork.

LEVEL 1B FIELDWORK – STUDENT’S WEEKLY CHECKLIST

Please use this checklist to track and verify that required student activities have been achieved:

Week One

Student initials and date

- ____ OTA student oriented to facility/program
- ____ OTA student observes intervention(s) provided
- ____ OTA student initiates/completes tracking form
- ____ OTA student completes weekly summary form
- ____ OTA student begins gathering information for the checklist _____

Week Two

- ____ OTA student is presented with client(s) to follow for COPM assignment
- ____ OTA student completes tracking form
- ____ OTA student completes weekly summary form _____

Week Three

- ____ OTA student completes weekly summary form
- ____ OTA student completes tracking form _____
- ____ OTA student completes COPM
- ____ OTA student completes activities for assignments off site and continues to gather information to complete assignments.

Week Four

- ____ Complete tracking form
- ____ Complete weekly summary
- ____ Continue to gather information for assignments
- ____ Complete Evaluation forms:
 - Level 1B Fieldwork Evaluation
 - Student Self-Assessment
- ____ OTA student asks any further questions for clarification _____

LEVEL 1B 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>
<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>
<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>
<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>
<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>
<p>Comments:</p>	<p>1 2 3 4</p>

<p>Comments (continued):</p>	
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<p>Final Score: _____ Requirements for Passing: _____</p> <ul style="list-style-type: none"> • No more than two items below a “3”. <p>Student Signature: _____</p> <p>Supervisor Signature: _____</p> <p>*Supervisors: Please contact the fieldwork coordinator to discuss any challenges noted with students for an accurate learning experience.</p>

Students who have more than 2 items below a “3” will not be successful in completing level 1B 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 1B Fieldwork will result in earning and “F” for the final grade of the course.

LEVEL 1C FIELDWORK

Objectives for Level 1C Fieldwork

1. Plan and participate the roles and responsibilities of the occupational therapy assistant and the occupational therapist in all stages of occupational therapy process, emphasizing consideration of team collaboration, cultural, clinical, and ethical reasoning.
2. Recognize commonly referred physical dysfunction conditions and their effects on occupational performance of life roles throughout the lifespan including ability to establish age-expected habits and routine.
3. Relate and apply any specific, evidence based therapeutic techniques to select clinical conditions, 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.

The focus of this fieldwork experience is to have the student explore a therapist's option of using non-traditional tools to facilitate and integrate a client's interests into a skilled therapy session. Grades will be earned based on the work that is turned following the course rubric.

Each assignment for the week is due the following week before going back to the site. The information will be turned in to the instructor of the course that fieldwork correlates to.

Assignment # 1

Week 1:

1. Write about your first day at the clinical site for Level 1C Fieldwork.
 - Describe your thoughts and feelings, negative and positive, about the patient's clients and/or family members at this site.
 - Discuss your own strengths and weaknesses that will contribute to your abilities as a therapist in this setting. (Costa, 2004)
2. Complete a treatment log of the activities that were observed. Be sure to include, date of treatment, time in/out, age and diagnosis of client, goal being worked on, and the treatment activities that were completed.
3. Write up 2 SOAP notes based on treatment sessions that the student participated in.
4. Locate a researched-based article that either promotes or identifies challenges with the emerging practice site in which you are currently participating. Give a brief summary how it relates to your current placement.

Assignment # 2

Week 2:

1. Write about the value of this Level 1C Fieldwork experience. What are you learning about the OT profession and the role of the therapist? What aspects of this type of work do you like and dislike? Why? Define what "value" means? (Costa, 2004)

2. Complete a treatment log of the activities that were observed. Be sure to include: date of the treatment, time in/out, age and diagnosis of client, goal being worked on, and the treatment activities that were completed.
3. Write up 2 SOAP notes based on treatment sessions that the student participated in.

Assignment # 3

Week 3:

1. Describe how your values differ from or are the same as the values of a particular client or group of clients you observed today. How do these differences and similarities in values affect the patient/client-therapist relationship? (Costa, 2004)
2. Complete a treatment log of the activities that were observed. Be sure to include, date of the treatment, time in/out, age and diagnosis of client, goal being worked on, and the treatment activities that were completed.
3. Write up 2 SOAP notes based on treatment sessions that the student participated in.

