Occupational Therapy
Assistant Program

Fieldwork Educator Handbook 2026-2027

ILLINOIS CENTRAL COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM

Dear Fieldwork Educators/Clinical Coordinators:

The Fieldwork Educator plays a crucial role in the education of future Occupational Therapy Assistants. According to Gene Bedley, 1986 Parent Teacher Association National Educator of the Year and 1994 Milken Foundation National Educator, the term Professional Educator refers to, "One who is value-driven; guided by principles, passion, and a purpose; and is a catalyst in promoting calculated risks that advance their profession and enable everyone access to success."

You, as a Fieldwork Educator, may have the greatest influence in a student's successful educational fieldwork experience. To create an optimal learning environment for our students, the Accreditation Council for Occupational Therapy Education (ACOTE) mandates that educational programming meet the *goal* of **Level I** fieldwork which is: *to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients* **AND Level II** fieldwork which is: *to **develop** competent, entry-level, generalist occupational therapy assistants. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings* through the following standards.

- ✓ *Standard C.1.1* Ensure that the fieldwork experience reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork strengthens the ties between didactic and fieldwork education.
- ✓ *Standard C.1.3* Document that academic and fieldwork educators agree on fieldwork objectives prior to the start of the fieldwork experience; Document that all fieldwork experiences include an objective with a focus on the occupational therapy practitioner's role in addressing the psychosocial aspects of the client's engagement in occupation.

You can find helpful fieldwork resources at aota.org, including **sample setting objectives.**

aota.org> education career tab> scroll to Fieldwork management

Once again, a BIG thank you goes out to all Fieldwork Educators!!!! Your time and efforts are greatly appreciated.

Illinois Central College
Occupational Therapy Assistant Program

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SECTION 1:
OTA PROGRAM INFORMATION

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OTA Program Philosophy

The Illinois Central College Occupational Therapy Assistant (OTA) Program is committed to the facilitation and development of knowledge, skills and professional relationship habits necessary for a satisfying and successful career as an Occupational Therapy Assistant.

The OTA Program is built upon the belief that people are complex, composite beings driven by an intrinsic need to meaningfully participate in human occupation, within their life context. Such engagement in occupation is intended to support survival and promote or restore health. It also serves to create opportunity for the client to experience human flourishing in ways which are developmentally meaningful. The OTA Program appreciates fully the philosophical tenets of existential-humanism, which inspire practical reflection upon the most meaningful and objective occupational needs of each individual person within their particular context and life situation. Client-centered assessment and interventions respect human developmental needs and also assure that the clinician is listening to the client's need for function, purpose, and meaning.

The OTA Program philosophy is further based upon the belief that its learners need to be actively engaged in a learning community which expresses high expectations, but which is also supportive and ready to give regular feedback. The OTA Program seeks to developmentally transition students from initially more dependent learners, to learners who are positively interdependent adult learners, able to access information and technology, as well as other resources, in order to meet the needs of modern professionals. Cognitive development and problem-based learning within the learning community will be aligned not only with the historical ethos of OT but also with the current and emerging practice areas of the profession. The OTA Program cohort is viewed as a community wherein collaboration and mutual respect will exist and where adult learner diversity will be considered beneficial and good. This same cohort will interface with other college disciplines and with the surrounding community via relationships based upon the *OT Code of Ethics*.

Graduation and completion of the OTA Program will not be viewed as the only goal of the educational process. Students will be engaged with the intentional process of becoming a professional and with the expectation that professionals are self-motivated, lifelong learners who perpetually develop through appropriate participation in professional development activities. The OTA Program faculty are committed to the development of Occupational Therapy practitioners and also advocate for the profession through involvement with the area health care community.

Reference: *Occupational Therapy Code of Ethics of the American Occupational Therapy Association*, American Journal of Occupational Therapy, 69 (suppl. 3) 2000: Bethesda, MD: AOTA, 2015.

AOTA's Vision 2030

Enriching life for a ALL individuals and society through meaningful engagement in everyday activities.

OTA Program Vision

The vision of the Occupational Therapy Assistant (OTA) Program at Illinois Central College (ICC) is to provide a successful path to completion of the program and preparation to begin generalist practice as an entry level OTA by enabling students to attain the knowledge, professional skills, and an exceptional educational foundation.

To fulfill its vision, the OTA Program will:

1. Promote student access through equal opportunity admission policies.
2. Provide academic advisement and supportive career resources in the community.
3. Assure quality instruction by meeting ACOTE Accreditation standards; promote faculty scholarship.
4. Provide a curriculum design which includes a sound general education and relevant OTA-specific content courses in preparation to implement optimal client-centered practice.
5. Promote evidenced-based research and practice to foster a desire to embrace lifelong learning and commitment to scholarship.
6. Establish interprofessional relationships with community partners for the procurement of in-depth fieldwork placements to expose students to a variety of settings and clients across the lifespan.
7. Facilitate a professional culture that is characterized by inclusiveness and respect for persons, groups, and populations.
8. Facilitate an awareness of current and future roles within the scope of practice of an occupational therapy assistant within the local and global communities of the rapidly changing service delivery systems.

OTA Program Information

The certified occupational therapy assistant collaborates with the supervising occupational therapist to provide the use of occupations (everyday life activities) with individuals and/or groups across the life-span. These occupations include ADLs (activities of daily living), IADLS (instrumental activities of daily living), education, work, rest, sleep, play, and social participation. The occupational therapy assistant may be employed in a variety of practice areas. These settings include but are not limited to: hospitals, skilled nursing facilities, outpatient facilities, schools, community-based health agencies, behavioral health programs, and home health agencies. Occupational therapy assistants provide services that will promote health, well-being, participation, and engagement in occupation throughout one's lifespan. Occupational therapy assistants apply a client-centered holistic approach and recognize the significance of the mind, body, and spirit.

OTA Program Mission

The mission of the Associate in Applied Science Occupational Therapy Assistant Degree Program at Illinois Central College is to effectively provide educational resources within theory, laboratory, and fieldwork experiences to prepare graduates for a successful career in occupational therapy service delivery and to begin practice as a competent, entry-level, generalist occupational therapy assistant.

OTA Program Goals

1. Students/graduates of the program will demonstrate clinical reasoning through an understanding and application of knowledge from the Occupational Therapy Practice Framework: Domain and Process, theory, models of practice, and guidelines of practice utilized in the occupational therapy process.
2. Students/graduates of the program will exhibit proficiency in the delivery of evidence-based practice and interventions to facilitate participation and enhance occupational performance across the lifespan.
3. Students/graduates of the program will perform skills to practice as a competent, entry level, generalist in traditional and emerging occupational therapy practice settings across the lifespan.
4. Students/graduates of the program will effectively interact through written, oral, and nonverbal communication with the client, family, significant others, and the public in a professionally acceptable manner.
5. Students/graduates of the program will model positive behaviors to promote effective interprofessional team collaboration.

Completion of ICC OTA Program Graduation Requirements

In accordance with Standard A.4.7, "Students must complete all Level II Fieldwork within 18 months following completion of the didactic portion of the program." This information is disclosed in the Illinois Central College *Occupational Therapy Assistant Program Student Handbook*.

To remain in and graduate from the program the student must receive a letter grade of "C" or better in all OTA and general education courses. Students will successfully complete the both Level I and both Level II fieldwork rotations with a satisfactory rating **AND** a "C" or better in the related didactic coursework to progress in the program.

If a student is unsuccessful in a Level I FW 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.

If a student is unsuccessful in a Level II FW placement, the entire course will be repeated. The student will not be allowed to progress in the program until the failed FW rotation has been completed successfully. A Level II FW experience can only be repeated once. Level II FW placement courses are completed in eight-week blocks. OTA 212 is completed the second 8 weeks of the first semester of the sophomore year. OTA 213 is completed the final 8 weeks of the program's final semester. Satisfactory performance in Level II fieldwork placement is required to PASS the entire OTA 212 and OTA 213 courses.

*A student must attain a grade of 77.0% of the didactic portion of OTA 111 and OTA 112 in order to be eligible to move forward to Level I fieldwork.

* If unsuccessful in ether a Level I or Level II FW rotation, the student will not be allowed to progress in the program at that time.

* Re-entry to OTA Program will be contingent on discretion of the program director, class enrollment, and fieldwork availability.

* Students will only be allowed to repeat course and fieldwork one time.

OTA Program Progression

A student must attain a grade of a "C" (77.0%) or higher in each OTA course in order to progress through the program. In those courses with a patient skills component, the student must pass each practical exam, which includes meeting all safety critical elements and a score of at least 77.0%.

To allow progression to clinical courses, the student must have at least a 77.0% by the start of the first day of OTA 111 Level I Fieldwork and a 77.0% or higher grade in all other concurrent OTA courses. If a student has a "D" or "F" grade (<76.9%) at the start of the fieldwork, the student will not be allowed to continue to the subsequent fieldwork experience resulting in the inability to progress in the OTA Program. As stated, the OTA student must complete the embedded fieldwork with a satisfactory rating to pass the entire OTA 111 and OTA 112 course.

Fieldwork

For fieldwork courses, the student must attain a "77.0% minimum score" to pass the experience and progress through the program.

SECTION 2:
GENERAL FIELDWORK INFORMATION

Occupational Therapy Fieldwork Education: Value and Purpose (See documents at the end of handbook)

Steps to Starting a Fieldwork Program (See documents at the end of handbook)

Answers to Your Fieldwork Questions (See documents at the end of handbook)

AOTA Fieldwork Data Form (See documents at the end of handbook)

HIPAA Guidelines for Fieldwork

Per HIPAA guidelines, students cannot report this information in fieldwork assignments such as case studies presentations:

- Name
- Location - includes anything smaller than a state, such as street address
- Dates - all, including date of birth; admission and discharge dates
- Telephone numbers
- Fax numbers
- Electronic email addresses
- Social security numbers
- Medical record numbers
- Health plan beneficiary numbers
- Account numbers
- Certificate and/or license numbers
- Vehicle identification numbers and license plate numbers
- Device identifiers and their serial numbers
- Web Universal Resource Locators (URLs)
- Internet Protocol (IP) address numbers
- Biometric identifiers, including finger and voice prints
- Full face photographic images and any comparable images
- Any other unique identifying number, characteristic, or code.

For written reports, the following information **can** be shared:

- Age (age 90 and over must be aggregated to prevent the identification of older individuals)
- Race
- Ethnicity
- Marital Status

- Codes (a random code may be used to link cases, as long as the code does not contain, or is not a derivative of, the person's social security number, date of birth, phone/fax numbers, etc.)

Students, as well as therapists, often keep "working files" in their desk. This is still allowed under HIPAA guidelines, however this information must be locked in a file cabinet when not in use, and must be shredded when no longer needed.

Resource:
HIPAA Frequently Asked Questions
http://www.aota.org/Education-Careers/Fieldwork/Supervisor/HIPAA.aspx

AOTA HIPAA Frequently Asked Questions (See documents at the end of handbook)

SECTION 3:
ACADEMIC INSTITUTION RESPONSIBILITY

Fieldwork Selection Process and Written Agreements

C.1.5 Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the written agreement (electronic agreements and signatures are acceptable). Document the process and criteria for:

- Selecting fieldwork sites.

- Ensuring valid written agreements are signed by both parties and in effect prior to the onset and through the duration of Level I (e.g., field trip, observation, service-learning activities) and Level II fieldwork experience for all entities outside of the academic program.

The assistant to the Health Careers (HC) department supports the dean of Health Careers in securing current and valid Written Agreements for each of the OTA Program fieldwork affiliations.

- The Academic Fieldwork Coordinator (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 HC by the AFWC.
- The dean of Health Careers oversees the distribution of the contract process to secure current contract signatures.
- The assistant will mail or email confirmation letters for validity of the affiliated contract or will mail or email new or updated written agreements as applicable.
- All Written Agreements are kept on file in the HC department and are available for review upon request.
- Once contracts are secured the AFWC is informed and future placement processes begin.

Revised: August 2025

Essential Skills and Abilities

for the Occupational Therapy Assistant student to meet the Required Core Performance Standards (2022)

Becoming an occupational therapy assistant requires the completion of an education program that is both intellectually and physically challenging. The student will be expected to acquire knowledge, enhance motor performance, and develop professional behaviors and attitudes that are necessary to provide ethical, safe, effective, compassionate care across the lifespan. The purpose of the Core Performance Standards is to inform students of the Occupational Therapy Assistant (OTA) program of the requirements that they can reasonably be expected to meet, with or without reasonable accommodation, while participating in the program.

Upon entering this program, students should consider the following: The Core Performance Standards are used to assist in the determination as to whether accommodations or modifications are necessary for a student to meet program requirements. A student who identifies potential difficulties with meeting the Core Performance Standards should communicate their concerns to the Program Director. The student has the responsibility to identify and document any disability and to request reasonable and appropriate accommodations as needed. All students must be otherwise qualified and able to perform independently in all areas. Determination is made on an individual basis as to whether any accommodations or modifications can be reasonably made. They are also reasonable expectations of employers; however, employers may have different standards. The ability to meet these standards does not guarantee employment upon graduation.

Communication: Student will need to communicate effectively and efficiently with peers, faculty, clients, families, caregivers and interprofessional team members verbally, in writing, and non-verbally. This includes, but is not limited to:

1. Ability to read at a level that allows the essential skills and abilities of an assignment to be completed safely and effectively.
2. Clearly communicates the values and beliefs of occupational therapy, highlighting the use of occupation to clients, families, caregivers, and interprofessional team members.
3. Clearly communicates the roles of occupational therapist and occupational therapy assistant, highlighting the use of occupation to clients, families, caregivers, and interprofessional team members.
4. Apply health literacy concepts to effectively articulate and interpret information to clients, family members, caregivers, interprofessional team members, and third party payers as appropriate.
5. Ability to recognize, observe, interpret, and respond to nonverbal behaviors of self and others.

