Illinois Central College (ICC) Occupational Therapy Assistant (OTA) Students,

Fieldwork education is a vital component to your growth as an Occupational Therapy Assistant professional.

In accordance with the ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT, “Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The experience should provide the student with the opportunity to carry out professional responsibilities under supervision of a qualified occupational therapy practitioner serving as a role model.

The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients.

Faculty of the ICC OTA program are dedicated to delivering a quality fieldwork learning opportunity that bridges didactic learning with skill development of an entry-level generalist practitioner. This handbook provides guidelines, assignments, policies/procedures and specific expectations regarding fieldwork placements in preparation for a successful and valuable experience.

Please be aware that policies and procedures outlined in this handbook are subject to change and may be modified to fit specific requirements of any particular setting.

Below you will find Five Pearls of Wisdom to embrace as you embark on your fieldwork journey.

1. **Professionalism and respect go a long way.**
2. **Active and effective communication is crucial.**
3. **Positive use of therapeutic self as part of the experiential learning opportunity will make a difference regarding intervention outcomes.**
4. **Initiate critical thinking questions to expand your knowledge base.**
5. **Transform your evidence-based research into evidence-based practice through the use of sound clinical reasoning.**

Enjoy this learning opportunity, and remember that all situations and circumstance allow you to grow and develop both personally and professionally.

*Illinois Central College Occupational Therapy Assistant Program Faculty*
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PARTICIPANTS IN THE ILLINOIS CENTRAL COLLEGE FIELDWORK EDUCATION EXPERIENCE

Academic Fieldwork Coordinator (AFWC)

Responsibilities include but are not limited to:

- Full-time faculty member who is responsible for the development, implementation, management, and evaluation of fieldwork education;
- Negotiating and recruiting of needed site placements, assignments, confirmation of student placements, collaboration with fieldwork site programming, and monitoring Level I and Level II fieldwork placements;
- Serving as a resource to program students, fieldwork educators, clinical coordinators, fieldwork setting, ICC OTA program faculty, and ICC Health Careers staff;
- The AFWC provides introduction to fieldwork experiences and the placement process throughout the program.

Illinois Central College OTA Program Assigned Faculty

This individual is responsible for following the progress and performance of the ICC OTA fieldwork student during his/her fieldwork rotation. The OTA Program Assigned Faculty responsibilities include but are not limited to:

- Contacting the Fieldwork Educator regarding progress and performance via a variety of means throughout placement;
- Acting as a mediator when necessary;
- Assessing student program assignments;
- Mentoring, guiding and facilitating student learning during placement; support either/both OTA fieldwork student or the Fieldwork Educator if concerns or questions arise;
- Alerting and enlisting the AFWC if problems occur during student placement.

Fieldwork Educator

This individual is responsible for professional mentoring and instruction throughout the fieldwork placement. The Fieldwork Educator responsibilities include but are not limited to:

- Offering a tour and orientation of facility to the student;
- Explaining and describe expectations upon arrival of ICC OTA fieldwork student, prepare/collaborate with AFWC site-specific learning objectives, and assignments required for a successful outcome of student learning of this fieldwork experience;
- Providing appropriate level of supervision to the ICC OTA fieldwork student during the delivery of the occupational therapy process, documentation, delivering educational feedback in support of the student learning process;
- Completing formal midterm and final student performance evaluations;
- Establishing a professional, enriching, effective, and safe environment for learning and open communication;
- Communicating with AFWC and/or assigned ICC OTA faculty on progress and performance of ICC OTA fieldwork student.
**ICC OTA Student**

The fieldwork student’s responsibilities include but are not limited to:

- Professionally participate in required clinical experience, supervisory process, effectively communicate and self-initiate and apply theory and appropriate evidence-based research to evidence-based practice;
- Complete and submit all required assignments, course work, and required fieldwork paperwork by set date as assigned by Fieldwork Educator and ICC OTA program faculty;
- Comply with all ICC Health Careers Department requirements, all policies and procedures set forth by the ICC OTA program, and any other additional site-specific requirements within expected timelines;
- Provide top three site requests, recognizing placement guidelines and that the AFWC determines final fieldwork placements;
- Collaborate and cooperate with the AFWC, assigned ICC OTA faculty and Fieldwork Educator to ensure compliance with fieldwork experience requirements;
- Transportation to/from the fieldwork site (up to 2 hours one way) and his/her own living arrangements, at his/her own expense;
- Notify the AFWC, assigned ICC OTA faculty, and Fieldwork Educator of contact information via completion of Fieldwork Educator verification form and/or any changes to this information; as changes occur, student will provide ICC OTA faculty with updated information;
- Immediately contact assigned ICC OTA faculty/AFWC/ of any absences, safety or health issues or other problems and/or concerns;
- Participate and apply the OT process in a safe and skilled manner under the supervision of a qualified OT practitioner;
- Demonstrate skill in initiating and maintaining professional interpersonal relationships with the interprofessional team;
- Demonstrate effective oral and written communication skills.
Occupational Therapy Fieldwork Education: Value and Purpose

The purpose of fieldwork education is to propel each generation of occupational therapy practitioners from the role of student to that of practitioner. Through the fieldwork experience, future practitioners achieve competence in applying the occupational therapy process and using evidence-based interventions to meet the occupational needs of a diverse client population. Fieldwork experiences may occur in a variety of practice settings, including medical, educational, and community-based programs. Moreover, fieldwork placements also present the opportunity to introduce occupational therapy services to new and emerging practice environments.

Fieldwork experiences constitute an integral part of the occupational therapy and occupational therapy assistant education curricula. Through fieldwork education, students learn to apply theoretical and scientific principles learned from their academic programs, to address actual client needs within the context of authentic practice environments. During fieldwork experiences, each student develops competency to ascertain client occupational performance needs to identify supports or barriers affecting health and participation, and to document interventions provided. Fieldwork education also provides opportunities for the student to develop advocacy, leadership, and managerial skills in a variety of practice settings, while incorporating principles of evidence-based practice and client-centered care. Finally, the student develops a professional identity as an occupational therapy practitioner, aligning his or her professional judgments and decisions with the American Occupational Therapy Association (AOTA) Standards of Practice (AOTA, 2015b) and the Occupational Therapy Code of Ethics (AOTA, 2015a).

As students proceed through their fieldwork experiences, performance expectations become progressively more challenging. Level I fieldwork experiences occur concurrently with academic coursework, and the goal “is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients” (Accreditation Council for Occupational Therapy Education® [ACOTE®], 2012, p. S61). Furthermore, Level I is “designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process” (ACOTE, 2012, p. S61).

Level II fieldwork experiences occur at or near the conclusion of the didactic phase of occupational therapy curricula and are designed to “develop competent, entry-level, generalist practitioners” (ACOTE, 2012, p. S62). Level II fieldwork features “in-depth experience(s) in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation” (ACOTE, 2012, p. S62). For the occupational therapist student, there is an additional exposure to “research, administration, and management of occupational therapy services” (ACOTE, 2012, p. S62). Students should be “exposed to a variety of clients across the lifespan and to a variety of settings” (ACOTE, 2012, p. S62).

The value of fieldwork transcends the obvious benefits directed toward the student. Supervising students enhances fieldwork educators’ own professional development by providing exposure to current practice trends, evidence-based practice, and research. Moreover, the experience of fieldwork supervision is recognized by the National Board for Certification in Occupational Therapy and many state regulatory boards as a legitimate venue for achieving continuing competency requirements for occupational therapy practitioners.

Another benefit to the fieldwork site of sponsoring a fieldwork education program is the recruitment of qualified occupational therapy personnel. Through the responsibilities expected during Level II fieldwork, occupational therapy staff and administration are given opportunity for an in-depth view of a student’s
potential as a future employee. In turn, an active fieldwork program allows the student, as a potential employee, to view firsthand the agency’s commitment to the professional growth of its occupational therapy personnel and to determine the fit of his or her professional goals with agency goals. The fieldwork program also creates a progressive, state-of-the-art image to the professional community, consumers, and other external audiences through its partnership with the academic programs.

In summary, fieldwork education is an essential bridge between academic education and authentic occupational therapy practice. Through the collaboration between academic faculty and fieldwork educators, students are given the opportunity to achieve the competencies necessary to meet the present and future occupational needs of individuals, groups and, indeed, society as a whole.

References


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Adopted by the Representative Assembly 2016

Note. This document replaces the 2009 document Occupational Therapy Fieldwork Education: Value and Purpose, previously published and copyrighted in 2009 by the American Occupational Therapy Association in the American Journal of Occupational Therapy, 63, 821–822. http://dx.doi.org/10.5014/ajot.63.6.821

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Policies and Procedures of the Illinois Central College Fieldwork Experience

Before ICC OTA students can be placed for either Level I or Level II Fieldwork, the following requirements must be completed in accordance with ACOTE, Illinois Central College, and any site-specific expectations.