Assignment # 4

Week 4:

1. Describe the communication skills and interaction style that you have used with the staff and patients/clients at the fieldwork site. In what way might you want to improve your communication and interaction skills, and how might you go about making these changes. (Costa, 2004)
2. Complete a treatment log of the activities that were observed. Be sure to include, date of the treatment, time in/out, age and diagnosis of client, goal being worked on, and the treatment activities that were completed.
3. Describe any apprehensions you might have after completing this Level 1C Fieldwork. What strategies might you use to address these prior to starting your Level 2 Fieldwork. What supports might you use and/or develop to ensure your success as a beginning therapist? (Costa, 2004)
4. Write 2 SOAP notes based on treatment sessions that the student participated in.
5. Complete Behavioral Outcomes with examples for your self-assessment.

References:

Costa, Donna M., (2004) *The Essential Guide to Occupational Therapy Fieldwork Education. Resources for Today's Educators and Practitioners*. United States of America: The American Occupational Therapy Association, Inc.

*To maintain compliance with HIPPA, no identifying personal information may be used in writing, explanations, or photos for any aspect of the assignment or personal use. Use of consumer, patient, or participant information, without proper written consent, is a violation of HIPPA and may be grounds for dismissal of the program for decreased ability to demonstrate and apply professional and ethical behavior in academic related tasks and situations.

Level 1C Fieldwork - Behavioral Objectives

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 supervision of an occupational therapist;		
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 1C Fieldwork. Successful completion of Level 1C Fieldwork is required as a component of being successful in passing the class it correlates to. Unsuccessful completion of Level 1C Fieldwork will result in earning and “F” for the final grade of the course.

Level 2A Fieldwork – Week One	Date Completed	Student Initials
Introduction to department and facility staff		
Attendance at routine meetings		
Review department manuals (e.g. home program, safety procedures, federal regulations)		
Become acquainted with work spaces, equipment and materials		
Become familiar with departmental forms and record-keeping systems and client charts while with HIPPA regulations		
Understanding of equipment used for client care		
Observe client care and participate in co-treatment with supervisor under direct or continuous supervision		
Begin documentation of observations while in compliance with HIPAA regulations		
Observe and co-lead group interventions with supervisor under direct or continuous 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 on weekly form		

All Supervisor’s signature to agree with documented above information:

Total # of 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 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 2A Fieldwork – Week Two	Date Completed	Initials
Prepare, plan and implement OT intervention for at least 10% of expected client case load clients under direct/continuous 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		
Report on clients at staff meeting and/or team conference		
Review protocol for obtaining prescribed client equipment		
Lead a client intervention group with direct/continuous supervision (if applicable)		
Receive final project assignment (presentation or project, from fieldwork supervisor)		
Obtain case study assignment (from fieldwork supervisor)		
Begin service competencies. Including but not limited to goni, MMT, ROM)		
Report daily to clinical supervisor		
Complete psychosocial questions on weekly form		

All Supervisor's signature to agree with documented above information:

Total # of 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 need improvement, both personally and professionally?

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

Level 2A Fieldwork – Week Three	Date Completed	Initials
Prepare, plan and implement interventions for 20-50% clients moving from direct to close supervision as deemed appropriate by supervisor		
Complete daily documentation and recordkeeping.		
Attend weekly staff meetings		
Observe and co-treat with clinical supervisor or other disciplines.		
Report on clients at staff meeting		
Prepare for and contribute to a family conference		
Continue with service competencies		
Report daily to clinical supervisor		
Complete psychosocial questions on weekly form		

All Supervisor's signature to agree with documented above information:

Total # of 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 need improvement, both personally and professionally?

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

Level 2A 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		
Complete psychosocial questions on weekly form		

All Supervisor's signature to agree with documented above information:

Total # of 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 need improvement, both personally and professionally?

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

Level 2A 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.		
Complete FWPE midterm evaluation and student Midterm Feedback form along with setting goals for the remaining weeks. Follow the syllabus for submission requirements.		
Complete psychosocial questions on weekly form		

All Supervisor's signature to agree with documented above information:

Total # of 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 need improvement, both personally and professionally?

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

Level 2A Fieldwork – Week Six	Date Completed	Initials
Prepare, plan and implement interventions for 60-80% 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.		
Plan and implement group intervention sessions with close/routine supervision.		
Maintain all treatment areas.		
Report daily to clinical supervisor.		
Complete psychosocial questions on weekly form.		