Behavior: Student should demonstrate sound judgment and establish empathic and therapeutic relationships with clients and others. Student demonstrates the ability to perform in stressful situations and tolerates close physical contact with coworkers and clients. This includes, but is not limited to:

1. Ability to work concurrently with interprofessional team members and multiple clients/caregivers.
2. Ability to work independently and in collaboration with one or more partners.
3. Ability to work collaboratively with a diversity of populations including OTA students and program faculty in classroom, lab, and clinical settings.
4. Ability to respond constructively to feedback and appropriately modify behavior in response to supervisory feedback.
5. Demonstrate safe and effective coping strategies during stressful conditions, including but not limited to medically or emotionally unstable individuals and situations requiring rapid adaptations such as the provision of CPR or other emergency interventions.
6. Ability to prioritize multiple tasks, integrate information, and make decisions for effective time management in order to meet established deadlines.
7. Ability to respect the diversity factors of others, including but not limited to: age, socio-cultural, socioeconomic, spirituality, and lifestyle choices.
8. Ability to demonstrate a positive therapeutic use of self.
9. Ability to demonstrate values, attitudes, and behaviors consistent with the OT Professional Code of Ethics and Standard of Practice.
10. Ability to display professional appearance (appropriate dress and personal grooming) while involved in all school, clinical, and professional activities.
11. Ability to handle personal and professional problems appropriately so they do not interfere with classroom and clinical performance.
12. Demonstrate positive and expected work ethics including, but not limited to: attendance, punctuality, attending to tasks/submitting assignments when due, and adhering to classroom/clinical policies and procedures.

Motor: The student should have sufficient gross and fine motor capabilities to execute the movements and skills required to provide safe and effective occupational therapy treatment to complete full-time work weeks during OTA Program participation. This includes, but is not limited, to:

1. Sufficient coordination, speed, strength, and agility to safely assist clients who are walking, exercising, or performing other activities.
2. Ability to guide, resist, and assist clients and to provide emergency care, which involves activities including standing, kneeling, sitting, walking, and crawling.

3. Ability and dexterity to fabricate, apply, adapt, and monitor assistive technology; perform and demonstrate occupational performance skills; and administer components of sensory, motor, and Activities of Daily Living/Instrumental Activities of Daily Living assessments and interventions.
4. Sufficient endurance to move about a variety of environments steadily throughout the day, including movement across distances, movement from one floor to another, and negotiation of small spaces.
5. Perform all essential skills and standards to complete full-time work week during OTA Program enrollment.

Mobility: The student should have sufficient physical abilities to move from room to room and maneuver in small spaces.

1. Assist all patients according to individual needs and abilities in moving, turning, and transferring from various surfaces without injury to self, patient, or others.
2. Be able to lift and carry 50 pounds.
3. Exert up to 100 pounds force or push/pull.
4. Must be able to walk and stand for extended periods of time without the use of an assistive device (such as walkers, canes, etc.) or use of a wheelchair.
5. Move from room to room and maneuver in small spaces.
6. Perform instruction by manual demonstration, as appropriate.
7. Must be able to lift and move supplies and equipment to shelves.

Sensory: Student should have sufficient sensory abilities to assess and monitor clients, observe physical movement, participate in physical measures, and recognize and respond to clients' needs in unsafe situations. Student should have the ability to obtain information in classroom, laboratory, or clinical settings through observation, palpation, and other measures, and requires abilities including, but not limited to:

1. Visual ability (corrected as necessary) to recognize and interpret facial expressions and body language, to observe client performance in therapy, to read or set parameters on occupational therapy equipment, and to interpret and assess the environment.
2. Auditory ability (corrected as necessary) to recognize and respond to verbal directions and requests, to be aware of safety mechanisms in the environment, and for effective communication between clients/families/interprofessional team members.
3. Tactile ability to palpate muscle contractions, to discriminate hot and cold modalities, to exert the necessary pressure to fabricate splints, and to identify joint articulation.
4. Olfactory ability to tolerate odors to allow care of patient, noxious odors, perfumes, and other body odors from wounds or skin conditions.

Critical Thinking: Student should possess sufficient abilities in the areas of critical problem solving, reasoning, and assessment to be able to comprehend and process information in a timely manner. Student will be asked to prioritize, organize, and attend to tasks and responsibilities efficiently. This includes, but is not limited to:

1. Ability to collect and interpret data.
2. Ability to prioritize multiple tasks, integrate information, and make decisions.
3. Ability to research, identify, and understand professional publications.
4. Ability to apply knowledge to the provision of occupational therapy.
5. Ability to plan and implement treatment programs that are applicable and practical, and provide creative treatment alternatives.

6. The ability to problem solve in order to act safely and ethically in the occupational therapy lab and clinic.

Mathematical Skills: Student should demonstrate the ability to perform basic mathematical calculations

1. Calculate range of motion of a joint using a goniometer.
2. Calculate strength of muscles using Manual Muscle Testing Grading Scale.
3. Calculate grip strength using a Dynamometer.
4. Calculate pinch strength using a Pinchmeter.
5. Determine amount of force to apply with exercise and/or other occupational therapy interventions.
6. Ability to collect and interpret data relevant to documented therapy goals, assessment, and intervention.

Additional Information: In order to be eligible for placement at a fieldwork education site, students admitted to the program will need to:

1. Obtain certification (health professional level) in cardiopulmonary resuscitation through approved course for health care providers.
2. Must complete training on blood-borne pathogens.
3. Provide proof of health status, including but not limited to proof of MMR and chicken pox vaccination, hepatitis B vaccination (or signed waiver), current Tdap immunization, and current TB test.
4. Complete a criminal background check.
5. Complete other pre-clinical screenings as needed such as drug testing and fingerprinting.
6. Complete and provide all required documentation to the appointed facility.
7. Attain a grade of ‘C’ or better in OTA111 and OTA112 at the time of Level I fieldwork experience.
8. Attain a grade of 'C' or better in OTA 210 and OTA 211 at time of Level II fieldwork experience.

Students of the Occupational Therapy Assistant Program are required to certify that these Core Performance Standards have been provided to them. Individuals who believe they do not meet the Core Performance Standards requirements may request reasonable accommodation. It is the student’s responsibility to contact Access Services (309) 694-5749 or accessservices@icc.edu. Reasonable accommodation is arranged through Access Services.

Reviewed: August 2025

Safety Policy and Procedures: Off Campus

Safety and Security

1. Fieldwork education sites will provide information regarding accident, illness, and security procedures at respective individual facilities.
2. Fieldwork education sites may provide emergency service but not routine medical care. Cost of emergency care in off-campus educational experiences is the responsibility of the student. The College does require the students to have health insurance, and students are aware of this upon admission into the program. Students do have to maintain their own health insurance, ICC does not provide.
3. Students will follow facility procedures and complete necessary documentation regarding the reporting of incidents, and the fieldwork educator will assist with this process. Information related

to the incident report will be shared with the AFWC and/or Program Director with College documentation completed.

4. The OTA Program includes community-based learning opportunities, such as field trips during specific courses. For these, students are given an explanation of the activity and travel information and sign the institution's Assumption of Risk and Release Form, which is maintained by that faculty member. A faculty member remains at the facility for the duration of the field trip.

   Faculty reviews information regarding safety and emergency procedures applicable to field trips and shares with students. The instructor will complete the Field Trip Safety Checklist in collaboration with community partner. This completed checklist will be maintained by the faculty with course documents.

5. Students travel to/from field trip location is the responsibility of the student.

Path to Practicing as a Generalist OTA

OTA Student Educational Goals and Objectives

During the course of this program and by its completion the student will:

I. Develop a base of knowledge concerning occupational therapy domain and process, espouse occupational therapy code of ethics and College core values, and be familiar with various intervention approaches which will guide clinical reasoning and demonstrate professional behaviors. The student will be able to:

   A. Define and explain occupational therapy and its role in health care.

   B. Understand engagement in occupation and address the aspects of performance (cultural, personal, physical, social, temporal, and virtual) when providing treatment interventions.

   C. Understand and demonstrate current evidenced-based practice occupational therapy intervention approaches.

   D. Explain general relationship between occupation and outcomes of occupational therapy interventions.

   E. Demonstrate professional behaviors with clients, interprofessional team members, and other key process partners in the community.

   F. Demonstrate an understanding of typical human development and function.

II. Be familiar with the occupational profile and analysis of occupational performance which comprise the evaluative process as appropriate for the occupational therapy assistant. The student will be able to:

   A. Be familiar with diverse occupational therapy assessments currently utilized.

   B. Demonstrate understanding that occupational therapy assistants need to establish competency under the supervision of an occupational therapist to participate in the occupational therapy process.

   C. Explain how the occupational therapy assistant in collaboration with an occupational therapist considers performance skills, performance patterns, context, activity demands, and client factors during the occupational therapy process.

   D. Recognize the need to establish a collaborative relationship with the client, caregiver, and interprofessional team throughout the entire occupational therapy process.

III. Successfully participate as appropriate in the intervention process, which includes the intervention plan, intervention implementation and intervention review, and relate intervention to outcomes assessment. The student will be able to:

A. Contribute to the intervention process in collaboration with the client and occupational therapist in the areas of:
    1. occupation
    2. client factors
    3. performance skills
    4. performance patterns
    5. contexts and environments
    6. activity demands

B. In collaboration with the occupational therapist and client, the occupational therapy assistant will develop an intervention plan which will integrate information from the evaluation process with theory, guidelines of practice, and evidence guided by clinical reasoning.

C. Participate in the intervention implementation as the skilled process of effecting change in the client's occupational performance leading to engagement in occupations or activities to support participation.

D. Develop skills related to types of occupational therapy interventions including therapeutic use of self, occupations and activities, preparatory methods and tasks, education and training, and advocacy.

E. Consistently demonstrate effective communication skills (written, oral, and nonverbal).

F. Participate in the review of the intervention process as well as progress towards planned outcomes.

G. Participate in the outcomes assessment process and program evaluation.

IV. Develop skills related to management and leadership and assist in the management of occupational therapy services. The student will be able to:

A. Recognize effective time management practices.

B. Anticipate and plan for effective utilization of space, supplies, and equipment.

C. Effectively participate and complete requirements in the supervisory process.

D. Comply with regulations for quality assurance, reimbursement and professional credentialing.

V. Develop a lasting commitment to the profession of occupational therapy. As an advocate for the profession, the student will:

A. Have confidence in the value of the occupational therapy assistant in the profession and be prepared to advocate for occupational therapy services.

B. Develop a concern for excellence by recognizing the needed participation in continued education and the contribution of clinical educators.

C. Uphold the ethical standards, values, and attitudes of the occupational therapy profession.

D. Demonstrate an understanding of the role AOTA, NBCOT, ILOTA and IDFPR have in maintaining the integrity of the profession.

E. Recognize the resources and requirements for lifelong learning and professional development.

Curriculum Threads (2025)

The Illinois Central College OTA Program embraces and emphasizes the model of adult learning which is learner-centered. Knowles, Holton and Swanson established six assumptions of the art and science of educating adults in practice. These are: 1) learner's need to know which addresses the why, what and how of learning; 2) self-concept of the learner which is their autonomous and self-directing nature; 3) prior experience of the learner which reflects the resources and mentally developed models they already have; 4) readiness to learn which is highly life related and a developmental task; 5) orientation to learning emphasizing the problem centered approach and context of adult learner; and 6) motivation to learn clearly reflecting the intrinsic value and personal payoff to the adult learner.

The assumptions, models, and theories discussed in the Illinois Central College (ICC) OTA Program Curriculum Design document further illustrate the structured themes that have been identified and provide the program faculty with a firm scaffolding for the selection, content, scope, and sequencing of the coursework. OTA Program faculty incorporate these threads and competencies into the areas of curriculum design and instruction to facilitate the development of student self-directed learning through dynamic learning opportunities in the classroom, lab, community, and while on fieldwork. Reflecting on the six assumptions described by Knowles, Holton, and Swanson, OTA Program faculty have identified five significant threads that are essential for competent, entry-level practice as a generalist occupational therapy assistant. These threads are integral parts of the curriculum design and include:

1. **Clinical Reasoning:** Students are equipped with the knowledge and skill sets to apply the steps of the OT process. Students are then required to describe their thought process and approach to solving problems in planning and implementing therapeutic interventions. They are provided with resources throughout the program to develop appropriate treatment plans/interventions. Students are further challenged with demonstration of their therapeutic approaches and techniques to support effective documentation of service delivery.

2. **Communication:** OTA Program faculty recognize that exemplary verbal, non-verbal and written communication skills are required for the entry-level generalist to be successful in practice with culturally diverse populations across the lifespan. Students are introduced to the principles of effective communication, active listening, therapeutic use of self, and written documentation in a variety of settings during their first year. In their second year, effective communication and documentation are reinforced and demonstrated in classroom, lab and fieldwork settings. Students are expected to engage in multiple group activities and projects in which community partners are involved. These include but are not limited to health career faculty and students, clients, community agencies, fieldwork educators and interprofessional team members. Second-year students are introduced to emotional competence, negotiation skills and effective conflict resolution strategies.

3. **Evidence-Based Research and Practice:** Students are introduced to the concept of identifying and applying credible research throughout the program. First-year students are introduced to the Embedded Librarian feature exposing them to scientific databases, scholarly reports, peer reviewed journal articles and credible literature reviews. Students are expected to complete a minimum of four scholarly activities using professional literature and demonstrating the ability to read and apply scholarly reports. Second-year students are expected to incorporate their scholarly research into their intervention assignments, lab activities, FW experiences and in the implementation of a Program Development Service Learning Project.