1. All students must be in compliance with ALL health documentation mandates, background checks, and drug screens.

   **Fieldwork Placement requirements**
   - Complete all health-mandated requirements.
   - Submit all required documentation to IWIRC and Health Careers Assistant.
   - Complete current Basic Life Support CPR and submit to OTA faculty.
   - Complete One-step TB for second year of program.
   - Confirm current Basic Life Support CPR status.
   - Follow any additional health-related requirements/background checks per site (student responsible for cost).
   - Failure to adhere to the above listed mandates will result in NON-PLACEMENT for either Level I or Level II rotations up to program termination.

2. Successful completion of required OTA courses aligned with ICC OTA curriculum design and sequence.

   C.1.1 *Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences strengthen the ties between didactic and fieldwork education.*

Level I Fieldwork experiences are embedded in two separate first year-year OTA courses. The student’s first Level I placement occurs during week fifteen of the first-semester course **OTA 111 OCCUPATIONAL THERAPY PROCESS FOR INDIVIDUALS AND GROUPS**. The students are placed five days a week with an OT practitioner or qualified personnel during his/her full-time hours. The students will have completed didactic content including but not limited to addressing geriatrics and the aging process as well as an introduction to the OT Domain and Process, OT jargon, philosophy, ethics, and theory and practice guidelines.

The student’s final Level I Fieldwork placement occurs during week fifteen of the second-semester course **OTA 112 MENTAL HEALTH AND FUNCTION ACROSS THE LIFESPAN**. The students are placed five days a week with an OT practitioner or qualified personnel during his/her full-time hours. The student will have completed didactic content including but not limited to addressing psychosocial issues, mental health diagnosis, and practice guidelines across the lifespan. This Level I placement will have a focus addressing *psychological and social factors that influence engagement in occupation*.

Level II Fieldwork rotations begin during the second eight weeks of the fall semester of the second year of the program and conclude with the final fieldwork rotation during the last eight weeks of the final semester ICC OTA program. The program fieldwork sequence supports the didactic sequence for student learning. First year students complete the didactic learning addressing psychosocial needs of the clients. The first eight weeks of the fall semester, sophomore year students complete the didactic learning addressing pediatric content **OTA 210 OCCUPATIONAL THERAPY PROCESS AND INTERVENTIONS IN PEDIATRICS**. Second eight weeks of the fall semester, sophomore year the student’s first Level II Fieldwork placement occurs, focusing on psychosocial/pediatric intervention needs. This Level II placement will have a focus addressing *psychological and social factors that influence engagement in occupation as well as a pediatric focus.*
During the first eight weeks of the student’s final semester of sophomore year, didactic learning opportunities address physical disability content in OTA 211 OCCUPATIONAL THERAPY PROCESS AND INTERVENTIONS FOR PHYSICAL DYSFUNCTION. This prepares the students for their final rotation for the required Level II adult physical disability expectations. Throughout the placement procedures, the AFWC communicates via phone and email with the secured sites as well as initiates contact with possible new affiliations in the attempt to develop valuable and additional student learning opportunities.

3. Current contract agreements between ICC and an accepting clinical agency must be in place before the student can begin fieldwork.

   C.1.6 The program must have evidence of valid memoranda of understanding in effect and signed by both parties at the time the student is completing the Level I or Level II fieldwork experience. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.

The Assistant to the Health Careers Department supports the Health Careers Dean in securing current and valid Memoranda of Understanding for all of the Occupational Therapy Assistant Program fieldwork affiliations.

- The AFWC of the ICC OTA program updates each clinical affiliation’s tentative schedule early in the spring semester for the upcoming academic year.
- At this time, clinical schedules are given to the Assistant to Health Careers by the AFWC.
- The Dean of Health Careers oversees the distribution of the contract process to secure current contract signatures.
- The assistant will mail a letter to confirm the validity of the affiliated contract or will mail a new or updated memorandum of understanding as applicable.
- All Memoranda of Understanding are kept on file in the Health Careers department and are available for review upon request.
- Once contracts are secured, the AFWC is informed and future placement processes begin.

4. Completion of the site selection request process, letter of introduction, and other required placement paperwork as needed.

   C.1.2 Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students.

Fieldwork Selection Process

- AFWC presents placement selections to students.
- Students complete fieldwork placement REQUEST forms relevant to academic status.
- Students are informed of the following before completing the request form:
  - they may be required to travel up to 2.0 hours each way to secure fieldwork placements;
  - request forms are used by the AFWC as a guide for student placement;
  - in NO way are the student requests a guarantee of placement AND;
  - the FINAL assigned placement is the decision of the ICC OTA AFWC and ICC OTA faculty.
- Students are provided placement information and are told to contact their Fieldwork Educators or Clinical Coordinators within the assigned timeframe.
- Student completes letter of introduction; obtains and wears clinical badge identification at all fieldwork rotations.
5. If an ICC OTA student is interested in completing an International Level II fieldwork experience, he/she will be required to follow the policy set forth by Illinois Central College OTA program.*

After fieldwork placement has been assigned, the ICC OTA students will follow all requirements in accordance with ACOTE, Illinois Central College, and any site-specific expectations.

ICC OTA student will:

1. Adhere to all policies and procedures of ICC and assigned fieldwork agency.
2. Respond in a timely manner to all ICC faculty emails or other methods of contact.
3. Follow communication guidelines.
4. Complete all site-specific and ICC program expectations.
5. Complete ICC Fieldwork Educator verification form on day one of fieldwork rotation.
6. If a student experiences unsuccessful completion of a fieldwork experience, he/she will not be allowed to progress in program until successful completion of said fieldwork is accomplished.
Health Documentation Policies and Procedures

Upon admission to the Illinois Central College (ICC) Occupational Therapy Assistant Program (OTA), students will be advised on OTA program health requirements. It is strongly suggested the students be in compliance before the first day of class fall semester first year.

Mandated health requirements and basic orientation need to be in compliance before Level I fieldwork placement can be initiated the fall and spring semesters of the first year.

- Infection Control and Blood-Borne Pathogens Orientation
- Basic Life Support for Health Care Providers (CPR) certification

First year students agree to complete the following:

- Physical examination & health history
- Drug screen: 11 channel
- Uniform Conviction Information Act (UCIA) criminal background check
- Latex allergy/sensitivity screen
- Vaccines or proof of immunity, including: Hepatitis B, MMR, Tdap, Varicella
- 2-step Tuberculosis (TB) test
- Seasonal flu vaccine when applicable or waiver
- If the student’s choice is to not complete flu shot requirement or comply with wearing of facial mask; there is no guarantee of fieldwork placement during expected time. See options for program re-admission.

Mandated health requirements and basic orientation need to be in compliance before Level II fieldwork placement can be initiated the fall and spring semesters of the sophomore year.

Sophomore students agree to complete the following:

- TB one step
- Basic Life Support for Health Care Providers (CPR) certification

All OTA program student records are maintained at IWIRC: Illinois Work Injury Resource Center.

Updated compliance reports are sent weekly to OTA faculty from Health Careers Department assistant to ensure accuracy of pertinent data.

If a student fails to comply with health records policy and procedure, he/she will be terminated from the ICC OTA program.

Revised: Summer 2017
International Fieldwork Policy and Procedure Statement

If an ICC OTA student desires to complete a Level II Fieldwork outside of the United States, he/she must adhere to the following expectations.

The student will:

1. Bring his/her interest to the attention of the AFWC within the first four weeks of his/her first semester of his/her start of the ICC OTA program.
2. Meet with OTA Program Director, AFWC, and Health Careers Dean to begin discussion of all mandates, policies and expectations.
3. Be expected to meet all ICC health requirements as well as any additional health demands appropriate to the proposed area of travel. Any mandated health expectations will be at the expense of the student. All travel costs, housing costs, communication efforts, and safety awareness or concerns are the responsibility of the student.
4. Investigate international fieldwork agency opportunities within the first eight weeks of the first semester of his/her start of the ICC OTA program. Once identified, student will meet with AFWC to provided contact information.
5. Complete all required academic requirements of ICC and the cooperating fieldwork site.

The AFWC will:

1. Investigate the appropriateness of identified site.
2. Contact appropriate personnel (site coordinator, OT practitioner, Fieldwork Educator) of the identified agency.
3. Approve the site and Fieldwork Educator as appropriate via WFOT and ACOTE mandates.
4. Enlist assistance of Health Careers assistant and secure contract of agreement between site and ICC.
5. Collect credentials of Fieldwork Educator.
6. Collaborate with Fieldwork Educator to establish site-specific learning objective.
7. Send Fieldwork Educator Handbook and student fieldwork packet to include all information relevant to the placement.
8. Communicate with ICC OTA student and Fieldwork Educator throughout placement via email and/or other virtual methods.
Guidelines for Fieldwork Communication

Students should use the following communication policy to achieve effective communication and positive outcomes:

**Communication throughout the fieldwork placement**

The student will:

1. Complete all Blackboard communication expectations.
2. Respond to OTA program emails in a timely manner.
3. Notify assigned program faculty regarding progress both successful and challenged, of any concerns, or with any questions.