All Supervisor's signature to agree with documented above information:

Total # of 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 need improvement, both personally and professionally?

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

Level 2A 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		
Complete psychosocial questions on weekly form		

All Supervisor's signature to agree with documented above information:

Total # of 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 need improvement, both personally and professionally?

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

Level 2A Fieldwork – Week Eight	Date Completed	Initials
Prepare, plan and implement interventions for 80-95% 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.		
Complete psychosocial questions on weekly form		

All Supervisor's signature to agree with documented above information:

Total # of 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 need improvement, both personally and professionally?

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

Level 2A Fieldwork – Week Nine	Date Completed	Initials
Prepare, plan and implement interventions for 80-90% clients per day with routine supervision.		
Complete a minimum of two and a maximum of four evaluation components with close supervision.		
Complete daily documentation and recordkeeping while in compliance with HIPAA regulations.		
Attend weekly team meetings.		
Endorse assigned caseload back to COTA/L or OTR/L.		
Complete facility required termination procedures.		
Final evaluation of fieldwork performance follow syllabus for submission guidelines.		
Student evaluation of fieldwork experience follow syllabus for submission guidelines.		
Complete psychosocial questions on weekly form		

All Supervisor’s signature to agree with documented above information:

Total number of hours and supervisor’s signature:

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

This is to be turned in after your final evaluation is completed of your performance skills in this specific fieldwork placement.

Student Signature

Date:

Fieldwork Supervisor Signature

Date:

Director of Fieldwork Signature

Date:

Level 2B Fieldwork – Week One	Date Completed	Initials
Introduction to department, facility staff., work space, equipment and materials		
Attendance at routine meetings.		
Review policy and procedure manuals along with record keeping		
Observe client care and participate in co-treatment with supervisor under direct or continuous supervision.		
Begin documentation of observations in compliance with site-specific confidentiality regulations.		
Observe one speech and/or physical therapy session.		
Begin service competency in major evaluations utilized at this site (e.g., Peabody Scales, ROM, VMI, Bruinick's screening tools, etc.)		
Report daily to clinical supervisor.		
Complete psychosocial questions on weekly form.		

All Supervisor's signature to agree with documented above information:

Total # of hours for the week:

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

What areas need improvement?

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

Level 2B Fieldwork – Week Two	Date Completed	Initials
Prepare, plan and implement OT intervention for at least 10% of the case load clients under direct supervision.		
Complete daily documentation under direct supervision and in compliance of site-specific confidentiality regulations.		
Complete daily attendance/Medicaid billing requirements.		
Follow schedule of specific facility to attend appropriate meetings.		
Observe two speech and/or physical therapy sessions.		
Review one peer-reviewed journal article for weekly OT dept. meeting and present at meeting for 15 minutes, including leading discussion.		
Report on clients at staff meeting and/or team conference.		
Lead a client intervention group with direct supervision.		
Receive final project assignment (a presentation or project)		
Obtain case study assignment.		
Continue with service competencies from week one. Including but not limited to Peabody, screening tools ROM)		
Report daily to clinical supervisor.		
Complete psychosocial questions on weekly form.		

All Supervisor's signature to agree with documented above information:

Total # of hours for the week:

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

What areas need improvement?

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

Level 2B Fieldwork – Week Three	Date Completed	Initials
Prepare, plan and implement interventions for 10-20% clients with direct supervision.		
Complete daily documentation and recordkeeping.		
Attend weekly staff meetings.		
Observe and co-treat a minimum of two hours with clinical supervisor.		
Plan and implement group intervention session.		
Report on clients at staff meeting.		
Prepare for and contribute to family and/or Individualized Education Program (IEP) conference.		
Plan and implement group intervention with direct/close supervision.		
Continue with service competencies.		
Report daily to clinical supervisor.		
Complete psychosocial questions on weekly form		

All Supervisor's signature to agree with documented above information:

Total # of hours for the week:

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

What areas need improvement?

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

Level 2B Fieldwork – Week Four	Date Completed	Initials
Prepare, plan and implement interventions for 20-40% clients with supervision.		
Observe and co-treat a minimum of two hours with clinical 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 site-specific confidentiality regulations.		
Attend weekly staff meetings.		
Plan and implement group intervention sessions with direct/close supervision		
Co-treat with other disciplines (e.g., Physical Therapy (PT), Speech Language Pathologist (SLP), nursing, social service)		
Continue service competency.		
Report daily to clinical supervisor.		
Complete psychosocial questions on weekly form		

All Supervisor's signature to agree with documented above information:

Total # of hours for the week:

Reflection: Explain how the psychosocial aspect of a client was seen or handled during a team based meeting or plan by the team?