4. **Experiential Learning:** The student's previous life experiences provide a foundation for their approach to professional interactions in the classroom and lab environments. The adult learner is provided the opportunity to incorporate and build on their wealth of knowledge and lived

experiences. Students participate in early immersion learning experiences, where they are provided the opportunity to plan, implement, assess outcomes and interact with a variety of community partners and diverse populations. First-year students engage in simulation activities to demonstrate competence in a variety of assessment and intervention procedures relevant to course sequence. First-year students plan and implement individual and group interventions populations across the lifespan within the classroom lab and community environments. Second-year students engage in simulation activities to demonstrate competence in a variety of assessment and intervention procedures relevant to course sequence and Level II fieldwork placements. Second-year students are given the opportunity to assess and implement intervention activities with key process partners in the community.

5. **Professionalism:** Students complete an introductory letter to OTA Program faculty upon orientation to the program that serves as a basis for their future fieldwork letter of introduction, establishing a baseline for professional communication and presentation. Students are provided with specific expectations and rubrics throughout the program for professional oral and written communication for course assignments and community-based learning opportunities. First- and second-year students complete the process of OTA Program Professional Development Assessment and Review including identifying opportunities for personal and professional growth and then establishing individualized goals and action plans with OTA Program faculty.

General academic coursework is integrated within the OTA Program's program courses. The Occupational Therapy Assistant Program Curriculum Threads are embedded throughout the OTA course content, sequence and scope.

FIRST YEAR:

First Semester

BIOL 140	Human Anatomy and Physiology
OTA 110	Foundations for the Occupational Therapy Assistant
OTA 111	Occupational Therapy Process for Individuals and Groups
OTA 118	Applications of Anatomy and Kinesiology in the Occupational Therapy Process

Second Semester

PSY 110	Introduction to Psychology
HEOCC 200	Disease Processes in Man
OTA 112	Mental Health and Function Across the Lifespan
OTA 114	Task Analysis, Assistive Technology and Therapeutic Media for the Occupational Therapy Assistant

Summer Semester

CHILD 120 **or**	Growth and Development of the Young Child
PSY 202	Child and Adolescent Development
COMM 110	Introduction to Communication: Process and Practice
Math **or** Lab Science	*Selected from designated approved listing*

SECOND YEAR:

First Semester

ENGL 110	Composition I
OTA 210	Occupational Therapy Process and Interventions in Pediatrics
OTA 212	Occupational Therapy Assistant Level II Fieldwork-Pediatrics

Second Semester

Humanities *Selected from designated approved listing*

OTA 211	Occupational Therapy Process and Interventions for Physical Dysfunction
OTA 220	Management and Administration for the OTA
OTA 213	Occupational Therapy Assistant Level II Fieldwork-Physical Dysfunction

FIRST YEAR:

OTA 110: FOUNDATIONS FOR THE OCCUPATIONAL THERAPY ASSISTANT

This course provides an introduction to the healthcare discipline of occupational therapy, including its history, philosophy, theory, ethical standards, safety of self and others, evidenced-based research and practice, cultural diversity and role delineation within the occupational therapy process and the Practice Framework. A broad overview of the relationship of cognitive, physical and psychosocial health and disease will be presented, along with a focus on occupational performance, documentation and the Practice Framework for the occupational therapy assistant.

Primary Threads: Communication, Evidence-Based Research and Practice, Professionalism

OTA 111: OCCUPATIONAL THERAPY PROCESS FOR INDIVIDUALS AND GROUPS

This course addresses the fundamental concepts of occupational therapy for individuals and groups. Occupational therapy assessments and interventions, group development and group dynamics to support occupational performance, participation, and well-being across the lifespan with a primary focus on the aging process are discussed. Level I fieldwork experience is completed.

Primary Threads: Clinical Reasoning, Communication, Evidenced-Based Research and Practice, Experiential Learning, Professionalism

OTA 112: MENTAL HEALTH AND FUNCTION ACROSS THE LIFESPAN

This course provides a basic understanding of mental health conditions and behaviors across the lifespan. The principles of the occupational therapy process, assessment and interventions are discussed. Level I fieldwork experience with a psychosocial emphasis is completed.

Primary Threads: Clinical Reasoning, Communication, Evidence-Based Research and Practice, Experiential Learning, Professionalism

OTA 114: TASK ANALYSIS, ASSISTIVE TECHNOLOGY AND THERAPEUTIC MEDIA FOR THE OTA

In this course, the occupational therapy process including assessment and intervention implementation will be examined through task analysis, gradation of activities, and adaptation through the use of assistive technology and therapeutic media and interventions to promote occupational performance across the lifespan.

Primary Threads: Clinical Reasoning, Communication, Evidence-Based Research and Practice, Experiential Learning, Professionalism

OTA 118: APPLICATIONS OF ANATOMY AND KINESIOLOGY IN THE OCCUPATIONAL PROCESS

In this course, body structures and functions of the neuromusculoskeletal system will be examined in relation to performance in areas of occupation across the lifespan. Training in techniques to enhance functional mobility, wheelchair management and mobility devices will be examined. Analysis of activities of daily living (ADLs) and instrumental activities of daily living (IADLs) tasks and their upper extremity activity demands including joint range of motion, muscle strength, gross motor coordination, fine motor coordination, rip and pinch strength, and prehension and grasp patterns will be emphasized. Functional mobility, physical transfers, upper and lower extremity joint range of motion, goniometry, and manual muscle testing competencies are directly assessed. Therapeutic exercise and its relationship to performance skills and occupations will be examined. Documentation of occupational therapy service provision to ensure accountability will be reinforced.

Primary Threads: Clinical Reasoning, Communication, Experiential Learning, Professionalism

SECOND YEAR:

OTA 210: OCCUPATIONAL THERAPY PROCESS AND INTERVENTIONS IN PEDIATRICS

This course applies the occupational therapy process in traditional and emerging pediatric practice settings. Occupational therapy assessments and interventions addressing behavioral, cognitive, neuromuscular, orthopedic, perceptual, physical, sensory impairments and other health conditions found in the pediatric population will be the primary focus.

Primary Threads: Clinical Reasoning, Communication, Evidence-Based Research and Practice, Experiential Learning, Professionalism

OTA 212: OCCUPATIONAL THERAPY ASSISTANT LEVEL II FIELDWORK-PEDIATRICS

This course provides an off-site, clinical fieldwork experience with an emphasis on pediatric assessment and intervention. Concentrated focus on the cognitive, developmental, physical, psychological and social factors that influence engagement in occupation with the pediatric population. Students are provided an in-depth learning opportunity to experience delivering occupational therapy services to individuals and groups, focusing on application of purposeful and meaningful occupation. Level II fieldwork experience is completed.

Primary Threads: Clinical Reasoning, Communication, Evidence-Based Research and Practice, Experiential Learning, Professionalism

OTA 211: OCCUPATIONAL THERAPY PROCESS AND INTERVENTIONS FOR PHYSICAL DYSFUNCTION

This course applies the occupational therapy process in the assessment and intervention of individuals with physical dysfunction across the lifespan. The process of assessment and interventions addressing cognitive, neuromuscular, orthopedic, perceptual, physical, and sensory impairments and other health conditions in traditional or emerging physical dysfunction practice settings will be the primary focus.

Primary Threads: Clinical Reasoning, Communication, Evidence-Based Research and Practice, Experiential Learning, Professionalism

OTA 213: OCCUPATIONAL THERAPY ASSISTANT LEVEL II FIELDWORK-PHYSICAL DYSFUNCTION

This course provides an off-site, clinical fieldwork experience with an emphasis on assessment and intervention for physical dysfunction. Concentrated focus on the cognitive, physical, psychological and social factors that influence engagement in occupation of individuals or groups with physical dysfunction. Students are provided an in-depth learning opportunity to experience delivering occupational therapy services to individuals and groups, focusing on application of purposeful and meaning occupation. Level II fieldwork experience is completed.

Primary Threads: Clinical Reasoning, Communication, Evidence-based Research and Practice, Experiential Learning, Professionalism

OTA 220: MANAGEMENT AND ADMINISTRATION FOR THE OTA

This course introduces program development, marketing, management, promotion and advocacy for occupational therapy service delivery. Concentrated focus on leadership, professional behaviors, and interprofessional team collaboration. This course includes a service learning project with key process partners from within the community.

Primary Threads: Clinical Reasoning, Communication, Evidence-based Research and Practice, Experiential Learning, Professionalism

HLTH 255: INDEPENDENT STUDY

This course provides the opportunity to work on a technical project, research, or other specialized study related to individual academic needs. A written plan for the independent study project is developed with a faculty member (including a detailed description of the study project, the number of credit hours assigned to it, the evaluative criteria to be used, and other relevant matters). The project is carried out under the periodic direction of the faculty member. The written plan is submitted to the dean/associate dean for approval and remains on file within the department. A final written report is submitted to the faculty member by the student.

Scope and Sequence

C.1.4 Ensure that fieldwork written agreements are sufficient in number and provide varied practice experiences to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.3.3.

In accordance with *Standard A.3.3* 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 Assistant Program Student Handbook. Tentative fieldwork schedules are sent out to all affiliated fieldwork sites approximately 9-12 months in advance of student placement. Follow-up for confirmation of secured dates is completed by the Academic Fieldwork Coordinator via email, phone call and/or US Postal service. Once the dates are secured, Illinois Central College Health

Careers personal send out agency contract agreements which are valid for one year. Criteria and process for selection fieldwork sites for student placement procedures (C.1.2) attached documentation) are implemented towards the end of the spring semester of freshman year, ongoing over the summer break and if needed into the start of fall semester sophomore year. Continued contact and confirmation follow-up is ongoing as planning for students FW rotations need to be modified as a result of personnel changes or other unexpected circumstances may occur.

C.1.1 Ensure that the fieldwork experience reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork strengthens the ties between didactic and fieldwork education.

C.1.6 Ensure at least one fieldwork experience (either Level I or Level II) has a primary focus on the role of occupational therapy practitioners addressing mental health, behavioral health, or psychosocial aspects of client performance to support their engagement in occupations.

Level I FW experiences are embedded in two separate freshmen 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 otherwise qualified personnel during his or her fulltime hours. The students have completed didactic content including but not limited addressing geriatrics and the aging process as well as an introduction to the OT Domain and Process, OT jargon, philosophy and practice guidelines. This Level I placement will include a focus addressing *behavioral health*/*psychological and social factors that influence engagement in occupation.*

The student's final Level I FW placement occurs during week fifteen of the second semester course of OTA 112 ***MENTAL HEALTH AND FUNCTION ACROSS THE LIFESPAN.*** The students are placed five days a week with an OT practitioner or otherwise qualified personnel during his or her fulltime hours. In the event that there are not sufficient placements for all enrolled freshmen, this Level I experience can be completed via simulation. The students have completed didactic content including but not limited addressing psychosocial issues and mental health diagnosis across the lifespan. This Level I placement will include a focus addressing *behavioral health*/*psychological and social factors that influence engagement in occupation.*

Level II FW rotations beginning during the second eight weeks of the fall semester of the second year of the program and conclude with the final FW rotation during the last eight weeks of the ICC OTA program. The program fieldwork sequence supports the didactic sequence for student learning. Freshman 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 INTEVENTIONS IN PEDIATIRCS***. Second eight weeks of the fall semester sophomore year the student's first Level II FW placement occurs focusing on psychosocial/pediatric intervention needs. This Level II placement will have a focus addressing *behavioral health*/*psychological and social factors that influence engagement in occupation.*

During the first eight weeks of the student's final semester of sophomore year, didactic learning opportunities address adult physical disability content in OTA 211 ***OCCUPATIONAL THERAPY PROCESS AND INTEVENTIONS IN FOR PHYSICAL DYSFUNTION ACROSS THE LIFESPAN***. 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 initiates contact with possible new affiliations in the attempt to develop valuable and additional student learning opportunities.
This Level II placement offers case studies with a DSM-5 section and discussion board talking points addressing *behavioral health*/*psychological and social factors that influence engagement in occupation.*

Reviewed: Summer 2025

Health Documentation Policies & 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
- Health Insurance Portability & Accountability Act of 1996 (HIPAA) Privacy & Security Rules Orientation
- Basic Life Support for Health Care Providers (CPR) certification

First-year students agree to complete the following:

- Physical examination and health history
- Drug screen: 11 channel
- Uniform Conviction Information Act (UCIA) criminal background check/fingerprinting
- Latex allergy/sensitivity screen
- Vaccines or proof of immunity, including: Hepatitis B, MMR, Tdap, and Varicella
- Two-step Tuberculosis (TB) test
- Seasonal flu vaccine

Second-year students agree to complete the following:

- TB one step: If not past expiration date of two-step TB test, if past expiration date another two-step will be required.
- Basic Life Support for Health Care Providers (CPR) certification
- 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 second year.

All mandated health requirements must be submitted to Stevie at stephanie.becker@icc.edu in the Health Careers office
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 assistant to ensure accuracy of pertinent data.

If a student fails to comply with health records policy and procedure, they will be terminated from the ICC OTA Program.

Reviewed: Summer 2025

Confidential Clinical Information (See documents at the end of handbook)

Fieldwork Placement Process

Fieldwork (FW) Level I and Level II

C.1.2 Document a process that ensures all students have access to site information and requirements, objectives, and performance expectations prior to the start of the fieldwork experience.

FW Selection Process

Academic Fieldwork Coordinator (AFWC) will:

- Send out tentative site schedules requesting placement for upcoming academic year
- Contact potential FW sites as needed
- Access Health Careers Assistant to initiate and maintain MOU compliance
- Collaborate with FWEd or clinical coordinator to initiate development of site specific objectives
- House and maintain site data forms and Level II site specific objectives and ICC OTA Program generated Level I objectives for student information gathering in FW placement process prior to the student's FW experience.
- House and confirm verification of current and sufficient practice experience prior to the student's FW experience.