**Communication when experiencing difficulty during fieldwork placement**

The student will:

1. Write out the perceived problem(s) and develop a list of possible solutions addressing the issue(s).
2. Talk to the fieldwork educator (Fieldwork Educator) to discuss the current situation.

Once the problem has been addressed and:

1. The student is satisfied with the outcome; no further action is required.
2. The student is NOT satisfied with the outcome of said problem he/she will contact the assigned faculty and/or academic fieldwork coordinator and provide the written concerns and process previously initiated to investigate alternative solutions.

**Communication addressing concerns with student’s performance grade**

The student will:

1. Discuss any questions concerning the awarded score at the time of the evaluation.
2. If the student is in disagreement with the awarded score, he/she will bring concerns directly to assigned faculty and/or the academic fieldwork coordinator.
3. Not contact Fieldwork Educator to appeal the score.

**Communication regarding illness, injury, or absence during fieldwork placement**

The student will:

1. Notify assigned ICC OTA faculty prior to reporting time of fieldwork each day of absence.
2. Notify Fieldwork Educator prior to reporting time of fieldwork each day of absence.
3. Notify immediate supervisor/Fieldwork Educator and ICC OTA faculty as soon as possible if becoming ill or injured during the fieldwork day. Follow both ICC OTA and fieldwork setting procedures.
4. Communicate to assigned faculty and site supervisor if he/she is unable to attend clinic or must leave early due to inclement weather.
5. Complete all required documentation as appropriate to situation.

*Revised Summer 2017*
Illinois Central College OTA Fieldwork Site Communication Log

Student: _____________________________________
ICC Faculty: _________________________________
FWEd: _____________________________________
Site: _______________________________________

Questions to ask the FWEd and student:
1. In which skills or techniques is the student excelling? In which areas could the student improve?
2. When you question the student, do you find that he/she is academically prepared?
3. Is the student able to integrate the academic course work into sound clinical practice?
4. How would you describe the student’s behavior and participation in supervisory sessions?
5. Does the student perform tasks safely, and if not, about which areas are you most concerned?
6. Is there any risk of the student not meeting the goals and objectives of this fieldwork?
7. Student present with a professional appearance?
8. Student on time for work?

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STUDENT INPUT/CONCERNS (Please note any differences between the perspectives of the supervisor and student?)

INTERVENTION:
☐ No follow-up needed
☐ Follow up via phone
☐ Follow up via e-mail
☐ Follow up visit to site
☐ Remove student from site
☐ Meet with student at college for remedial work
☐ Recommend student seek emotional support
☐ Develop learning contract
☐ Extend fieldwork placement
☐ Other: ____________________________________________

_______________________________  ____________________________  ____________________________
Faculty Signature                  Date
Completion of ICC OTA Program

In accordance with Standard A.4.14, the students have **18 months** after expected program timeline for completion of all required fieldwork expectations. This information is disclosed in the Illinois Central College Occupational Therapy Program Student Handbook.

Students will successfully complete the following:

- All Level I Fieldwork rotations with a rating of “satisfactory” AND a letter grade of “C” or better in OTA 111 and OTA 112 didactic course work.
- All Level II Fieldwork rotations with a rating of “satisfactory” AND a letter grade of “C” or better in OTA 212 and OTA 213 didactic course work.
- To remain in and graduate from the program, a letter grade of “C” or better in all OTA and general education courses.

If a student is unsuccessful in a Level I Fieldwork placement:

- The entire course will be repeated. Level I is embedded in both OTA 111 (first semester of OTA program) and OTA 112 (second semester of OTA program). Satisfactory performance in Level I fieldworks is required to PASS the entire related course.
- The student will not be allowed to progress in the program at that time.
- Re-entry to OTA program will be contingent on class enrollment, fieldwork availability and Program Director acceptance.
- Students will only be allowed to repeat course and fieldwork placement one time.
Fieldwork Expectations

Fieldwork expectations for academic programming:

Student will:

• Attain a letter grade of “C” or better in OTA 111 and/or OTA 112 at the time of scheduled Level I Fieldwork experience.
• Review Level I Learning objectives and Fieldwork Data Form
• Turn in to ICC faculty Fieldwork Educator verification form.
• Complete three SOAP notes per fieldwork rotation.
• Participate in Blackboard fieldwork discussion thread talking points.
• Submit OTA 111 PowerPoint addressing evidence-practice as observed/participated at fieldwork site.
• Submit OTA 112 psychosocial intervention plan and orally present the plan
• Complete student site evaluation for each rotation.
• Turn in to ICC OTA faculty all signed required paperwork for each rotation.

Fieldwork expectations by Fieldwork Education Center:

• Each site has the option of providing further educational experiences deemed appropriate by the individual fieldwork educator.
• For learning objectives set specifically by the site, please turn these objectives in to ICC OTA program faculty.
• Meet with student and review Student Performance evaluation/Student evaluation of site****
  This review MUST be completed in the following order:
  1. Student Performance Evaluation complete first
  2. Student and Fieldwork Educator signatures
  3. Student completes review of student site evaluation
  4. Student and Fieldwork Educator signatures
• Examples: Student will
  o Develop intervention activities for individual or group clients.
  o Assist the Fieldwork Educator with a client treatment session or evaluation.
  o Create an assistive piece of technology for a specific client.
  o Observe interdisciplinary interactions.
  o Complete and observation journal or Q&A notebook for the Fieldwork Educator.

Revised Summer 2017
Answers to Your Fieldwork Questions

This information provides answers to students about fieldwork requirements, supervision, grading, difficulties with supervisors, failing, unfair treatment, accommodations for a disability, and international fieldwork.

Who Sets Fieldwork Requirements?
The Standards for an Accredited Educational Program for the Occupational Therapist or Occupational Therapy Assistant are the official AOTA documents that govern the length and types of fieldwork required for all students.

How Many Hours are Required for Level I and Level II Fieldwork?
For Level I Fieldwork, AOTA does not require a minimum number of hours. Each program sets the time requirements for students on Level I Fieldwork. For Level II Fieldwork, the Standards require a minimum of 24 weeks full-time for occupational therapy students and 16 weeks full-time for occupational therapy assistant students. This may be completed on a full-time or part-time basis, but may not be less than half-time, as defined by the fieldwork site. Your academic program determines the required time needed to complete both Level I and II fieldwork in your program. All students must complete the fieldwork required by their academic programs.

Are There Mandatory Types of Level II Fieldwork Required for All Students?
The Standards recommend that the student be exposed to a variety of clients across the life span and to a variety of settings. While AOTA does not mandate specific types of fieldwork, such as pediatrics or physical disabilities, individual academic programs do have the right to require specific types of fieldwork placement for their students.

How Many Days Off Are Allowed?
Time off during fieldwork is decided by the fieldwork site and the academic program. You should direct any questions about taking time off to your academic fieldwork coordinator and your fieldwork educator.

How Many Times May a Student Repeat Level II Fieldwork?
Because fieldwork is considered a part of your academic program, your school sets the policy on repeating Level II fieldwork. Check your college catalog or student handbook for a statement of your program's policy. Also, discuss this issue with your academic fieldwork coordinator to be sure that you understand the policy at your institution.

How Much Time Do You Have To Finish Level II Fieldwork?
The Standards do not specify time requirements for completion of Level II fieldwork. It should be completed in a reasonable amount of time. You should consult with your academic program if there are unusual circumstances that might make it difficult for you to complete fieldwork within their required time period.

Who is Permitted to Supervise Students?
For Level I fieldwork, a student can be supervised by qualified personnel including, but not limited to, occupational therapy practitioners with initial national certification, psychologists, physician assistants, teachers, social workers, nurses and physical therapists.
For Level II fieldwork, an occupational therapist can supervise an occupational therapy student as long as the therapist meets state regulations and has a minimum of 1 year of practice experience subsequent to the requisite initial certification. An occupational therapist or occupational therapy assistant who meets state regulations and has 1 year of practice experience subsequent to the requisite initial certification can supervise an occupational therapy assistant student.

**What is a Passing Grade for Level II Fieldwork?**
Each academic program is responsible for determining its grading criteria. The academic program has the responsibility to assign a letter grade or pass/fail grade, and to determine the number of credit hours to be awarded for fieldwork.

**What should you do if your fieldwork grade is lower than you believe you deserve?**
Because fieldwork is considered part of your academic program, you will need to follow whatever grade appeal process your program or college requires. The steps involved in that process should be outlined in your college catalog or student handbook. Your academic program makes the final decision on your fieldwork grade.

**What Should You Do if You Are Asked To Perform Above or Outside Your Level of Practice?**
First, discuss this with your fieldwork educator. You may wish to check with the licensure board in the state where you are doing fieldwork for information defining the scope of practice. If you are unable to resolve this issue with the fieldwork site, contact your academic fieldwork coordinator.

**What Should You Do if You Are Experiencing Difficulty During Level II Fieldwork?**
The first step is to talk with your fieldwork educator. Before your meeting, try to write down what you perceive as the problems and develop a list of possible solutions. If you are still experiencing difficulty after meeting with your fieldwork educator, contact the academic fieldwork coordinator at your school for a different perspective and advice on other possible solutions. It is very important that the academic fieldwork coordinator hear from you if you are experiencing difficulty.