What areas need improvement?

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

Level 2B Fieldwork – Week Five	Date Completed	Initials
Prepare, plan and implement interventions for 30-50% clients per day with moving from close to routine supervision as deemed appropriate by supervisor.		
Complete daily documentation and recordkeeping.		
Attend weekly staff meetings.		
Plan and implement group intervention sessions.		
Co-treat with other disciplines (e.g., PT, SLP, nursing, social service).		
Continue service competency.		
Report daily to clinical supervisor.		
Complete midterm evaluation and set goals for remaining weeks.		
Complete psychosocial questions on weekly form		

All Supervisor’s signature to agree with documented above information:

Total # of hours for the week:

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

What areas need improvement?

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

Level 2B Fieldwork – Week Six	Date Completed	Initials
Prepare, plan and implement interventions for 40-60% clients per day with close/routine supervision as deemed appropriate by supervisor.		
Complete a minimum of one and a maximum of three evaluation components with direct/close supervision.		
Complete daily documentation and recordkeeping.		
Attend weekly staff meetings.		
Submit case study.		
Plan and implement group intervention sessions with close/routine supervision.		
Co-treat with other disciplines (e.g., PT, SLP, nursing, social service).		
Report daily to clinical supervisor.		
Complete psychosocial questions on weekly form		

All Supervisor's signature to agree with documented above information:

Total # of hours for the week:

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

What areas need improvement?

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

Level 2B Fieldwork – Week Seven	Date Completed	Initials
Prepare, plan and implement interventions for 50-75% clients per day with close/routine supervision.		
Complete a minimum of two and a maximum of four evaluation components with direct/close supervision.		
Plan and implement group intervention sessions. Close/routine supervision as deemed appropriate by supervisor.		
Complete daily documentation and record keeping in compliance of site-specific confidentiality regulations.		
Attend weekly team meetings.		
Report daily to clinical supervisor		
Complete psychosocial questions on weekly form		

All Supervisor's signature to agree with documented above information:

Total # of hours for the week:

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

What areas need improvement?

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

Level 2B Fieldwork – Week Eight	Date Completed	Initials
Prepare, plan and implement interventions for 70-95% clients per day with routine supervision.		
Complete a minimum of two and a maximum of five evaluation components with close supervision.		
Plan and implement group intervention sessions with routine supervision.		
Complete daily documentation and recordkeeping in compliance of site-specific confidentiality regulations.		
Attend weekly team meetings.		
Complete, submit and present OTA student project.		
Complete psychosocial questions on weekly form.		

All Supervisor's signature to agree with documented above information:

Total # of hours for the week:

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

What areas need improvement?

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

Level 2B Fieldwork – Week Nine	Date Completed	Initials
Prepare, plan and implement interventions for 80-95% clients per day with routine supervision.		
Complete a minimum of two and a maximum of five evaluation components with close supervision.		
Plan and implement group intervention sessions with routine supervision.		
Complete daily documentation and recordkeeping in compliance of site-specific confidentiality regulations.		
Attend weekly team meetings.		
Maintain all therapy areas.		
Articulate and relinquish assigned caseload back to COTA/L or OTR/L.		
Complete facility required termination procedures.		
Final evaluation of fieldwork performance (Follow syllabus for submission requirements)		
Student evaluation of fieldwork experience (Follow syllabus for submission requirements)		
Complete psychosocial questions on weekly form (Follow syllabus for submission requirements)		

This is to be turned in after your final evaluation is completed of your performance skills in this specific fieldwork placement.

Student Signature

Date:

Fieldwork Supervisor Signature

Date:

Director of Fieldwork Signature

Date:

McHenry County College
Occupational Therapy Assistant Program

Physical Release for Level 2 Fieldwork Placement

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

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

The college currently has required documentation for immunity to the following:

	Yes	No		Yes	No
Rubeola			Varicella		
Rubella			Tetanus		
Mumps			Diphtheria		
Hep B			2 step TB		

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:

	WFL		
Review of the systems:	Yes	No	Comment: for concerns
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 _____