FW Placement requirements

Students will:

- 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
- Student completes letter of introduction; Obtain and wear clinical badge identification at all FW rotations
- 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
- Will review Level II site specific objectives, Level I objectives, prior student evaluation of FW site and data forms prior to the start of the FW rotation,

FW Placement Procedure for Level I and Level II

- AFWC begins contract finalization between ICC and the cooperating facility
- AFWC initiates FW partnership/placement confirmation for current and/or upcoming academic year
- AFWC present placement selections to students
- Students complete FW 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 FW 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
- AFWC finalize student placements
- Students are provided placement information and are told to contact their Fieldwork Educators (FWEd) or Clinical Coordinators within the assigned timeframe prior to the student's FW experience
- AFWC sends student FW information packets to assigned placement coordinator/ FW educator
- Student will complete all FW education center orientation responsibilities
- Students will complete all required components of all assigned rotations; Turn in all required signed and finalized FW documentation

If needed: Students have 18 months to complete required FW expectations

Fieldwork Collaboration Plan

Policy & Procedure Statement

C.1.3 Document that academic and fieldwork educators agree on fieldwork objectives prior to the start of the fieldwork experience.
Document that all fieldwork experiences include an objective with a focus on the occupational therapy practitioner's role in addressing the psychosocial aspects of the client's engagement in occupation.

Illinois Central College OTA Program seeks input from fieldwork educators having an affiliation agreement.

Policy and Procedures:

- Fieldwork Educator Handbooks are distributed to fieldwork educators and or clinical coordinators.
- Level I fieldwork objectives are provided via the Fieldwork Educator Handbooks.
- Level II sample fieldwork objectives that include a psychosocial objective, schedule, and pacing are included in the Fieldwork Educator Handbook that is provided to the fieldwork educator.
- Fieldwork educators are asked to review the objectives, sign and return documentation showing the manual and objectives have been reviewed and adopted, reviewed and modified, or facility SSO have been provided.
- Site-specific objectives may be attached and returned with signed documentation.
- Included in this request is return of Fieldwork Data Form and the navigation path to AOTA resources for the fieldwork educator.
- Reviews of the midterm and final Student Evaluation of the Fieldwork Experience, as well as site correspondence, are used as components in the determination of continued affiliation.
- Ongoing communication via email, Canvas, telephone, US postal service, other virtual communication, and site visits between AFWC, assigned faculty, student, and fieldwork educator allows for any concerns to be addressed (e.g., student performance throughout placement, attendance, professionalism).
- Assigned ICC OTA faculty document communication of student progress and performance.
- AFWC is available upon request to meet directly with site staff to assist with the development of fieldwork program planning.
- Clinical in-services/workshops are offered to fieldwork educators via ICC Health Careers department and/or ICC OTA Program.

Independent Site Supervision Policy & Procedure

Fieldwork sites that do not provide occupational therapy services are required to adhere to the following ACOTE standard C.1.16:

Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy assistant services and supervision by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the direction of an occupational therapist) with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

Illinois Central College (ICC) Occupational Therapy Assistant (OTA) Academic Fieldwork Coordinator (AFWC) will:

- Make contact with site administration to develop fieldwork program plan.
- Collaborate with site personnel to designate on-site supervisor from another profession will be established before ICC OTA student placement can begin.
- Provide ICC faculty/program contact information to the on-site supervisor and student.

Illinois Central College (ICC) Occupational Therapy Assistant (OTA) Program Faculty, **either full-time or adjunct, will:**

- Deliver not less than eight direct hours of on-site supervision per week for the duration of the student placement.
- Assigned faculty will be expected to document time logs, student progress, on-site supervisor communication, OTR supervision if applicable and other pertinent data.
- Be available to on-site supervisor and student via a variety of means. This may include but not be limited to: email, telephone and other virtual communication methods for the entirety of student placement.
- Designated site OTA faculty will have a minimum of three years professional experience.
- When designated site faculty is a COTA, consultation and supervision will be provided by a licensed OTR.

Reviewed 2025

FWEd Credentials (Revised 2025)

ACOTE C.1.13 Document and verify prior to the start of the Level II fieldwork that the student is supervised by an occupational therapy practitioner who is:

- *Adequately prepared to serve as a fieldwork educator.*
- *Currently a licensed or otherwise regulated occupational therapy practitioner.*
- *Has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapy practitioner prior to the onset of the Level II fieldwork.*

The fieldwork educator may be engaged by the fieldwork site or by the educational program.

FWEd credentials are provided by the agreeing facility's FW data form, providing a copy of FWEd license/license number for AFWC to look license up **before** student placement begins. If verification form is on file at the college, AFWC will confirm information provided on form is current. If no verification, form is on file, AWFC will gather information to complete verification form to be kept on file for future placement confirmation. ICC OTA AFWC, in collaboration with FW site, identifies the upcoming FWEd assignment. The student will complete the FWEd contact form at the site. ICC faculty support is available for new FWEds. ICC OTA Program adheres to student placement with practitioners having a least one of clinical experience.

Level II FWEd Qualifications:

- When establishing a Level II fieldwork site the AFWC completes a site interview. This is done via a direct site visit, phone call, or virtual means.
- Each site is evaluated for qualified personnel. If site is determined appropriate for a Level II fieldwork placement, discussions are initiated and explanations of mandates for qualified Level II supervisor are stated.
- During this collaboration, opportunities for learning, ICC OTA Program expectations/site-specific learning objectives, and site specific requirements are addressed.

- Students are required to complete an FWEd contact form to be kept on file in the office of the AFWC.

Site visits and routine phone calls, emails and Canvas posts take place to allow for open communication between AFWC, FWEd and student. Communication logs are kept for each student following their performance.

SECTION 4:
STUDENT SUPERVISION
AND STUDENT EXPECTATIONS

Level I and Level II Fieldwork Site Supervision Policy and Procedures

Guidelines for student safety/supervision and client safety

The role of the fieldwork educator is of mentor. The fieldwork educator should be mindful of their professional interactions not only with patients and clients but with coworkers and the OTA student. The AFWC will complete fieldwork educator assignments in collaboration with clinical coordinators or fieldwork educators. ICC OTA Program faculty contact information is provided to fieldwork educators, and ICC OTA faculty will make contact with assigned fieldwork educators during week one of placement.

ACOTE C.1.14 Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.

Suggested guidelines for student supervision:

As the ICC OTA student begins their placement in the facility, supervision should:

- Fieldwork supervision is a dynamic process, ranging from direct to delegation. The fieldwork educator will adapt supervision methods to the student confidence level and competency as well as client complexity.
- Begin in a more direct, formal manner.
- As the student demonstrates more competent skill sets the fieldwork educator may wish to adjust the supervision style to the student's level of performance.
- Once the student has demonstrated competent skills and has gained confidence; they are allowed more independence in client care.
- The fieldwork educator has the right to revert back to a closer and direct style of supervision dependent on student performance or complexity of patient care.
- At all times, client and student safety should be addressed.
- Consistent student and fieldwork educator communication with ICC OTA faculty will be ongoing through a variety of means for the entirety of the student placement.
- The fieldwork educator is expected to follow all mandated supervision requirements directed by governing bodies.

Evaluating Supervision Efficacy Plan

ACOTE C.1.8 Document a mechanism for evaluating the effectiveness of supervision (Level I and Level II fieldwork). Demonstrate support for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, student well-being, cultural humility, and articles on theory and practice).

ACOTE C.1.7 Ensure that the ratio of fieldwork educators to students enables proper supervision and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to conduct frequent assessment of student progress in achieving stated fieldwork objectives.

The AFWC will:

1. AFWC reviews all fieldwork educator verification forms before student placement begins to confirm fieldwork educator eligibility to provide student supervision via ACOTE standards.
2. Collect Student Evaluation of Site forms both Level I and Level II at midterm and completion of placement.
3. AFWC and Program Director will review each student's evaluation

4. AFWC completes summary sheet for each specific site.
5. The AFWC shares summary information with Program Director.
6. Annual Health Careers Department clinical educator workshops are offered through the college professional development office.
7. Specific OT focused workshops and trainings are offered to local practitioners.
8. Fieldwork Educator Handbooks are updated annually with current supervision requirements and relevant information to fieldwork experiences.

Reviewed/Updated 2025

AOTA Student Supervision and Medicare Requirements (See documents at the end of handbook)

General Guidelines for Fieldwork Educator (See documents at the end of handbook)

Policy on Illness/Serious Injury at Fieldwork Sites

STUDENTS

If you are ill and cannot attend fieldwork:

1. Notify your supervisor (or the facility) prior to reporting time.

   AND

2. Email program faculty as instructed.

If you become ill or are injured at the facility:

1. Notify your immediate supervisor. Request that they contact OTA Program faculty if you are unable. Follow College procedures always.

SUPERVISORS

If students call to cancel fieldwork attendance:

1. Use your judgment in allowing them time off, or you can contact OTA Program faculty for consultation.
2. Keep track of details and number of days missed, and report to program faculty during next call or visit, or email as problem arises.

If students become seriously ill or injured at your facility and require medical attention:

1. Complete procedures as outlined via Health Careers Department documentation.
2. Notify in the following order:

   OTA Program faculty

   Dean of Health Careers

Please Note: Under no circumstances should appropriate medical care be delayed while attempting to contact ICC faculty or administration.

FACULTY

The faculty member is responsible for completing the *Illinois Central College Accident or Injury Report*.

1. Fax a copy of the *Illinois Central College Accident or Injury Report* and any report document created at the clinical site to ICC Risk Management (309) 694-8563.
2. Duplicate in file in student's departmental record.

Fieldwork Expectations

ATTENDANCE
Regular attendance to fieldwork dates is expected. If pressing circumstances (illness, etc.) prevent you from attending, email assigned faculty and fieldwork educator before start time. Missed time will be made up. Students are expected to work same hours as fieldwork educator including holidays and weekends as appropriate.

TRANSPORTATION/TRAVEL
Students are responsible for their own transportation to and from classes and clinical sites. Although individual student needs will be considered, there is no implied guarantee that they will be taken into account in clinical placement.

Students may be required to travel up to two hours one-way to all fieldwork experiences. Students are expected to access reliable transportation and are responsible for their own transportation fees, such as gasoline and parking.

DRESS POLICY
It is the belief of the OTA Program that to be socialized into the profession successfully, students must present themselves as members of that profession. Students in the ICC OTA Program are required to dress in a manner demonstrating respect for the profession, consumers of services, and faculty and staff, including clinical supervisors. Attire should be consistent with the professional persona.

Fieldwork Dress Code
Although some sites will require students to wear scrubs, in most situations, students will be required to dress in casual slacks/skirt, a modest shirt that does not reveal cleavage or bare midriff upon movement, and flat-soled, comfortable shoes. Flip-flops and open sandals are not acceptable footwear. Clothing may not be excessively revealing, distracting, or provocative. Attire should not include words or images that might be offensive to others. Tank tops or “spaghetti strap” tops are not acceptable (shoulders should be covered). Tattoos and body piercings, other than earrings, should not be visible. Jewelry should be modest and not interfere with hands-on interaction. Hats are not appropriate; head coverings for religious, cultural reasons, or health/physical considerations are permitted. Students should strictly adhere to the dress code policies at their fieldwork sites, no exceptions.

FIELDWORK EVALUATIONS AND SUMMARY EVALUATION OF FACILITY
Fieldwork evaluations are completed at the midpoint and end of each fieldwork assignment. These are completed by clinical supervisors and clinical staff using an established Fieldwork Performance evaluation. These reports will be discussed with each student by the supervising therapist. Students’ evaluation of facility are completed at conclusion of each student’s Level I and Level II site. A Midterm Student Agency Evaluation will also be completed.

LIABILITY INSURANCE
The College provides liability insurance coverage for students enrolled in clinical education courses. The cost is covered under Health Careers fees.

BEING FULLY PREPARED TO FUNCTION IN FIELDWORK EXPERIENCE
Follow policies, procedures, and student fieldwork guidelines of the fieldwork site. Be punctual reporting to assigned fieldwork setting.

Be prepared to provide safe and competent care to assigned clients. Students whose behavior indicates lack of preparation or unsafe practice will require a formal meeting of faculty and fieldwork educator and may lead to a dismissal from the fieldwork site.

Notify fieldwork educator and a faculty of absence prior to scheduled clinical practicum session.

Violations of any of these responsibilities may subject the student to disciplinary sanctions in accordance with the procedure in the *ICC Student Rights & Responsibilities Handbook*.

Matters relating to academic honesty or contrary action such as cheating, plagiarizing, flagrant disruptiveness, unsafe practice in clinical assignments, or giving unauthorized help on assignments may result in an instructor giving a student a failing grade for the assignment and also recommending the student be given a failing grade for the course and/or be subject to dismissal. Situations involving academic dishonesty as well as other situations which, in an instructor's opinion, might create problems should a student remain in a class or program are referred by the instructor to the appropriate Department Chair, who, after consulting with the appropriate Dean, also may recommend a failing grade for the course and/or suspension or dismissal.

Serious violations of professional or ethical standards by a student may result in suspension or dismissal from a course or the program.

Discipline of a serious nature involving probation, suspension, or dismissal, which may be from the College or from an individual class, must be approved by the Vice President of Academic Affairs.