**What Happens if You Fail Fieldwork and You Believe You Should Pass?**
First, discuss the situation with your academic fieldwork coordinator. Should you wish to appeal your grade, you must follow the procedures required by your academic program or college. Check your student handbook or college catalog, or contact the Student Affairs office to learn about your school's procedure. Also, find out what your program's policy is on repeating a failed fieldwork. If repeating is a possibility, you should request another fieldwork placement to make up for the prior failure.

**Can Your School Drop You From the Program for Failing Fieldwork? What Options Would You Have To Get a Degree?**
Each academic program determines its own criteria for dropping a student from the program. You need to find out your school's policy. You may wish to appeal the decision according to the procedure for your school or program. Some possible options for students who have been dropped from occupational therapy education programs include transfer to another major that may have similar course requirements; career counseling; or application to another occupational therapy program. Should you decide to apply to another occupational therapy education program, be aware that the prospective school decides on whether or not your course credits will be accepted.

**Are You Required To Tell the Fieldwork Site That You Have a Disability?**
Under the Americans with Disability Act, occupational and occupational therapy assistant students with disabilities have the right to decide if and when they disclose their disability to the fieldwork site. AOTA does not have a "requirement" related to disclosure of disabilities as it falls under Federal law that would supersede any requirement that existed. It is recommended that if you determine that you will need accommodations to fulfill the essential job functions for a student in your fieldwork setting that this information be disclosed to the fieldwork site before you start your placement. Passing fieldwork level II is based on your ability to demonstrate entry-level competencies by the completion of the placement and you want to make sure that if accommodations are needed that they are reasonable and in place. Make sure to discuss your decision to disclose with your academic fieldwork coordinator.

**How Can You Find a Fieldwork Site Outside of Your State or Region?**
First, you should talk with your academic fieldwork coordinator for suggestions. Generally speaking, it is not appropriate for students to contact fieldwork sites independently unless they are told to do so by their school. Another source of information is the state occupational therapy association in the state where you wish to find a fieldwork site. View a list of State OT Associations contacts. AOTA does not maintain a listing of current fieldwork sites.

**Can You Do a Level II Fieldwork Outside of the U.S.?**
Yes, depending on the policies of your academic program, you can do fieldwork outside the U.S., as long as the criteria listed in the Standards are followed. This is the criteria that must be met: "Ensure that the student
completing Level II fieldwork outside the U.S. is supervised by an occupational therapist who has graduated from a program approved by the World Federation of Occupational Therapists (WFOT) and has 1 year of experience in practice. Such fieldwork shall not exceed 12 weeks.”

How Do You Go About Filing a Formal Complaint if You Feel That You Have Been Treated Unfairly?
If you have not been able to resolve an unsatisfactory fieldwork situation with your academic program, you may wish to pursue a formal grievance procedure at your school. To do so, you must follow the steps outlined in the written information on your school or program’s grievance process. See your program director for details.

What if I Believe That the Occupational Therapy Program at My School Is Not in Compliance With the Standards for an Accredited Educational Program for the OT or OTA?
You may initiate a formal complaint in letter form to the Accreditation Council For Occupational Therapy Education (ACOTE). ACOTE requires the complainant to demonstrate that reasonable efforts have been made to resolve the complaint, or to demonstrate that such efforts would be unsuccessful. ACOTE will not intervene on behalf of individuals or act as a court of appeal for students in matters of admission or dismissal. ACOTE will intervene only when it believes practices or conditions indicate the program may not be in substantial compliance with accreditation standards or established policies. For more information on the complaint procedure, see Accreditation Administrative Procedures.

What if I Believe That My Legal Rights Have Been Violated?
In this case, you may wish to consider seeking legal counsel. You should be aware that the courts have a history of upholding the judgement of professional educators on questions of student performance, but may rule in favor of the student when due process or civil rights have been violated.

Resource:
https://www.aota.org/Education-Careers/Fieldwork/Answers.aspx
FAQ

What is HIPAA?
The Health Insurance Portability and Accountability Act, otherwise known as HIPAA, was enacted by Congress in 1996 to address insurance portability (when moving from employer to employer), to reduce fraud, and to protect confidential medical information.

What is a "covered entity"?
Under HIPAA, this is a health plan, a health care clearinghouse, or a health care provider who transmits any health information in electronic form in connection with a HIPAA transaction.

What is a business associate?
A business associate is a person or organization that performs a function or activity on behalf of a "covered entity."

Do schools and fieldwork programs fall under "business associate" status?
There has been much discussion as to whether a fieldwork contract requires schools to become "business associates" and therefore fall under the HIPAA requirements for each contract.

The decision of whether or not to become a business associate lies with each school. But the argument can be made that the occupational therapy and occupational therapy assistant students and the schools are not business associates using the following information:

A Business Associate Agreement is required by HIPAA where a person or entity provides services for a covered entity that involve access to patient health information.
An exception to that is a person who performs "in the capacity of a member of the workforce of [a] ...covered entity". 45 CFR Sec. 160.103 defines members of the "workforce" as "employees, volunteers, trainees, and other persons whose conduct, in the performance of work for a covered entity, is under the direct control of such entity, whether or not they are paid" by the covered entity.
There is a specific exception indicating that a Business Associate Agreement is not required for persons or entities involved in a patient's treatment. 45 CFR 164.502(e)(1).

Is training required for occupational therapy and occupational therapy assistant students? If so, how can it be accomplished?
In order to meet HIPAA guidelines, individual fieldwork sites will require students to be trained, according to HIPAA standards, to follow privacy and confidentiality guidelines. Sites may meet this objective in several ways. They may send a video to the school and require that student watch the video prior to beginning the fieldwork. They may accept HIPAA training that is covered in the academic coursework, or they may stipulate that all HIPAA training be completed at their facility. It is important to remember that the fieldwork site is responsible for making sure that students meet the HIPAA guidelines as interpreted by their facility, and that there is clear communication between fieldwork site(s) and the school regarding how the school can best help meet those requirements.

Must fieldwork contracts be updated to include a HIPAA statement?
For any site that is required to meet HIPAA guidelines, the contract should be updated to reflect any changes in responsibility by the school or the site. This is true with any fieldwork contractual agreement - the contract should reflect shared responsibilities as well as individual responsibilities of the school and the fieldwork site. The school or fieldwork site can choose to initiate these changes per contract guidelines.

What are the consequences, if any, if a student violates the policy while on fieldwork?
If a student violates HIPAA guidelines while on fieldwork, the school and fieldwork site should develop an action plan to address the issue. While up to the site and/or school, possible steps to take could range anywhere from a review of HIPAA policy to removal of the student from fieldwork - depending upon the severity of the violation. Schools should work with fieldwork sites so that the action taken with a student violation is similar or no greater than an action that would be taken with an employee.

Guidance on language regarding Business Associate status provided by Susan Levy Wayne and and Nancy Cribbs, LLB, Cleveland State University

Last Update: 04/07/04
Professional Responsibilities Policy and Procedures

During fieldwork rotations, students are considered current active enrolled students of the ICC OTA Program. The student will adhere to all Illinois Central College policies and all Illinois Central College OTA Program policies/procedures and expectations as well as abide by all policies and procedures set forth by the fieldwork site. If a student is found to be in violation of fieldwork site, ICC, and/or ICC OTA Program policies/ procedures and/or expectations, consequences may lead up to removal of site placement, failure of fieldwork course and/or termination and failure of the program.

Employment During Fieldwork

It is understandable with the varied needs of the ICC OTA Program student population that a student may feel the need to work during the academic year AND during his/her fieldwork experience. ICC OTA students are expected to prioritize their responsibilities:

- Class and fieldwork attendance are top priorities.
- Level I Fieldwork is a full-time commitment and must consistently be thought of in that manner.
- Full-time work is not encouraged and may result in a compromised performance at the site.
- Reasonable work hours can be incorporated into your schedule being mindful of all fieldwork and class expectations.

Fieldwork Site Workday Schedule

- ICC OTA students are expected to maintain the same work schedule as the assigned Fieldwork Educator. This includes holidays and/or weekends. The schedule will be determined by each Fieldwork Educator and/or site.
- If Fieldwork Educator is absent, he/she has the discretion to assign another OT practitioner to supervise the student if needed.
- If placed in a school system and a holiday occurs, the placement will be extended to make up the missed day.
- Any changes to the dates for the fieldwork experience must be approved and documented in writing by the ICC AFWC and/or assigned ICC OTA faculty.

ICC OTA Fieldwork Student Accommodations

Students needing special accommodations are encouraged to voluntarily disclose their needs for fieldwork accommodations with the ICC Access Service Coordinator, ICC AFWC, and assigned OTA faculty in advance of fieldwork placement. A student requiring accommodations is encouraged to voluntarily declare his/her needs to the assigned Fieldwork Educator via the assigned Letter of Introduction.

Voluntary Declaration of Pregnancy During OTA Program

In the event a student becomes pregnant during time enrolled in the ICC OTA Program, for safety reasons, it is encouraged the student voluntarily disclose the pregnancy to ICC OTA faculty. The student has the right to continue in the program. As the student enters fieldwork experiences it is recommended the student voluntarily disclose the pregnancy to ICC faculty and the fieldwork Educator. Once the student has declared the pregnancy, a Physician’s Release is expected. In the event the student is not able to continue in the ICC OTA Program, the Program re-entry process will be followed.

Professional Liability Insurance

Illinois Central College provides liability insurance coverage for students enrolled in fieldwork education.

Safety

Students are required to follow ICC and fieldwork site safety protocols and emergency procedures to ensure protection to the client and themselves. If an unforeseen incident would take place, the student is to follow the ICC communication guidelines as well as fieldwork and site policy and procedure.
**Fieldwork Site Incident Reports**
The student is required to complete and submit to ICC AFWC/assigned faculty a copy of any incident report when client safety is breached during fieldwork. A potential breach in safety may occur in situations such as transfers, falls, client or student injury, or client complaint to name a few.

The student is mandated to complete all documentation protocol in accordance to ICC OTA Program and ICC Health Careers policies as well as any required documentation policies of the fieldwork site. ICC AFWC/assigned faculty may require a meeting with Fieldwork Educator and/or student depending on the seriousness of the incident. Consequences will be determined by the severity of the situation.

**Conflict of Interest**
A student will not be placed at a fieldwork site or within a department where a family member or significant other is currently employed. A student will not be placed at a fieldwork site where he/she has been or is currently employed. Once a student has been assigned to a fieldwork site, a request to change placement due to future employment desires or needs will not be considered.

**Inclement Weather**
In the case of inclement weather, the student will follow the provided guidelines:

- If the fieldwork site is open, it is considered a fieldwork day.
- If the fieldwork site closes, missed time will be determined by the Fieldwork Educator and student. AFWC/assigned faculty must be notified.
- If the fieldwork site is open and student travel is in question, sound judgment should be used to determine if the weather/roads are safe and passable. Missed student time will be determined by the Fieldwork Educator and student. AFWC/assigned faculty must be notified.

**Electronic Devices**
Cell phones and other electronic devices can be a cause of distraction during the workday. The professional expectation of the ICC OTA Program is: *All devices will be turned off/placed on silent and kept out of sight.* Some fieldwork sites may prohibit the use of any device. If a Fieldwork Educator questions the student’s use of an electronic device, he/she reserves the right to remove the device from the student’s possession. If a student has an extenuating/emergency circumstance and the student needs to be reached during the day, he/she should inform the Fieldwork Educator of the situation and ask what accommodations can be put in place to be contacted by phone.

**Maintaining Confidentiality**
Discuss information related to clients in appropriate learning situations in classroom or conferences only.

Read records of assigned clients only. Students must obtain supervisor’s permission to read records other than those of their assigned clients.

Refer to clients as the patient, client, consumer, or student in written assignments.

Student will participate in training for HIPAA. Attendance will be kept and a copy of student’s attendance will be placed in student’s file.

**Social Media/Video/Audio Recording and Photography**
Confidentiality within healthcare is required. ICC OTA program students are in no way permitted to post or use any social networking means of communication in reference to a client’s name, fieldwork site name, Fieldwork Educator name, opinion, criticism or detail about what is happening, or any other disclosure of confidential information in accordance to HIPAA. Sharing of confidential information is in violation to HIPAA, the AOTA Code of Ethics, and program expectations. Compliance with respect to confidentiality is expected at all times. Violations of these guidelines will result in disciplinary action, up to and including dismissal from the ICC OTA Program. Please note that in the event in which a student
has specific needs in regards to audio recording, Illinois Central College Access Services will initiate reasonable accommodations.

**Behaviors for Professionalism**
The Merriam-Webster dictionary defines professionalism as "the conduct, aims, or qualities that characterize or mark a profession or a professional person"; and it defines a profession as "a calling requiring specialized knowledge and often long and intensive academic preparation." During the assigned fieldwork placement, the ICC OTA student is obligated to demonstrate competent professional conduct.

Professional competencies include:

- Demonstration of ethical, safe, and competent evidence-based OT services.
- Demonstration of cultural respect for all individuals.
- Respect the roles/experience of the Fieldwork Educator and all member of the interprofessional team.
- Effective, respectful interpersonal communication.
- Completion of all required work done within set time frame.
- Punctual, arriving before schedule time and prepared for the day; not requesting to leave early.
- Notification of illness or absence will be conducted prior to the start of the fieldwork day, both to the Fieldwork Educator and AFWC/assigned faculty.
- There are no excused days during the fieldwork rotation. Personal or family emergency/illness will be addressed at the discretion of the Fieldwork Educator and AFWC/assigned faculty.
- Students must request time off for religious observances from the Fieldwork Educator in advance, notify AFWC/assigned faculty, and make up the time.
- Dress in a manner demonstrating respect for the profession and the client. Student will dress consistent with fieldwork site policies. At the expense of the students, some fieldwork sites may require a lab coat, specific type and /or color of attire. **NOTE**: NO cleavage showing, bare skin revealed, exercise wear, visible tattoos, hats, excessive jewelry, visible facial/tongue piercings, or flip-flops.
- Excellent personal hygiene is expected: hair clean and away from face, attire clean and fresh, facial hair and fingernails well groomed.
- ICC fieldwork badge is expected to be worn unless Fieldwork Educator directs otherwise.

**Email During Fieldwork**
Students will need to have regular access to a computer with an internet connection and email during fieldwork. It is the student's responsibility to check email and Blackboard on a regular basis to maintain correspondence with the AFWC/assigned faculty. Students are to use their ICC email. Email and Blackboard daily check-in is expected of each fieldwork student for critical notices or other important alerts/administrative notices. Failure to check your email account and Blackboard does not excuse and will not provide you with extended time frames for required expectations. Response to ICC faculty communication efforts is expected within an appropriate timely manner set forth by your assigned ICC faculty.

**Blackboard Communication**
Level I Fieldwork course information and assignments are located on OTA 111 or OTA 112 Blackboard. All students are required to use Blackboard to communicate and share individual experiences or to ask group questions via the discussion board daily talking points. Discussions may include: reflection questions, sharing of ideas or experiences (being mindful of client and site confidentiality). Questions may be posted in discussion board format and focused around curricular themes and professional development. Students are required to post, using professional communication skills, during each fieldwork rotation. ICC OTA faculty will be involved and monitoring the discussion threads throughout the rotations. Routine communication is encouraged throughout the fieldwork experience.
OTA 111 Level I
Fieldwork Level I Guidelines and Expectations
OTA 112 Level I

Remember that Respectful and Effective Communication with ALL is the key!!!!

Email Expectations: Feedback will not be provided if emails are not in accordance with submission expectations.

- Fieldwork Educator Verification Form: as its own email
  1. Submitted Day One of FW placement 5/1/17
  2. Attached as a document
  3. Subject Line should include Student Last Name, Fieldwork Educator Verification Form

  Ex. Hohstadt, Fieldwork Educator Verification Form

- SOAP notes
  1. All SOAP notes must be submitted as an attached Word Document
  2. The subject line should include Last Name, Date, SOAP

  Ex. Hohstadt, 5/1/17, SOAP 1

- Self-Assessment
  1. Emailed as an attachment along with SOAP Note

  Ex. Hohstadt, 5/1/17, Self-Assessment

General Guidelines and Expectations

- Use the Student Fieldwork Handbook as a resource
- Use Documentation Text as a resource
- Do NOT wait to contact ICC OTA instructor early if questions, problems, concerns or accomplishments arise.
- If you are absent from Fieldwork, you must notify BOTH ICC OTA Instructor & Fieldwork Educator ASAP
- Share with Fieldwork Educator all college assignments and expectations Day One
- Do not delay getting started on these assignments
- Check college email and Blackboard twice a day for announcements or discussion board posts.

Instructor contact information
Lee Ann Hohstadt
lee.hohstadt@icc.edu
Level I Fieldwork Learning Objectives

According to 2011 Accreditation Council for Occupational Therapy Education (ACOTE®) the goal of Level I fieldwork is: To introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients.

The Illinois Central College OTA program will provide the student with two Level I experiences. First semester of the student’s first year the first Level I rotation fieldwork is embedded in the OTA 111: Occupational Therapy Process for Individuals and Groups. This fieldwork experience consists of one week/full-time hours. Second semester of the student’s first year the second Level I fieldwork rotation is embedded in OTA 112: Mental Health and Function Across the Lifespan. This fieldwork experience consists of one week/full-time hours.