BEHAVIORAL OBJECTIVES OF THE FIELDWORK EXPERIENCES

Upon completion of the fieldwork experience, the student will be able to:

1. Apply OT theory in various OT clinical areas under supervision.
2. Demonstrate an understanding of OT through observation, participation, and discussion.
3. Apply knowledge of human growth and development, personality development, and learning theory.
4. Develop client-centered long- and short-term goals related to maintenance of independent living/daily living skills; and assist the OTR with the development of long-term and short-term goals related to the remediation of independent living/daily living skills, and range of motion, gross and fine motor coordination, strength and endurance, sensory awareness, body integration, cognitive and psychosocial behavior.
5. Demonstrate competency in planning and carrying out both individual and/or group interventions.
6. Demonstrate skill in selecting various media for effective intervention.
7. Demonstrate skill in maintaining appropriate interpersonal relationships with members of the interprofessional team.
8. Demonstrate skill in selecting and utilizing therapeutic techniques appropriate to the clinical setting.
9. Demonstrate proficiency in oral and written reporting and recording of client behavior.
10. Practice proper safety measures and precautions.
11. Participate in clinics, team meetings, in-service meetings, and other planning sessions.
12. Demonstrate ability to function within the organizational and administrative structure of the clinical facility.
13. Fulfill other assigned duties within the scope of a student fieldwork experience.

FIELDWORK BEHAVIORS/RESPONSIBILITIES

Use of cell phones, smoking, food, or drinks are to be in accordance with site policies.

Students are responsible for being able to carry out learned procedures. Such procedures are to be carried out under the direction and supervision of the faculty supervisor or the fieldwork educator. If a student is asked to carry out a procedure for which they have no instruction or practice, it is the responsibility of the student to notify the fieldwork educator of this fact.

FIELDWORK SITE INCIDENT REPORTS

The student is required to complete and submit to the faculty supervisor a copy of any incident report when client/patient safety is potentially breached during clinical assignment. The potential breach in safety may occur in situations such as transfers or implementing client activities.

The faculty supervisors will meet with any student who has an incident report during any given semester. The student must come prepared to present plans for future error prevention and performance improvement. The faculty, along with fieldwork educators, shall respond appropriately depending on the seriousness of the incident and the student's presentation. Consequences will be based upon severity of incident and may include immediate termination of site placement.

Student Action Plan for Improvement of Fieldwork Performance

NAME: _____ **DATE:** _____

ID#: _____

Description of Incident/Situation/Concern:

Areas of Strengths:

Opportunity for Improvements:

Student-Generated Action Plan for Success:

_____		_____	
Student Signature	**Date**	**Faculty Signature**	**Date**
_____		_____	
Student Signature	**Date**	**Faculty Signature**	**Date**

**Signature of the student and faculty is an indication that this written plan was developed and discussed in a formal meeting to increase student success and professional development.*

SECTION 5: LEVEL I FIELDWORK

COE Guidelines for an Occupational Therapy Fieldwork Experience - Level I (See documents at the end of handbook)

Level I Fieldwork Learning Objectives

(Summer 2025)

According to 2023 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 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 via traditional or Simulation experiences.

A student must attain a grade of a "C" (77.0%) or higher in each OTA course in order to progress through the program. In those courses with a patient-skills component, the student must pass each practical exam, which includes meeting all critical safety elements and a score of at least 77.00%.

To allow progression to the OTA clinical course, the student must have at least a 77.0% by the start of the first day of OTA 111 and OTA 112 Level I fieldwork and a 77.0% or higher grade in all other concurrent OTA courses. If a student has a "D" or "F" grade (<76.9%) at the start of the fieldwork, the student will not be allowed to continue to the subsequent fieldwork experience resulting in the inability to progress in the OTA Program. As stated, the OTA student must complete the embedded fieldwork with a satisfactory rating to pass the entire OTA 111and OTA 12 courses.

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 notes 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 with 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 factors.
5. Pose a professional attitude and demeanor by demonstrating respect and acceptance of 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.

Fieldwork expectations for academic programming:

Student will:

- Review Level I Learning Objectives and Fieldwork Data Form.
- Turn in fieldwork educator verification form to ICC faculty.
- Complete three SOAP notes per fieldwork rotation.
- Participate in Blackboard fieldwork discussion thread talking points.
- Submit OTA 111 PowerPoint addressing evidence-based practice as observed/participated at fieldwork site. Must include a psychosocial objective in the presentation.
- Submit OTA 112 psychosocial intervention plan or OT.com CEU certificate 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 Fieldwork site.**
- **This review MUST be complete 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
    - Develop intervention activities for individual or group clients.
    - Assist the fieldwork educator with a client treatment session or evaluation.
    - Create an assistive piece of technology for a specific client.
    - Observe interdisciplinary interactions.
    - Complete and observation journal or Q&A notebook for the fieldwork educator.

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 their presentation.

To begin: EBR that reflect EBP Keep in mind: All the domains of the OTPFD&P

Start with the *Client* in mind

- Review the client's chart and interview the client and FWEd.
- 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 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
    - Explain how emotional, psychological, cognitive, and mental well-being influences recovery.
    - Explain how FWEd/student of OTA use of therapeutic self and rapport supported patient's motivation.
- 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.
    - How does the OT Code of Ethics impact patient's therapy?

SOMETHING TO THINK ABOUT: Patient Intervention Session observations ideas:

- Skilled instruction was observed to support the use intervention activity.
  - Explanation of how equipment/activity/patient's emotional state supports the client's level of function for independence
  - Explanation of modifications needed during treatment; how therapeutic use of self was utilized
  - Safety precautions noted

Required Elements:

1. Collect primary clinical information related to the selected intervention (FWEd/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. Discussion of OT Code of Ethics.
4. Address appropriate guideline of practice with interventions.
5. Importance of therapeutic use of self and patient rapport and patient well-being
6. Research and clinical conclusion will be discussed via a PowerPoint presentation.
7. Within the PowerPoint, address the clinical reasoning, primary/secondary source research that bridges evidence and application.
8. Completion of EBP 5-step process and PICO worksheet
9. Discuss why this individual was of interest to you.
10. Clear, concise professional PowerPoint presentation: 7-10 minute time limit

OTA 111 Level I Fieldwork Student Evaluation Process

OTA 111 Level I Fieldwork Performance Evaluation (At the end of the handbook)

OTA 112 Level I Fieldwork Presentation

Traditional: Evidenced-Based Practice/Client Performance/Psychosocial/Holistic Assignment
Simulation: OT.com CEU video summary presentation or Case Study Assignment
The objective of the assignment is: to recognize the importance of 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/Case Study from your Level I FW.
Students will be required to connect the following elements throughout their presentation.
Keep in mind: All the domains of the OTPFD&P

TO begin: EBR that reflects Social, Emotional, Physical HOLISTIC Practice

Start with the *Client* in mind

- Review the client's chart(case study)/watch CEU video.
- Interview the client and FWEd.
- Start by researching your client's health condition(s) and underlying factor(s) to improve functional independence as well as how the client's emotional and mental well-being impact therapeutic progress.
- Resources appropriate for intervention, including a combination of:
    - *DSM-5 (Required)
    - 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's/client's emotional response to provided interventions?
- How did caregiver support influence patient/client performance?
- How did your therapeutic use of self influence the response of the patient/client 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 (FWEd/client interview, survey, 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-being during the recovery process.
4. Within the PowerPoint, address the clinical reasoning and guidelines of practice, primary/secondary source research that bridges evidence, psychosocial intervention planning/goals and how you implemented therapeutic use of self.
5. Discuss why this individual was of interest to you.
6. **MUST** attend all presentations (random selection for presentations).
7. Clear, concise professional PowerPoint presentation 6-9 -minute time limit**.**

OTA 112 Level I Fieldwork Student Evaluation Process

OTA 112 Level I Fieldwork Performance Evaluation (At the end of the handbook)

SECTION 6: LEVEL II FIELDWORK

AOTA Fieldwork Performance Evaluation (At the end of the handbook)

Fall semester of 2021 AOTA mandated the use of the electronic Fieldwork Performance Evaluation. You can resource training tutorials regarding the electronic tool at the following link.

https://www.aota.org/education/fieldwork/fieldwork-performance-evaluation

COE Guidelines for an Occupational Therapy Fieldwork Experience - Level II (At the end of the handbook)

Practice Advisory: Services Provided by Students in Fieldwork Level II Settings (At the end of the handbook)

OTA 212 LEVEL II FIELDWORK

OTA 212 Level II Fieldwork SAMPLE Learning Objectives

These sample learning objectives are to assist in the development of Site-Specific Objectives (SSO). **The goal of Level II fieldwork is: to develop competent, entry-level, generalist occupational therapy assistants… In accordance with**

ACOTE Standard C.1.3 *Document that academic and fieldwork educators agree on fieldwork objectives prior to the start of the fieldwork experience.*
Document that all fieldwork experiences include an objective with a focus on the occupational therapy practitioner's role in addressing the psychosocial aspects of the client's engagement in occupation.

ACOTE Standard C.1.6 *Ensure at least one fieldwork experience (either Level I or Level II) has a primary focus on the role of occupational therapy practitioners addressing mental health, behavioral health, or psychosocial aspects of client performance to support their engagement in occupations.*

ACOTE Standard C.1.1 *Ensure that the fieldwork experience reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork strengthens the ties between didactic and fieldwork education.*

♦ Please use the following to assist in the development of facility site-specific learning objectives to include attention to psychosocial factors and scheduling.

♦ If you have any questions or are in need of assistance with the development of site-specific learning objective or scheduling please contact Lindsay Vance, Academic Fieldwork Coordinator: lindsay.vance@icc.edu

♦ Assigned ICC OTA Program faculty will be contacting both student and fieldwork educator team throughout the assigned placement to assess student progress and performance.

Sample Level II Learning Objectives: By the end of this Illinois Central College Occupational Therapy Assistant student's Level II placement, the student will:

1. Ethics & Safety:
   - Demonstrate consistent adherence to professional ethics, codes and adherence to HIPAA regulations for client confidentiality at all times, including in and out of the setting.
   - Consistently display sensitivity to client's values (cultural, religious, social) and ask clients if there are any issues that may conflict with interventions.
   - Respect and provide client-centered goals, needs, and expectations.
   - Immediately report any abusive behavior toward a client to the immediate supervisor and follow appropriate reporting procedures.
   - Follow appropriate documentation per setting's policies and procedures; adhere to reimbursement requirements.
   - Demonstrate awareness of the need for assistance and/or seek assistance for supervision.
   - Create and maintain a safe environment. Demonstrate proper safety protocol prior to and during interventions implementation as well as throughout fieldwork experience.
2. Basic Tenets of OT
   - Articulate the values and beliefs of the occupational therapy profession and philosophy, as it relates to site practice, clients, families and caregivers, etc.
   - Articulate the value of occupational performance as it applies in context and environment to client's occupation.
   - Articulate best OT practice and the role of the OT and OTA in current environment to client, family, caregivers, interprofessional staff and public.
   - Competently research evidenced-based practice techniques to implement intervention preparatory/occupation based interventions resulting in positive occupation-based outcomes.

3. Evaluation/Screening
    - Identify and gather data addressing areas of concern related to the client's occupational history, patterns of daily living, interests, values, and needs in the practice setting.
    - Competently administer assessment tools or evaluation procedures routinely used by OTAs in practice setting.
    - Collaborate, understand and explain evaluation results with OTR/OTA relevant to client's goals.
    - Demonstrate competency in developing client-centered goals, objectives, and interventions. To include focus on psychosocial influence while engaged in occupation-based activities.
4. Interventions
    - Competently select, plan, and implement preparatory and occupation-based interventions to maximize client's performance; demonstrating an understanding of skilled use of tasks/activities in typical growth and development, rehabilitation and maintenance of health resulting in positive outcomes.
    - Utilize activity analysis to grade and motivate client engagement and success.
    - Actively demonstrate positive therapeutic use of self to motivate and engage clients.
    - REASONING SKILLS:
        - Identify appropriate solutions to issues/problems/needs.
        - Justify intervention choices.
        - Grade/modify activities, treatment plans, and/or goals to meet the client's needs.
        - Display the ability to be dynamic in approach to treatment.
        - Use multiple frames of reference and/or theories.
        - Use evidence to support decision-making and planning.
5. Communication
    - Effectively and appropriately communicate in both written and oral formats with fieldwork educator, OT supervisor, family, clients, caregivers, and interprofessional staff relevant to client.
    - Appropriately and respectfully modify performance based on provided feedback.
6. Professional Behaviors
    - Demonstrate legal, ethical practice.
    - Demonstrate effective time management.
    - Demonstrate positive interpersonal skills by modifying behavior appropriately to feedback; cooperatively work as an effective member of an interprofessional team.
    - Develop a positive professional self-image, including the importance of the OTA in research, publication, program development and evaluation, documentation of service.
    - Demonstrate awareness of limitations, strengths and flexibility.
    - Exhibit cultural awareness and respect to a variety of social cultures, socioeconomic factors, and spiritual or lifestyle choices.

OTA 212 Level II Fieldwork Pediatric/Psychosocial Rotation
SAMPLE Course Schedule/Pacing

ACOTE Standard C.1.3 *Document that academic and fieldwork educators agree on fieldwork objectives prior to the start of the fieldwork experience.*
Document that all fieldwork experiences include an objective with a focus on the occupational therapy practitioner's role in addressing the psychosocial aspects of the client's engagement in occupation.

ACOTE Standard C.1.6 *Ensure at least one fieldwork experience (either Level I or Level II) has a primary focus on the role of occupational therapy practitioners addressing mental health, behavioral health, or psychosocial aspects of client performance to support their engagement in occupations.*

- Please use the following to assist in the development of facility site-specific learning objectives and scheduling.
- If you have any questions or are in need of assistance with the development of site-specific learning objective or scheduling, please contact Lindsay Vance, Academic Fieldwork Coordinator: lindsay.vance@icc.edu
- Assigned ICC OTA Program faculty will be contacting both student and fieldwork educator team throughout the assigned placement to assess student progress and performance.
- Please include in the site-specific objectives an objective focusing on psychosocial factors that influence engagement in occupation.