**Level I fieldwork is considered pass/fail. The student will receive “S” or “U” for a satisfactory or unsatisfactory performance during each rotation. The student must receive a rating of satisfactory in both rotations to pass the OTA 111 and OTA 112 courses.**

By the end of this fieldwork experience, the student will:

1. Articulate common OT terminology as related to the OT Practice Framework Domain and Process; participate in the OT/OTA supervisory process.
   - Demonstrate basic knowledge of OT philosophy.
2. Recognize, articulate, and demonstrate sound and appropriate judgement in regards to self and others; by adhering to the safety regulations and ethical practices set forth by ICC and assigned fieldwork setting.
   - Demonstrate consistent fundamentals of practice by adhering to all policy and procedures expected by the fieldwork education center and the ICC OTA program.
3. Demonstrate professional oral and written communication skills as related to the fieldwork setting.
   - Participate in site documentation process and complete SOAP note assignment for ICC OTA program while at assigned facility using acceptable grammar, spelling and punctuation.
4. Effectively demonstrate appropriate interactions with clients and/or caregiver through the use of therapeutic self.
   - Assist in or develop an implementation activity for an individual or group intervention.
   - Recognize and report the psychosocial influences of typical growth and development, rehabilitation, and health maintenance and prevention.
5. Pose a professional attitude and demeanor by demonstrating respect; acceptance to feedback throughout the placement.
6. Develop and ask sound questions pertinent to assigned setting by utilizing critical thinking and clinical reasoning skills.
OTA 111 Occupational Therapy Process for Individuals and Groups

Level I Fieldwork Student Evaluation Process

As of August, 2016 the Illinois Central College (ICC) Occupational Therapy Assistant (OTA) Program has revised the Level I Evaluation, performance rating scale, and learning objectives.

The Purpose of a Level I Fieldwork experience is to provide an opportunity for introduction and exposure to the occupational therapy process, apply classroom knowledge to clinical practice, and develop an understanding of the value of client-centered practice. If no OT services are being provided, exposure to the potential growth areas for OT is addressed.*

The Level I fieldwork experience is a component of the OTA 111 course, Occupational Therapy Process for Individuals and Groups. Each student will have a full-time Level I FW experience for one week during the 15th week of the OTA 111 course. The student must demonstrate skills at a satisfactory level in the assigned placement to pass the OTA 111 course.

The revised Level I fieldwork evaluation tool and learning objectives include:

- Numeric rating scale which will result in either a satisfactory performance or unsatisfactory performance.
  - Review the "new" rating scores aligned with the revised assessment.

- Updated learning objectives: Please review these on the front page of the evaluation tool.
  - "Hands-on" experiential opportunities are strongly recommended as appropriate to the assigned setting.
  - Please feel free to add additional site-specific objectives to fit the needs of your facility and/or create assignments to enhance your student’s learning experience.

- Please look over the new evaluation tool, objectives and facility expectations prior to your student's arrival in order to plan for an optimum student learning experience.

*Modified from Washington University School of Medicine OT Level I Evaluation
ILLINOIS CENTRAL COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM
OTA 111 Level I Performance Evaluation
(Revised Spring 2016)

Student Name: ___________________________ Date of Placement: ___________________________
Facility Name: ___________________________
________________________________________
________________________________________
________________________________________
Address, city, state, zip code
Print Fieldwork Educator Name
________________________________________
Student Signature
________________________________________
Fieldwork Educator Signature

The goal of Level I Fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the need of clients.

Illinois Central College (ICC) OTA 111 Level I Learning Objectives

By the end of this FW experience the student will:

1. Articulate common OT terminology as related to the OT Practice Framework Domain and Process; participate in the OT/OTA supervisory process.

2. Recognize, articulate, and demonstrate sound and appropriate judgement in regards to self and others; by adhering to the safety regulations and ethical practices set forth by ICC and assigned FW setting.

3. Demonstrate professional oral and written communication skills as related to the FW setting.

4. Effectively demonstrate appropriate interactions with clients and/or caregiver through the use of therapeutic self.

5. Pose a professional attitude and demeanor by demonstrating respect, acceptance to feedback throughout the placement.

6. Develop and ask sound questions pertinent to assigned setting by utilizing critical thinking and clinical reasoning skills.
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<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>5 POINTS</td>
<td>Consistently goes above and beyond all expectations. Carries out all tasks and activities in an exceptional manner; collaborates with supervisor and self-initiates modification to supervisory feedback.</td>
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<tr>
<td>4 POINTS</td>
<td>This rating represents a good solid performance. Carries out tasks and activities that surpasses minimal standards participates and modifies behavior according to supervisory feedback with minimal prompts.</td>
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<tr>
<td>3 POINTS</td>
<td>Carries out required tasks and activities meeting the minimal standards; accepting of supervision and feedback.</td>
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<tr>
<td>2 POINTS</td>
<td>Opportunities for improvement exist. Work is inconsistent and occasionally unacceptable.</td>
</tr>
<tr>
<td>1 POINT</td>
<td>Performance is weak in most required tasks and activities. Work is frequently unacceptable and does not modify behavior following feedback.</td>
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20 possible items = maximum of 100 possible points

Minimum of 60 points required to OTA 111 Level I Fieldwork experience.

Comments:
5 POINTS Consistently goes above and beyond all expectations. Carries out all tasks and activities in an exceptional manner; collaborates with supervisor and self-initiates modification to supervisory feedback.

4 POINTS This rating represents a good solid performance. Carries out tasks and activities that surpasses minimal standards participates and modifies behavior according to supervisory feedback with minimal prompts.

3 POINTS Carries out required tasks and activities meeting the minimal standards; accepting of supervision and feedback.

2 POINTS Opportunities for improvement exist. Work is inconsistent and occasionally unacceptable.

1 POINT Performance is weak in most required tasks and activities. Work is frequently unacceptable and does not modify behavior following feedback.

### STUDENT WILL:

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<th>I. Fundamentals of Practice</th>
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<td>1. Adhere to the FW agency and ICC OTA program's policies and procedures</td>
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<td>2. Adhere and use sound judgment regarding safety procedures</td>
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<td>3. Recognize contraindications and potentially dangerous situations and adjust as necessary</td>
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<th>II. Basic Tenets of Occupational Therapy</th>
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<td>1. Clearly articulate value of occupation to interprofessional teams, clients, and caregivers</td>
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<td>2. Explain the role delineation of the OT and OTA</td>
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<td>3. Ask relevant clinical questions in relationship to client's goals and performance</td>
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<th>III. Evaluation/Screening</th>
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<td>1. Participate in appropriate components of the evaluations/screening process</td>
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<td>2. Articulate sound clinical reasoning of clients' goals by discussing the underlying factors resulting in deficits</td>
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<th>IV. Intervention</th>
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<td>1. Participate in components of intervention planning and implementation</td>
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<td>2. Demonstrate the use of therapeutic self with clients, family, and caregivers</td>
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<td>3. Implement aspects of activity analysis, modification, and adaptations in accordance with client's performance</td>
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<td>4. Actively engage in OT/OTA/FWED supervision process by asking sound critical questions receiving and responding to feedback by modifying my performance</td>
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<tr>
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<td>Opportunities for improvement exist. Work is inconsistent and occasionally unacceptable.</td>
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### V. Communication

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### VI. Professional Behaviors

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<td>Comments:</td>
<td></td>
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</table>
OTA 111 Level I Fieldwork Presentation

Evidenced-Based Practice Clinical Reasoning Assignment

The objective of the assignment is: To recognize the importance of gathering primary clinical research as well as credible published research and applying collected data to clinical practice.

You will be expected to present an overview of the OT Process on a selected individual from your Level I Fieldwork.

Students will be required to connect the following elements throughout his/her presentation.

Keep in mind: All the domains of the OTPFD&P

TO begin: EBR that reflect EBP

Start with the Client in mind

- Review the client’s chart
- Interview the client and fieldwork educator
- Start by researching your client’s health condition and underlying factor(s) to improve functional independence
- Resources appropriate for intervention, including a combination of:
  - Books (Published within last 5 years)
  - Database articles
  - Minimum of three credible library/web sources: NO more than two websites (make sure they pass the C.R.A.P. test!) AND Primary source: Total of minimum of four sources

Evidenced-based Practice Presentation: APA format: Current terminology, people first language

- Description of client; client’s needs and impact of intervention; Summary of diagnosis; health condition
  - Use the Domain Aspect to assist in the introduction
  - Holistic approach to address all identified deficits as well as inclusion of psychosocial and emotional factors
- Correct APA citation style for each source on corresponding slide; verbally cite source during presentation and reference slide must be included at the end of the presentation.
- Answers to the following questions should be included in the PowerPoint Presentation:
  - Why does the intervention work?
  - How does the evidence support the clinical application?
  - Was any disparity of data found in your research? If so, please explain.

SOMETHING TO THINK ABOUT: Patient Intervention Session observations ideas:

- Skilled instruction was observed to support the use intervention activity.
  - Explanation how equipment/activity supports the client’s level of function for independence
  - Explanation of modifications needed during treatment; Therapeutic use of self utilized
  - Safety precautions noted
Required Elements:

1. Collect primary clinical information related to the selected intervention (fieldwork educator/client interview, survey, observation). Conduct research via three or more credible secondary sources: resulting in 3+ credible sources AND Primary sources; APA Reference slide, internal citations throughout.
2. Clinically evaluate the collected data and draw a professional conclusion on the value of the intervention.
3. Research and clinical conclusion will be discussed via a PowerPoint presentation.
4. Within the PowerPoint, address the clinical reasoning, primary/secondary source research that bridges evidence and application.
5. Completion of EBP 5-step process and PICO worksheet.
6. Why was this individual of interest to you?
7. Clear concise professional Power Point presentation-7-minute time limit.
OTA 112 Mental Health and Function Across the Life Span

Level I Fieldwork Student Evaluation Process

As of August, 2016 the Illinois Central College (ICC) Occupational Therapy Assistant (OTA) Program has revised the Level I Evaluation, performance rating scale and learning objectives.

The Purpose of a Level I Fieldwork experience is to provide an opportunity for introduction and exposure to the occupational therapy process, apply classroom knowledge to clinical practice and develop an understanding of the value of client-centered practice. If no OT services are being provided, exposure to the potential growth areas for OT is addressed.*

The Level I fieldwork experience is a component of the OTA 112 course, Mental Health and Function Across the Life Span. Each student will have a full-time Level I FW experience for one week during the 15th week of the OTA 112 course. The student must demonstrate skills at a satisfactory level in the assigned placement to pass the OTA 112 course.

The revised Level I fieldwork evaluation tool and learning objectives include:

- Numeric rating scale which will result in either a satisfactory performance or unsatisfactory performance.
  - Review the "new" rating scores aligned with the revised assessment.

- Updated learning objectives: Please review these on the front page of the evaluation tool.
  - "Hands-on" experiential opportunities are strongly recommended as appropriate to the assigned setting.
  - Please feel free to add additional site-specific objectives to fit the needs of your facility and/or create assignments to enhance your students’ learning experience.

- Please look over the new evaluation tool, objectives and facility expectations prior to your student’s arrival in order to plan for an optimum student learning experience.

*Modified from Washington University School of Medicine OT Level I Evaluation
ILLINOIS CENTRAL COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM
OTA 112 Level I Performance Evaluation
(Revised Spring 2016)

Student Name: ___________________________ Date of Placement: ___________________________
Facility Name: ___________________________

Performance Review Verification

Satisfactory Rating Score

Unsatisfactory Rating Score

Total Points

Address, city, state, zip code

Print Fieldwork Educator Name

Student Signature

Fieldwork Educator Signature

The goal of Level I Fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the need of clients.


Illinois Central College (ICC) OTA 112 Level I Learning Objectives

By the end of this FW experience the student will:

1. Articulate common OT terminology as related to the OT Practice Framework Domain and Process; participate in the OT/OTA supervisory process.
2. Recognize, articulate, and demonstrate sound and appropriate judgement in regards to self and others; by adhering to the safety regulations and ethical practices set forth by ICC and assigned FW setting.
3. Demonstrate professional oral and written communication skills as related to the FW setting.
4. Effectively demonstrate appropriate interactions with clients and/or caregiver through the use of therapeutic self.
5. Pose a professional attitude and demeanor by demonstrating respect, acceptance to feedback throughout the placement.
6. Develop and ask sound questions pertinent to assigned setting by utilizing critical thinking and clinical reasoning skills.
7. Be prepared to describe the impact that psychological and social factors have with engagement in occupation.
<table>
<thead>
<tr>
<th>5 POINTS</th>
<th>Consistently goes above and beyond all expectations. Carries out all tasks and activities in an exceptional manner; collaborates with supervisor and self-initiates modification to supervisory feedback.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 POINTS</td>
<td>This rating represents a good solid performance. Carries out tasks and activities that surpasses minimal standards participates and modifies behavior according to supervisory feedback with minimal prompts.</td>
</tr>
<tr>
<td>3 POINTS</td>
<td>Carries out required tasks and activities meeting the minimal standards; accepting of supervision and feedback.</td>
</tr>
<tr>
<td>2 POINTS</td>
<td>Opportunities for improvement exist. Work is inconsistent and occasionally unacceptable.</td>
</tr>
<tr>
<td>1 POINT</td>
<td>Performance is weak in most required tasks and activities. Work is frequently unacceptable and does not modify behavior following feedback.</td>
</tr>
</tbody>
</table>

20 possible items = maximum of 100 possible points

Minimum of 60 points required to OTA 112 Level I Fieldwork experience.

Comments:
5 POINTS Consistently goes above and beyond all expectations. Carries out all tasks and activities in an exceptional manner; collaborates with supervisor and self-initiates modification to supervisory feedback.

4 POINTS This rating represents a good solid performance. Carries out tasks and activities that surpasses minimal standards participates and modifies behavior according to supervisory feedback with minimal prompts.

3 POINTS Carries out required tasks and activities meeting the minimal standards; accepting of supervision and feedback.

2 POINTS Opportunities for improvement exist. Work is inconsistent and occasionally unacceptable.

1 POINT Performance is weak in most required tasks and activities. Work is frequently unacceptable and does not modify behavior following feedback.

STUDENT WILL:

<table>
<thead>
<tr>
<th>I. Fundamentals of Practice</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>1. Adhere to the FW agency and ICC OTA program's policies and procedures</td>
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<td>2. Adhere and use sound judgment regarding safety procedures</td>
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<td>3. Recognize contraindications and potentially dangerous situations and adjust as necessary</td>
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<td>Comments:</td>
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<table>
<thead>
<tr>
<th>II. Basic Tenets of Occupational Therapy</th>
<th>5</th>
<th>4</th>
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<tbody>
<tr>
<td>1. Clearly articulate value of occupation to interprofessional teams, clients, and caregivers</td>
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<tr>
<td>2. Explain the role delineation of the OT and OTA</td>
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<td>3. Ask relevant clinical questions in relationship to client's goals and performance</td>
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<td>Comments:</td>
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<thead>
<tr>
<th>III. Evaluation/Screening</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>1. Participate in appropriate components of the evaluations/screening process</td>
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<td>2. Articulate sound clinical reasoning of clients’ goals by discussing the underlying factors resulting in deficits</td>
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<tr>
<th>IV. Intervention</th>
<th>5</th>
<th>4</th>
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<tbody>
<tr>
<td>1. Participate in components of intervention planning and implementation</td>
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<tr>
<td>2. Demonstrate the use of therapeutic self with clients, family, and caregivers</td>
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<tr>
<td>3. Implement aspects of activity analysis, modification, and adaptations in accordance with client’s performance and psychosocial influences</td>
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<tr>
<td>4. Actively engage in OT/OTA/FWED supervision process by asking sound critical questions receiving and responding to feedback by modifying my performance</td>
<td></td>
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<td></td>
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<tr>
<td>Comments:</td>
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<td>2. Legibly compose documents according to site requirements using proper terminology, spelling, and grammar</td>
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### VI. Professional Behaviors

| 1. Initiate responsibility by seeking out learning opportunities and be flexible | 5 | 4 | 3 | 2 | 1 |
| 2. Arrive to FW on time, prepared and use time appropriately to enhance FW experience. | 5 | 4 | 3 | 2 | 1 |
| 3. Demonstrate professional integrity, respectful attitude, and positive demeanor | 5 | 4 | 3 | 2 | 1 |
| 4. Acknowledge client's cultural diversity | 5 | 4 | 3 | 2 | 1 |
| 5. Respect and maintain client’s confidentiality | 5 | 4 | 3 | 2 | 1 |

Comments:
OTA 112 Level I Psychosocial Rotation Fieldwork Presentation

Evidenced-Based Practice/Client Performance/Holistic Assignment

The objective of the assignment is: To recognize the importance a holistic client-centered approach through observation, building therapeutic rapport and gathering data from credible research. This assignment will be addressing Mental Health and Function in relationship to occupational performance resulting in a positive client outcome.

You will be expected to present an overview of the OT Process on a selected individual from your Level I Fieldwork.

Students will be required to connect the following elements throughout his/her presentation. Keep in mind: All the domains of the OTPFD&P

TO begin: EBR that reflect HOLISTIC Practice

Start with the Client in mind

- Review the client’s chart
- Interview the client and fieldwork educator
- Start by researching your client’s health condition and underlying factor(s) to improve functional independence
- Resources appropriate for intervention, including a combination of:
  - DSM-5
  - Books (Published within last 5 years)
  - Database articles
  - Minimum of three credible library/web sources: NO more than two websites (make sure they pass the C.R.A.P. test!) AND Primary source AND DSM-5: Total of minimum of five sources

Evidenced-based Practice Presentation: APA format: Current terminology, people first language

- Description of client; client’s needs, attitude and emotional well-being and impact with intervention; Summary of diagnosis; health condition
  - Use the Domain Aspect to assist in the introduction
  - Holistic approach to address all identified deficits as well as inclusion of psychosocial and emotional factors
- Correct APA citation style for each source on corresponding slide; verbally cite source during presentation and reference slide must be included at the end of the presentation.