Week 1 Orientation: Day 1 and 2

- Review site-specific learning objectives/schedule/assignments and other expectations. Pay close attention to include an objective relevant to psychosocial aspect of rotation.
- Instruct the student on the general work expectations, safety, and emergency protocol.
- Educate student on supervision process.
- Set a regular weekly time to meet with student.
- Overview of facility policies, procedure, documentation procedures, client safe handling aspects, and confidentiality; familiarize with equipment/forms that are specific to the placement.
- Review Student Fieldwork Manual/complete orientation.
- Sign all forms provided by student.
- Have the student identify personal goals for placement.
- Tour the facility and introduce student to the OT team and interprofessional staff.
- Have the student attend routine meetings, observe, and co-treat with fieldwork educator as appropriate.

Week 1: Day 3-5: (continue with above as appropriate)

- Have the student observe and co-treat with fieldwork educator as appropriate.
- Identify two clients, complete chart review, and have student begin intervention planning.
- Implement evidence-based practice planned interventions with clients as appropriate.
- Weekly meeting providing feedback, assessing performance, and reviewing personal goal progress; allowing time for student questions and clarification of OT process.

Week 2: (continue with above as appropriate)

- Assign responsibility for additional clients to caseload.
- Complete a chart review on chosen clients.
- Assign student to complete documentation for sessions as appropriate and according to department procedure.
- Implement evidence-based practice planned interventions with clients as appropriate.
- Identify a client for case study and set due date for presentation if applicable.
- Weekly meeting providing feedback, assessing performance, and reviewing personal goal progress; allowing time for student questions and clarification of OT process.

Week 3: (continue with above as appropriate)

- Encourage student to continue work on case study/interviewing family/client.
- Assign responsibility for additional clients to caseload; complete a chart review on chosen clients.
- Assign student to complete documentation for sessions as appropriate and according to department procedure.
- Implement evidence-based practice planned interventions with clients as appropriate.
- Weekly meeting providing feedback, assessing performance, and reviewing personal goal progress; allowing time for student questions and clarification of OT process.

Week 4 (continue with above as appropriate)

- Encourage student to continue work on case study/interviewing family/client.
- Assign responsibility for additional clients to complete full caseload.
- Assign student to complete documentation for sessions as appropriate and according to department procedure.
- Implement evidence-based practice planned interventions with clients as appropriate.
- Weekly meeting providing feedback, assessing performance, and reviewing personal goal progress; allowing time for student questions and clarification of OT process.
- Score and review the midterm FWPE with the student before the student site midterm evaluation.

♦ Meet with student and review FWPE/SEFW****

♦ This review MUST be complete in the following order:

1. Fieldwork educator completes review of student's midterm FWPE

   Student and fieldwork educator signatures

2. Student completes review of midterm site evaluation

   Student and fieldwork educator signatures

- With student, set goals for second half of placement.

Week 5

- Continue with full caseload and documentation.
- Implement evidence-based practice planned interventions with clients as appropriate.
- Set date for presentation if applicable.
- Weekly meeting providing feedback, assessing performance, and reviewing personal goal progress; allowing time for student questions and clarification of OT process.

Week 6:

- Continue with full caseload and documentation.
- Implement evidence-based practice planned interventions with clients as appropriate.
- Weekly meeting providing feedback, assessing performance, and reviewing personal goal progress; allowing time for student questions and clarification of OT process.
- Review student's case study in preparation for in-service if applicable.

Week 7:

- Facilitate the student's presentation of case study to OT personnel.
- Continue with full caseload and documentation.
- Implement evidence-based practice planned interventions with clients as appropriate.
- Weekly meeting providing feedback, assessing performance, and reviewing personal goal progress; allowing time for student questions and clarification of OT process.

Week 8: (continue with above as appropriate)

- Score student final Fieldwork Performance Evaluation (FWPE).
- Review FWPE before student presents SEFW (Student Evaluation of Fieldwork Site).
- Student to complete SEFW (Student Evaluation of Fieldwork Site).
- Meet with student and review FWPE/SEFW****
    - ♦ This review MUST be completed in the following order:
    1. Fieldwork educator completes review of student's final FWPE
       Student and fieldwork educator signatures
    2. Student completes review of SEFW
       Student and fieldwork educator signatures

OTA 212 Clinical Case Study Assignment Outline

Name:
Date:
OTA Course:

I. Introduction (Summarize all Context Areas, each area must be internally cited)
   A. Environmental Factors
   B. Personal Factors

II. Client background information to include client: *(Each area must be internally cited)*
   A. Family History
   B. Medical History
   C. Developmental History
   D. Interprofessional Therapies
   E. Current Medications (specific type, prescription, general purpose, possible side effects)

III. Describe current level of participation in occupation. *(Each area must be internally cited)*
   A. ADL
   B. IADL
   C. Health Management
   D. Rest and Sleep
   E. Education
   F. Work
   G. Play
   H. Leisure
   I. Social Participation

IV. Diagnosis #1
   A. Definition
   B. Classical versus Clinical outline discussion *(Table format and internal citation required)*

Classical	**Clinical**
Onset	Onset
Etiology	Etiology
Signs and Symptoms	Signs and Symptoms
Course of Disease	Course of Disease
Prognosis	Prognosis

C. Summary of Occupational Therapy treatment of above diagnosis. Incorporate the three "Performance Skill" areas; incorporate strengths and deficits in all areas:

1. Motor Skills
2. Process Skills
3. Social Interaction Skills

Diagnosis #2

A. Definition

B. Classical versus Clinical outline discussion *(Table format and internal citation required)*

Classical	**Clinical**
Onset	Onset
Etiology	Etiology
Signs and Symptoms	Signs and Symptoms
Course of Disease	Course of Disease
Prognosis	Prognosis

C. Summary of Occupational Therapy treatment of above diagnosis. Incorporate the three "Performance Skill" areas; incorporate strengths and deficits in all areas:

1. Motor Skills
2. Process Skills
3. Social Interaction Skills

V. DSM-5™ Include relevant client-centered information:

A. DSM-5 Classification from Section II: Diagnostic Criteria and Codes

B. Identify Disorder Classification Chapter.

C. Define specific individual disorder.

D. Discuss relevancy from other conditions that may be a focus of clinical attention.

E. Discuss how psychosocial factors influence functional performance skill areas.

VI. Occupational Therapy Goal Format: Required Elements

Outline: *One of the two provided long-term goals must relate to psychosocial concerns.

- Two long term goals (LTG) total
- Two short term goals (STG) for each long-term goal
- Four interventions for each short-term goal (categories are provided)
- Connect practice guideline/models to interventions

A. OT Goals (RHUMBA)

1. Long-term Goal #1
    a. Short-term Goal #1
        1) Occupation and activities
        2) Interventions to Support Occupations
        3) Education and training
        4) Advocacy

b. Short-term Goal #2
    1) Occupation and activities
    2) Interventions to Support Occupations
    3) Education and training
    4) Advocacy

2. Long-term Goal #2
    a. Short-term Goal #1
        1) Occupation and activities
        2) Interventions to Support Occupations
        3) Education and training
        4) Advocacy
    b. Short-term Goal #2
        1) Occupation and activities
        2) Interventions to Support Occupations
        3) Education and training
        4) Advocacy

VII. Student of OTA Summary: Using sound clinical reasoning provide general impressions, thoughts, opinions and outcome potential; include in the summary the connection between established interventions and corresponding theories/models/guidelines of OT practice, as well as the impact that psychosocial awareness has on client-centered performance outcomes.

VIII. Reference page (APA format with internal citing required)

OTA 212 Clinical Case Study Assignment (At the end of the handbook)

OTA 212 Fieldwork and Seminar Scoring Scale (At the end of the handbook)

SAMPLE Fieldwork Learning Objectives and Signature Page

Fieldwork Educators/Clinical Coordinators:

Please take a moment to review the information below. It is important to make changes or develop site-specific learning objectives to specifically fit your setting's current practice. Feel free to adjust or modify the sample objectives to more site-specific needs. I would be more than happy to assist you in the development of any learning objectives.

- The Level I learning objectives can be found under the Level I section of this handbook.
- Sample Level II learning objectives can be found under the Level II section of this handbook.

Terminology:

- A *Student Learning Objective* is "a statement that identifies an educational outcome related to a student's knowledge, skills and attitudes" (AOTA, Fieldwork Educator Certificate Program, Evaluation Module). These are **created in collaboration with those involved in the education** of the student.
- A *Site-Specific Objective (SSO)* "identifies entry-level competency expected of all students at that specific fieldwork site." (AOTA, Fieldwork Educator Certificate Program, Evaluation Module). These are **created by the facility** and are reflective of expectations of entry-level competence for the OTA at the facility.

Please email a copy of your most current SSO before the student begins placement: Email to lindsay.vance@icc.edu

The students coming to your site are expected to return
the completed signature page found in the back of this handbook.

SAMPLE

INSTRUCTIONS PLEASE READ BELOW

Please *sign and return this document* indicating that the assigned Fieldwork Educator or Agency Clinical Coordinator has reviewed your site's most current Level II objectives and has prepared objectives for your specific setting or you ADOPT the ICC-provided Level II learning objectives as meeting your facility's site-specific needs. This will confirm that you have received this year's Fieldwork Educator Handbook.

Please mark the corresponding box below that matches your site's learning expectations**:**

- ☐ Provided Fieldwork Educator Handbook learning objectives and expectations have been reviewed, deemed appropriate and adopted to meet site-specific needs and students have been informed of these expectations and provided a copy of current expectations.
- ☐ Provided Fieldwork Educator Handbook learning objectives and expectations have been modified to meet site needs and students have been informed of these expectations and provided a copy of current expectations.
- ☐ Site-specific learning objectives and expectations have been developed to meet site needs and students have been informed of these expectations and provided a copy of current expectations.

Facility Name: _____ Print Name: _____

Signature: _____ Date: _____

SAMPLE

OTA 213 LEVEL II FIELDWORK

OTA 213 Level II Fieldwork SAMPLE Learning Objectives

These sample learning objectives are to assist in the development of Site-Specific Objectives (SSO).
The goal of Level II fieldwork is: to develop competent, entry-level, generalist occupational therapy assistants… In accordance with

ACOTE Standard C.1.3 *Document that academic and fieldwork educators agree on fieldwork objectives prior to the start of the fieldwork experience.*
Document that all fieldwork experiences include an objective with a focus on the occupational therapy practitioner's role in addressing the psychosocial aspects of the client's engagement in occupation.

ACOTE Standard C.1.6 *Ensure at least one fieldwork experience (either Level I or Level II) has a primary focus on the role of occupational therapy practitioners addressing mental health, behavioral health, or psychosocial aspects of client performance to support their engagement in occupations.*

ACOTE Standard C.1.1 *Ensure that the fieldwork experience reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork strengthens the ties between didactic and fieldwork education.*

- Please use the following to assist in the development of facility site-specific learning objectives to include attention to psychosocial factors and scheduling.
- If you have any questions or are in need of assistance with the development of site-specific learning objective or scheduling please contact Lindsay Vance, Academic Fieldwork Coordinator: lindsay.vance@icc.edu
- Assigned ICC OTA Program faculty will be contacting both student and fieldwork educator team throughout the assigned placement to assess student progress and performance.

Sample Level II Learning Objectives: By the end of this Illinois Central College Occupational Therapy Assistant student's Level II placement, the student will:

1. Ethics & Safety:
   - Demonstrate consistent adherence to professional ethics, codes and adherence to HIPAA regulations for client confidentiality at all times, including in and out of the setting.
   - Consistently display sensitivity to client's values (cultural, religious, social) and ask clients if there are any issues that may conflict with interventions.
   - Respect and provide client-centered goals, needs, and expectations.
   - Immediately report any abusive behavior toward a client to the immediate supervisor and follow appropriate reporting procedures.
   - Follow appropriate documentation per setting's policies and procedures; adhere to reimbursement requirements.
   - Demonstrate awareness of the need for assistance and/or seek assistance for supervision.
   - Create and maintain a safe environment. Demonstrate proper safety protocol prior to and during interventions implementation as well as throughout fieldwork experience.
2. Basic Tenets of OT
   - Articulates the values and beliefs of the occupational therapy profession and philosophy, as it relates to site practice, clients, families and caregivers, etc.
   - Articulates the value of occupational performance as it applies in context and environment to client's occupation.
   - Articulates best OT practice and the role of the OT and OTA in current environment to client, family, caregivers, interprofessional staff, and public.

- Competently research evidenced-based practice techniques to implement intervention preparatory/occupation based interventions resulting in positive occupation-based outcomes.

3. Evaluation/Screening
    - Identify and gather data addressing areas of concern related to the client's occupational history, patterns of daily living, interests, values, and needs in the practice setting.
    - Competently administer assessment tools or evaluation procedures routinely used by OTAs in practice setting.
    - Collaborate, understand and explain evaluation results with OTR/OTA relevant to client's goals.
    - Demonstrate competency in developing client-centered goals, objectives, and interventions. To include focus on psychosocial influence while engaged in occupation-based activities.
4. Interventions
    - Competently select, plan, and implement preparatory and occupation-based interventions to maximize client's performance; demonstrating an understanding of skilled use of tasks/activities in typical growth and development, rehabilitation and maintenance of health resulting in positive outcomes.
    - Utilize activity analysis to grade and motivate client engagement and success.
    - Actively demonstrate positive therapeutic use of self to motivate and engage clients.
    - REASONING SKILLS:
        - Identify appropriate solutions to issues/problems/needs.
        - Justify intervention choices.
        - Grade/modify activities, treatment plans, and/or goals to meet the client's needs.
        - Display the ability to be dynamic in approach to treatment.
        - Use multiple frames of reference and/or theories.
        - Use evidence to support decision making and planning.
5. Communication
    - Effectively and appropriately communicate in both written and oral formats with fieldwork educator, OT supervisor, family, clients, caregivers, and interprofessional staff relevant to client.
    - Appropriately and respectfully modify performance based on provided feedback.
6. Professional Behaviors
    - Demonstrate legal, ethical practice.
    - Demonstrate effective time management.
    - Demonstrate positive interpersonal skills by modifying behavior appropriately to feedback; cooperatively work as an effective member of an interprofessional team.
    - Develop pf a positive professional self-image, including the importance of the OTA in research, publication, program development and evaluation, documentation of service.
    - Demonstrate awareness of limitations, strengths, and flexibility.
    - Exhibit cultural awareness and respect to a variety of social cultures, socioeconomic factors, and spiritual or lifestyle choices.

OTA 213 Level II Fieldwork Physical/Disability/Psychosocial Rotation
SAMPLE Course Schedule/Pacing

ACOTE Standard C.1.3 *Document that academic and fieldwork educators agree on fieldwork objectives prior to the start of the fieldwork experience.*
Document that all fieldwork experiences include an objective with a focus on the occupational therapy practitioner's role in addressing the psychosocial aspects of the client's engagement in occupation.

ACOTE Standard C.1.6 *Ensure at least one fieldwork experience (either Level I or Level II) has a primary focus on the role of occupational therapy practitioners addressing mental health, behavioral health, or psychosocial aspects of client performance to support their engagement in occupations.*

- Please use the following to assist in the development of facility site-specific learning objectives and scheduling.
- If you have any questions or are in need of assistance with the development of site-specific learning objective or scheduling please contact Lindsay Vance, Academic Fieldwork Coordinator: lindsay.vance@icc.edu
- Assigned ICC OTA Program faculty will be contacting both student and fieldwork educator team throughout the assigned placement to assess student progress and performance.
- Please include in the site-specific objectives an objective focusing on psychosocial factors that influence engagement in occupation.

Week 1 Orientation: Day 1 and 2

- Review site-specific learning objectives/schedule/assignments and other expectations. Pay close attention to include an objective relevant to psychosocial aspect of rotation.
- Instruct the student on the general work expectations, safety, and emergency protocol.
- Educate student on supervision process.
- Set a regular weekly time to meet with student.
- Overview of facility policies, procedure, documentation procedures, client safe handling aspects, and confidentiality; familiarize with equipment/forms that are specific to the placement.
- Review Student Fieldwork Manual/complete orientation.
- Sign all forms provided by student.
- Have the student identify personal goals for placement.
- Tour the facility and introduce student to the OT team and interprofessional staff.
- Have the student attend routine meetings, observe, and co-treat with fieldwork educator as appropriate.

Week 1: Day 3-5: (continue with above as appropriate)

- Have the student observe and co-treat with fieldwork educator as appropriate.
- Identify two clients, complete chart review, and have student begin intervention planning.
- Implement evidence-based practice planned interventions with clients as appropriate.
- Weekly meeting providing feedback, assessing performance, and reviewing personal goal progress; allowing time for student questions and clarification of OT process.

Week 2: (continue with above as appropriate)

- Assign responsibility for additional clients to caseload.
- Complete a chart review on chosen clients.
- Assign student to complete documentation for sessions as appropriate and according to department procedure.
- Implement evidence-based practice planned interventions with clients as appropriate.
- Identify a client for case study and set due date for presentation if applicable.
- Weekly meeting providing feedback, assessing performance, and reviewing personal goal progress; allowing time for student questions and clarification of OT process.

Week 3: (continue with above as appropriate)

- Encourage student to continue work on case study/interviewing family/client.
- Assign responsibility for additional clients to caseload; complete a chart review on chosen clients.
- Assign student to complete documentation for sessions as appropriate and according to department procedure.
- Implement evidence-based practice planned interventions with clients as appropriate.
- Weekly meeting providing feedback, assessing performance, and reviewing personal goal progress; allowing time for student questions and clarification of OT process.

Week 4 (continue with above as appropriate)

- Encourage student to continue work on case study/interviewing family/client.
- Assign responsibility for additional clients to complete full caseload.
- Assign student to complete documentation for sessions as appropriate and according to department procedure.
- Implement evidence-based practice planned interventions with clients as appropriate.
- Weekly meeting providing feedback, assessing performance, and reviewing personal goal progress; allowing time for student questions and clarification of OT process.
- Score and review the midterm FWPE with the student before the student site midterm evaluation.

♦ Meet with student and review FWPE/SEFW****

♦ This review MUST be complete in the following order:

1. Fieldwork educator completes review of student's midterm FWPE

   Student and fieldwork educator signatures

2. Student completes review of midterm site evaluation

   Student and fieldwork educator signatures

- With student, set goals for second half of placement.

Week 5

- Continue with full caseload and documentation.
- Implement evidence-based practice planned interventions with clients as appropriate.
- Set date for presentation if applicable.
- Weekly meeting providing feedback, assessing performance, and reviewing personal goal progress; allowing time for student questions and clarification of OT process.

Week 6:

- Continue with full caseload and documentation.
- Implement evidence-based practice planned interventions with clients as appropriate.
- Weekly meeting providing feedback, assessing performance, and reviewing personal goal progress; allowing time for student questions and clarification of OT process.
- Review students case study in preparation for in-service if applicable.

Week 7:

- Facilitate the student's presentation of case study to OT personnel.
- Continue with full caseload and documentation.
- Implement evidence-based practice planned interventions with clients as appropriate.
- Weekly meeting providing feedback, assessing performance, and reviewing personal goal progress; allowing time for student questions and clarification of OT process.

Week 8: (continue with above as appropriate)

- Score student final Fieldwork Performance Evaluation (FWPE).
- Review FWPE before student present SEFW (Student Evaluation of Fieldwork Site).
- Student to complete SEFW (Student Evaluation of Fieldwork Site).
- ♦ Meet with student and review FWPE/SEFW****
- ♦ This review MUST be completed in the following order:
    1. Fieldwork educator completes review of student's final FWPE
       Student and fieldwork educator signatures
    2. Student completes review of midterm site evaluation
       Student and fieldwork educator signatures

OTA 213 Clinical Case Study Assignment Outline

Name:
Date:
OTA Course:

I. Introduction (Summarize all Context Areas, each area must be internally cited)
   A. Environmental Factors
   B. Personal Factors

II. Client background information to include client: *(Each area must be internally cited)*
   A. Family History
   B. Medical History
   C. Developmental History
   D. Interprofessional Therapies
   E. Current Medications (specific type, prescription, general purpose, possible side effects)

III. Describe current level of participation in occupation *(Each area must be internally cited)*
   A. ADL
   B. IADL
   C. Health Management
   D. Rest and Sleep
   E. Education
   F. Work
   G. Play
   H. Leisure
   I. Social Participation

IV. Diagnosis #1
   A. Definition
   B. Classical versus Clinical outline discussion *(Table format and internal citation required)*

Classical	**Clinical**
Onset	Onset
Etiology	Etiology
Signs and Symptoms	Signs and Symptoms
Course of Disease	Course of Disease
Prognosis	Prognosis

   C, Summary of Occupational Therapy treatment of above diagnosis.
   Incorporate the three “Performance Skill” areas; incorporate strengths and deficits in all areas:
      1. Motor Skills
      2. Process Skills

3. Social Interaction Skills

Diagnosis #2

A. Definition

B. Classical versus Clinical outline discussion *(Table format and internal citation required)*

Classical	**Clinical**
Onset	Onset
Etiology	Etiology
Signs and Symptoms	Signs and Symptoms
Course of Disease	Course of Disease
Prognosis	Prognosis

C. Summary of Occupational Therapy treatment of above diagnosis.
Incorporate the three "Performance Skill" areas; incorporate strengths and deficits in all areas:

1. Motor Skills
2. Process Skills
3. Social Interaction Skills

V. DSM-5™ Include relevant client-centered information:

A. DSM-5 Classification from Section II: Diagnostic Criteria and Codes

B. Identify Disorder Classification Chapter

C. Define specific individual disorder

D. Discuss relevancy from other conditions that may be a focus of clinical attention

E. Discuss how psychosocial factors influence functional performance skill areas

F. Identify one long-term goal and one short-term goal with a psychosocial focus relevant to the client

VI. Occupational Therapy Goal Format: Required Elements

Outline:

- Two long-term goals (LTG) total
- Two short-term goals (STG) for each long-term goal
- Four interventions for each short-term goal (categories are provided)
- Connect practice guideline/models to interventions

A. OT Goals (RHUMBA)

1. Long-term Goal #1
    a. Short-term Goal #1
        1) Occupation and activities
        2) Interventions to Support Occupations
        3) Education and training
        4) Advocacy
    b. Short-term Goal #2
        1) Occupation and activities
        2) Interventions to Support Occupations
        3) Education and training
        4) Advocacy
2. Long-term Goal #2
    a. Short-term Goal #1
        1) Occupation and activities
        2) Interventions to Support Occupations
        3) Education and training
        4) Advocacy
    b. Short-term Goal #2
        1) Occupation and activities
        2) Interventions to Support Occupations
        3) Education and training
        4) Advocacy

VII. Student of OTA Summary: Using sound clinical reasoning, provide general impressions, thoughts, opinions and outcome potential; include in the summary the connection between established interventions and corresponding theories/models/guidelines of OT practice, as well as the impact that psychosocial awareness has on client-centered performance outcomes.

VIII. Reference page (APA format with internal citing required)

OTA 213 Clinical Case Study Assignment (At the end of the handbook)

OTA 213 Fieldwork and Seminar Scoring Scale (At the end of the handbook)

SAMPLE Fieldwork Learning Objectives and Signature Page

Fieldwork Educators/Clinical Coordinators:

Please take a moment to review the information below. It is important to make changes or develop site-specific learning objectives to specifically fit your setting's current practice. Feel free to adjust or modify the sample objectives to more site-specific needs. I would be more than happy to assist you in the development of any learning objectives.

- The Level I learning objectives can be found under the Level I section of this handbook.
- Sample Level II learning objectives can be found under the Level II section of this handbook.

Terminology:

- A *Student Learning Objective* is "a statement that identifies an educational outcome related to a student's knowledge, skills and attitudes" (AOTA, Fieldwork Educator Certificate Program, Evaluation Module). These are **created in collaboration with those involved in the education** of the student.
- A *Site-Specific Objective (SSO)* "identifies entry-level competency expected of all students at that specific fieldwork site." (AOTA, Fieldwork Educator Certificate Program, Evaluation Module). These are **created by the facility** and are reflective of expectations of entry-level competence for the OTA at the facility.

Please email a copy of your most current SSO before the student begins placement: Email to lindsay.vance@icc.edu

The students coming to your site are expected to return
the completed signature page found in the back of this handbook.

SAMPLE

INSTRUCTIONS PLEASE READ BELOW

Please *sign and return this document* indicating that the assigned Fieldwork Educator or Agency Clinical Coordinator has reviewed your site's most current Level II objectives and has prepared objectives for your specific setting or you ADOPT the ICC-provided Level II learning objectives as meeting your facility's site-specific needs. This will confirm that you have received this year's Fieldwork Educator Handbook.

Please mark the corresponding box below that matches your site's learning expectations**:**

- ☐ Provided Fieldwork Educator Handbook learning objectives and expectations have been reviewed, deemed appropriate and adopted to meet site-specific needs and students have been informed of these expectations and provided a copy of current expectations.
- ☐ Provided Fieldwork Educator Handbook learning objectives and expectations have been modified to meet site needs and students have been informed of these expectations and provided a copy of current expectations.
- ☐ Site-specific learning objectives and expectations have been developed to meet site needs and students have been informed of these expectations and provided a copy of current expectations.

Facility Name: _____ Print Name: _____

Signature: _____ Date: _____

SAMPLE

SECTION 7: APPENDICES

STANDARD NUMBER	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
SECTION C: FIELDWORK EDUCATION	
C.1.0. FIELDWORK EDUCATION **Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote professional reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model. The academic fieldwork coordinator is responsible for the program's compliance with fieldwork education requirements. The academic fieldwork coordinator will:**	
C.1.1. Fieldwork Program Reflects the Curriculum Design	
C.1.1.	Ensure that the fieldwork experience reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork strengthens the ties between didactic and fieldwork education.
C.1.2. Student Access to Fieldwork Site Information	
C.1.2.	Document a process that ensures all students have access to site information and requirements, objectives, and performance expectations prior to the start of the fieldwork experience.
C.1.3. Fieldwork Objectives	
C.1.3.	Document that academic and fieldwork educators agree on fieldwork objectives prior to the start of the fieldwork experience. Document that all fieldwork experiences include an objective with a focus on the occupational therapy practitioner's role in addressing the psychosocial aspects of the client's engagement in occupation.
C.1.4. Sufficient Fieldwork Written Agreements	
C.1.4.	Ensure that fieldwork written agreements are sufficient in number and provide varied practice experiences to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.3.3.
C.1.5. Level I and II Fieldwork Selection Process and Written Agreements	
C.1.5.	Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the written agreement (electronic agreements and signatures are acceptable). Document the process and criteria for: • Selecting fieldwork sites. Ensuring valid written agreements are signed by both parties and in effect prior to the onset and through the duration of Level I (e.g., field trip, observation, service-learning activities) and Level II fieldwork experience for all entities outside of the academic program.