SOMETHING TO THINK ABOUT: Patient Intervention Session observations to be addressed in presentation:

- What was your patient/client’s emotional response to provided interventions?
- How did caregiver support influence patient/client performance?
- How did your therapeutic use of self impact the patient’s/client response to intervention?
Required Elements:

1. Research and clinical conclusion will be discussed via a PowerPoint presentation. Collect primary clinical information related to the selected intervention, client performance and volition (fieldwork educator/client interview, survey, and observation) address how the OT Code of Ethics play a role.
2. Conduct research via three or more credible secondary sources: **resulting in 3+ credible sources, AND DSM-5 AND Primary sources**; APA Reference slide, internal citations throughout.
3. Clinically evaluate all the collected data and draw a professional conclusion on the patient/client mental and emotional well begin during the recovery process.
4. Within the PowerPoint, address the clinical reasoning and guidelines of practice, primary/secondary source research that bridges evidence and intervention implementation as therapeutic use of self.
5. Discuss why was this individual of interest to you.
6. **MUST** attend all presentations (random selection for presentation order beginning (5/8/17).
Statement of Informed Expectations and Compliance

All Illinois Central College Occupational Therapy Assistant Program students entering fieldwork education Level I or Level II are required to read the information contained in this handbook.

By signing this document, the student indicates understanding and acceptance of the policies/procedures and expectations set forth in this handbook. A signed copy will be kept in the student’s file.

I, __________________________________, acknowledge the receipt of the ICC OTA Student Fieldwork Handbook. I have read and understand the contents of this handbook and agree to abide by the policies/procedures and expectations set forth.

• I agree to follow and take responsibility for my actions during my fieldwork experiences.
• If I do not abide by the policies and expectations outlined in the Illinois Central College Student Fieldwork Handbook, on OTA 111/OTA 112 Blackboard Course sites and in Occupational Therapy Assistant Program Student Handbook, I will accept full responsibility for any consequences as a result of those actions in accordance with Program and College Policies.
• I agree to utilize this Handbook as a resource during my time as an ICC OTA student.

If you have any questions concerning the policies of this manual, please speak with the Illinois Central College OTA Program Director or Academic Fieldwork Coordinator before signing this form.

_____________________________  ______________________
Occupational Therapy Assistant Student  Date

IMPORTANT NOTE:
The material contained herein is subject to revisions. The Occupational Therapy Assistant Program reserves the right to alter or amend the terms, conditions, and requirements as necessary.
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__________________________________  ______________________
Occupational Therapy Assistant Student  Date

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PLANNING SECTION
# A Quick Checklist for Evaluating Your Note

Use the following two summary charts as a quick reference guide to ensure that your note contains all of the essential elements.

<table>
<thead>
<tr>
<th>S: Subjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1. Use something significant the client says about his treatment or condition.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>O: Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1. Begin this section with:</td>
</tr>
<tr>
<td>□ o Indication of active client engagement/participation</td>
</tr>
<tr>
<td>□ o Length of session</td>
</tr>
<tr>
<td>□ o Setting</td>
</tr>
<tr>
<td>□ o Purpose of session</td>
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<tr>
<td>□ 2. Report your observations succinctly and accurately, either chronologically or using categories.</td>
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<tr>
<td>□ 3. Remember to do the following:</td>
</tr>
<tr>
<td>□ o De-emphasize the treatment media</td>
</tr>
<tr>
<td>□ o Specify what part of the task required assistance</td>
</tr>
<tr>
<td>□ o Specify the exact type and amount of assistance needed</td>
</tr>
<tr>
<td>□ o Use professional language and standard abbreviations</td>
</tr>
<tr>
<td>□ o Show skilled OT happening</td>
</tr>
<tr>
<td>□ o Leave yourself out</td>
</tr>
<tr>
<td>□ o Focus on the client’s response</td>
</tr>
<tr>
<td>□ o Avoid being judgmental</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A: Assessment</th>
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<tbody>
<tr>
<td>□ 1. Look at the data in your “S” and “O” sentence by sentence, asking yourself what problems, progress, and rehab potential you see.</td>
</tr>
<tr>
<td>□ 2. Ask yourself, “So what? Why is this important in the client’s life?” For each underlying factor not within functional limits, identify the impact it will have on an area of occupation.</td>
</tr>
<tr>
<td>□ 3. End the “A” with “Client would benefit from...”</td>
</tr>
<tr>
<td>□ o Justify continued skilled OT</td>
</tr>
<tr>
<td>□ o Set up the plan</td>
</tr>
<tr>
<td>□ 4. Be sure the time lines and activities you are putting in your plan match the skilled OT you indicate your client needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>P: Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1. Specify the frequency and duration of OT treatment.</td>
</tr>
<tr>
<td>□ 2. Tell what you will be working on during that time to address the client’s needs.</td>
</tr>
<tr>
<td>□ 3. Relate to a performance skill/area of occupation and client’s OT goals.</td>
</tr>
<tr>
<td>□ 4. Indicate any other pertinent follow-up needed for the client’s present situation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Remember to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Include the client’s identifying information, delineate OT department and type of note.</td>
</tr>
<tr>
<td>□ Correct errors properly, do not erase or use correction fluid, and do not leave blank spaces.</td>
</tr>
<tr>
<td>□ Make certain engagement in occupation is integral to the note.</td>
</tr>
<tr>
<td>□ Sign and date your note.</td>
</tr>
</tbody>
</table>

© SLACK Incorporated, 2013.

### S: Subjective
- Use something **significant** the client says about his **treatment** or **condition**.
- If there is nothing significant, ask yourself whether you are using your interview skills to elicit the proper information about how the client sees things.

### O: Objective
- Begin this section with length of session, where the client was seen, and for what purpose. Make sure you indicate active client participation. For example,
  - *Client participated in 30-minute OT session in hospital room for instruction in compensatory dressing techniques.*
- Summarize what you see, either chronologically or using categories.
- Focus on performance skills and de-emphasize the treatment media. For example,
  - *Client worked on three-point pinch using pegs.*
- Relate preparatory activities and physical agent modalities to occupational performance.
  - *Client worked on three-point pinch using pegs in order to manage buttons on clothing.*
- Specify the **part** of the task needing assistance and the exact **type** and **amount** of assistance provided.
  - *Client required five verbal cues for correct hand placement during w/c ↔ toilet transfers.*
- Indicate that the client needed assistance rather than labeling the client as an assist level.
  - "Client required min assist..." rather than "Client is min assist..."
- Use standardized terminology to grade and describe treatment interventions and client performance.
- Show skilled OT happening—make it clear that you were not just a passive observer. For example, do not just list all of the assist levels and think that is enough.
- Write from the client’s point of view, leaving yourself out.
  - "Client was repositioned in w/c..." rather than "COTA repositioned client in w/c..."
- Focus on the client’s response rather than on what you did.
  - *Client able to don socks using sock aid after demonstration.*
- Avoid judging the client. For example,
  - Say client "...didn’t complete the activity." Don’t add “…because he was stubborn.”

### A: Assessment
- Look at the data in your "S" and "O" sentence by sentence, identifying problems, progress, and rehab potential. Ask yourself what each statement means for the client’s occupational performance. Consider the following formula:

<table>
<thead>
<tr>
<th>Underlying Limiting Factor</th>
<th>Functional Impact</th>
<th>Ability to Engage in Occupation</th>
</tr>
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For example, if in your "O" you noted that client falls to the left when sitting unsupported, what do you think this means he will be unable to do for himself? For example,
  - *Client unable to sit EOB unsupported to dress.*
- Make sure you have not introduced any new information.
- End the "A" with "Client would benefit from..."
- Justify continued skilled OT.
  - *Client would benefit from skilled instruction in use of adaptive devices and compensatory techniques for performing IADL tasks one-handed.*
- Set up the plan and match time lines in your plan to the skilled OT you document that your client needs. For example, if you justify skilled OT by saying only, "Client would benefit from skilled instruction in energy conservation techniques," then do not say that you plan to treat client twice a day for 2 weeks. Skilled instruction in energy conservation should take only one session or, at most, two sessions.

### P: Plan
- Specify the frequency, duration of treatment, and specific OT interventions that will be implemented.
- Identify the performance skills and the areas of occupation that will be addressed during that time.
  - *Continue OT 1 hour daily for 2 weeks for upper body strengthening and instruction in adaptive devices needed for safe and (1) transfers to bed, toilet, and tub.*
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There is Something I Don't Know

There is something I don't know
that I am supposed to know.
I don't know *what* it is I don't know,
and yet I am supposed to know,
and I feel I look stupid
    if I seem both not to know it
and not know *what* it is I don't know.
Therefore, I pretend I know it.
    This is nerve-racking
since I don't know what I must pretend to know.
Therefore, I pretend I know everything.

I feel you know what I am supposed to know
but you can't tell me what it is
because you don't know that I don't know what it is.

You may know what I don't know, but not
    that I don't know it,
and I can't tell you. So you will have to tell me everything.

R. D. Laing - *Knots*