STANDARD NUMBER	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
C.1.6. Fieldwork in Mental Health, Behavioral Health, or Psychosocial Factors	
C.1.6.	Ensure at least one fieldwork experience (either Level I or Level II) has a primary focus on the role of occupational therapy practitioners addressing mental health, behavioral health, or psychosocial aspects of client performance to support their engagement in occupations.
C.1.7. Ratio of Fieldwork Educators to Students	
C.1.7.	Ensure that the ratio of fieldwork educators to students enables proper supervision and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to conduct frequent assessment of student progress in achieving stated fieldwork objectives.
C.1.8. Evaluating the Effectiveness of Supervision	
C.1.8.	Document a mechanism for evaluating the effectiveness of supervision (Level I and Level II fieldwork). Demonstrate support for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, student well-being, cultural humility, and articles on theory and practice).
C.1.9. Communication of Student Progress	
C.1.9.	Document a process for communication with the student and fieldwork educator throughout the fieldwork experience. Ensure all aspects of the student's progress and performance are addressed and the fieldwork educator is aware of resources that support student well-being.
The goal of Level I fieldwork is to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients. The academic fieldwork coordinator will:	
C.1.10. Qualified Level I Fieldwork Educators	
C.1.10.	Ensure that fieldwork educators who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech-language pathologists, nurses, and physical therapists.
C.1.11. Level I Fieldwork	
C.1.11.	Demonstrate that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Document mechanisms for formal evaluation of student performance. Level I fieldwork may be met through one or more of the following instructional methods: • Virtual environments • Simulated environments • Standardized patients • Faculty practice • Faculty-led site visits

STANDARD NUMBER	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
	• Supervision by a fieldwork educator in a practice environment Document that all students have similar Level I fieldwork experiences (e.g., learning activities, objectives, assignments, and outcome measures).
The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The academic fieldwork coordinator will:	
C.1.12. Length of Level II Fieldwork	
C.1.12.	Document a required minimum of 16 weeks' full-time Level II fieldwork. Documentation must specify if part-time completion is available as agreed upon by the site and the program. The length of the part-time program must be equivalent in length to a minimum of 16 weeks full-time. Ensure that the student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.
C.1.13. Qualified Level II Fieldwork Educators	
C.1.13.	Document and verify prior to the start of the Level II fieldwork that the student is supervised by an occupational therapy practitioner who is: • Adequately prepared to serve as a fieldwork educator. • Currently a licensed or otherwise regulated occupational therapy practitioner. • Has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapy practitioner prior to the onset of the Level II fieldwork. The fieldwork educator may be engaged by the fieldwork site or by the educational program. Document and verify that students completing Level II fieldwork outside of the United States are supervised by an occupational therapist (regardless of title) who graduated from a program accredited by ACOTE, approved by WFOT, or otherwise regulated in the country in which the students are completing fieldwork. The fieldwork educator must have at least 1 year of experience in practice prior to the onset of Level II fieldwork.
C.1.14. Level II Fieldwork Supervision	
C.1.14.	Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.
C.1.15. Evaluation of Student Performance on Level II Fieldwork	
C.1.15.	Document a mechanism for requiring formal evaluation of student performance on Level II fieldwork.
C.1.16. Fieldwork Supervision Where No OT Services Exist	
C.1.16.	Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy assistant services and supervision by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the

STANDARD NUMBER	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
	direction of an occupational therapist) with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

Self-Assessment Tool for Fieldwork Educator Competency (See documents at the end of handbook)

Fieldwork Learning Objective Signature Page

INSTRUCTIONS PLEASE READ BELOW

Please *sign and return this document* indicating that the assigned Fieldwork Educator or Agency Clinical Coordinator has reviewed your site's most current Level II objectives and has prepared objectives for your specific setting or you ADOPT the ICC-provided Level II learning objectives as meeting your facility's site-specific needs. This will confirm that you have received this year's Fieldwork Educator Handbook.

Please mark the corresponding box below that matches your site's learning expectations**:**

- ❑ Provided Fieldwork Educator Handbook learning objectives and expectations have been reviewed, deemed appropriate and adopted to meet site-specific needs and students have been informed of these expectations and provided a copy of current expectations.

- ❑ Provided Fieldwork Educator Handbook learning objectives and expectations have been modified to meet site needs and students have been informed of these expectations and provided a copy of current expectations.

- ❑ Site-specific learning objectives and expectations have been developed to meet site needs and students have been informed of these expectations and provided a copy of current expectations.

Facility Name: _____ Print Name: _____

Signature: _____ Date: _____

SECTION 8: FIELDWORK POLICIES AND EVALUATIONS

REQUIREMENTS, POLICIES, and PROCEDURES

FOR DRUG SCREENING, BACKGROUND CHECK/FINGERPRINTING, PHYSICAL EXAMINATION & IMMUNIZATIONS

REQUIREMENTS CHECKLIST 2
DRUG SCREENING 3
BACKGROUND CHECK/FINGERPRINTING 5
PHYSICAL EXAMINATION AND IMMUNIZATIONS 6
ESTIMATED COST OF PHYSICAL EXAMINATION AND IMMUNIZATIONS 8
PHYSICAL EXAMINATION FORM 9

Students are required to carry personal health care insurance at all times while enrolled in a Health Careers Department program at Illinois Central College (ICC). In addition to carrying personal health care insurance, ICC requires all students enrolled in a health career program to complete drug screening, background check/fingerprinting, physical examination and immunizations as explained herein.

Drug screening and background check/fingerprinting, submission of physical examination, and up-to-date immunizations MUST be successfully completed prior to student start of academic health career program. No student will be permitted in clinical without being 100% compliant. Compliance is monitored. Any student not in compliance will not be allowed to enter or continue in the health career program. These records must remain or be maintained current for the duration of the student's enrollment in any health career program at Illinois Central College.

Students' medical records (drug screening, background check/fingerprinting, physical examination, and immunization records) are maintained on file at Illinois Work Injury Resource Center (IWIRC). Required drug screening and background check/fingerprinting must be performed at IWIRC. It is recommended that required physical examination and required immunizations be completed at IWIRC; however, the student may choose his or her own healthcare provider and submit the documents to IWIRC. All students must keep copies of all health records for themselves.

Illinois Work Injury Resource Center (IWIRC)
736 SW Washington Street, Suite 2A
(Washington and State Street)
Peoria, Illinois 61602

Phone: (309) 497-0300
Hours: Monday - Friday, 7:30 a.m. - 5:30 p.m.

The student is responsible for all fees incurred. ICC will bill the student for the cost of drug screening ($44) and fingerprint/background check ($36), both performed at IWIRC. Payment for physical examination and immunizations conducted at IWIRC must be paid at time of service. Payment to IWIRC may be by debit card, credit card, or money order (no cash accepted). Please note – prices are subject to change.

Student is reminded to maintain copies of receipts and records. It is recommended to keep a copy of all information submitted.

Questions? Contact ICC Health Careers Assistant: *(309)690-7532 or healthcareersinfo@icc.edu*.

REQUIREMENTS CHECKLIST

FOR DRUG SCREENING, BACKGROUND CHECK/FINGERPRINTING, PHYSICAL EXAMINATION & IMMUNIZATIONS

The following is a checklist for completing drug screening, background check/fingerprinting, physical examination, and immunizations. Please promptly complete these items.

IWIRC will complete drug screening first, followed by fingerprinting, physical examination, and immunizations. When you call, be prepared to notify them of each specific service you need to schedule.

	REQUIREMENT	WHAT / WHY?
☐	**Obtain a *Live Scan Background and Fingerprint Request* form from the ICC Health Careers Department.**	Obtain LiveScan form from ICC's Health Careers Department and complete form by providing all necessary biographical information. Student must present completed form to IWIRC at the time of appointment for drug screening and background check/fingerprinting.
☐	**Call IWIRC to schedule your appointments (309) 497-0300.**	Appointment at IWIRC is required for drug screen and fingerprinting. Student may also schedule physical exam and immunizations at IWIRC.
☐	**Complete urine drug screening at IWIRC.**	Submit receipt of Drug Screen to ICC. Student is required to remain drug free for admission and for the duration of enrollment within health career program.
☐	**Submit *Live Scan Background and Fingerprint Request* form and complete fingerprinting at IWIRC.**	Submit receipt of Live Scan to ICC. Live Scan allows employers/professionals to view the results of the fingerprint/background check.
☐	**Submit completed physical examination to IWIRC.**	May be completed at IWIRC or by a healthcare provider of choice, to assess physical health. The exam must remain current for the duration of the student's enrollment within health career program.
☐	**Obtain immunizations and submit documentation for the following:**	Immunizations (documentation of such) are required. May be completed at IWIRC or by a healthcare provider of choice (See page 7 & 8 of this document for further immunization information).
	Flu	Must submit documentation of seasonal flu vaccine during program, as directed.
	Two-step TB test or equivalent	Must be current within one year of starting program to determine if student is free of tuberculosis. If TB test is positive, chest x-ray report is required.
	Tdap immunization	Provides immunity to diphtheria, tetanus, and pertussis. Must submit documentation of current immunization.
	Immunity MMR mumps, rubella, rubeola	Determines student ability to "fight" communicable disease. If titer results are negative, additional immunizations (boosters) are required.
	Varicella (chicken pox)	Must submit documentation indicating immunity. If result is negative, student must receive two vaccines at least four weeks apart.
	Hepatitis B	Must submit documentation of having received series of three vaccines by start of clinical.
	COVID	Might need to submit documentation of having received vaccine, per clinical facility protocol.
	MCV (Meningococcal Conjugate Vaccine)	Any student under the age of 22 must show receipt of one dose on or after their 16th birthday. Students who are 22 years of age or older are not required to submit documentation for this vaccine.
☐	**Complete any additional testing required.**	Some programs and/or clinical sites require additional testing. Student will be informed of any additional requirements, and will be required to comply to participate.

DRUG SCREENING

As per the Federal Drug Free Workplace Act of 1988 and the Drug Free Schools and Campuses Act Amendments of 1989, Illinois Central College (ICC) is committed to maintain a safe and healthy academic environment. In compliance with existing state and federal law, ICC prohibits the use, sale, distribution, manufacture and/or possession of drugs including controlled substances. Even though the Illinois Cannabis Regulation and Tax Act (effective January 1, 2020) allows for persons over the age of 21 to use cannabis, no person shall use or possess any cannabis product, marijuana, or any substances containing THC (tetrahydrocannabinol), recreational or medicinal, while on any college property or while participating in an ICC Health Careers Department program and its associated clinical experience.

ICC adheres to all policies of clinical facilities with which the College affiliates for student clinical education. Students admitted to a health career program must have a current negative drug screen prior to beginning program. It is recommended the drug screen be completed within 10 days of receiving this information.

At time of service, the student will sign consent for drug screen provided by Illinois Work Injury Resource Center (IWIRC).

1. The student will provide a urine specimen for the drug screen. The specimen itself will be collected at IWIRC, under that facility's procedures and control.
2. If the initial drug test indicates a positive result, the student will be given an opportunity to refute the results. The student may also have the same specimen retested, at the student's expense. A second test must be done within 48 hours of receiving the results, at the student's expense.
3. If the positive test is not due to justifiable prescription drug use, the student must withdraw from the health career program for a minimum of one semester. The student must be retested (expense paid by student) proving drug free before being admitted into a health career program.

   NOTE: A student will not be able to complete the health career program if he/she cannot be placed in a clinical site due to a failed drug screen.
4. If the testing facility determines that a student has tampered with a sample during the testing, the student will be immediately dismissed from the program and will not be considered for readmission to an ICC Health Careers Department program.
5. Students shall be subject to the drug testing policy and rules of the facility providing the clinical education experience, which may require additional drug testing, and maintain compliance with that facility's policies and requirements.
6. Students shall also be subject to additional testing as required by ICC, on a for cause basis or as deemed necessary by or for the administration of student educational experiences.
7. A student in the program who has tested positive may be subject to withdrawal or dismissal from the program. Whether any student may remain in the program will be determined at the sole discretion of ICC.
8. Student health information will be maintained at IWIRC. All reasonable efforts will be made to maintain confidentiality of results. Results will be shared with the ICC Health Careers Department assistant, who monitors student health compliance. Students will forfeit course/program admission if this requirement is not met or if drug screen result is positive.
9. A student not in compliance will not be allowed to enter or continue in the program. While enrolled in an ICC Health Careers Department program, ICC will continuously monitor individual student compliance, and possible random drug tests.

The student is responsible for all costs incurred, and the amount will be billed to the student's ICC account.

DRUG SCREENING FAQs

Why do I need a drug screen?

As part of the clinical affiliation agreements, healthcare facilities require drug screenings for students who utilize their sites for learning opportunities.

When do I have to complete the drug screen?

Students who do not have results that have cleared before the first day of clinical will not be permitted to begin their clinical rotation.

Will I have to repeat the drug screen?

You may have to repeat the drug screen depending on the facility you are assigned for clinical rotations. Timeframes and expiration may vary from site to site.

Where do I go to get the drug screen?

IWIRC. Drug screens completed by any other vendor will not be accepted. If the clinical site provides the drug screen as part of the onboarding process, you should not obtain your own drug screen and you should follow the protocol as directed by the clinical site.

Who views my drug screen results?

Drug screen results are maintained confidentially between IWIRC and the ICC Health Careers Department assistant who manages clinical compliancy. Drug screen results may be shared with the Dean of Health Careers, Program Director, or external clinical facilities for placement purposes only.

What if I fail the drug screen?

Any student who tests positive for a prohibited drug will be given the opportunity to contest the results. If the failure is due to justifiable prescription drug use, specific prescription documentation must be provided. If the positive test is not due to justifiable prescription drug use, the student:

1. Must withdraw from the health career program for a minimum of one semester.
2. Must be retested (expense paid by student) proving drug free before he/she will be admitted into a health career program.

   NOTE: A student will not be able to complete the health career program if he/she cannot be placed in a clinical site due to a failed drug screen.

What is a negative dilute?

Dilution is the process of reducing the concentration of drug or drug metabolites in the urine sample. This is accomplished by adding fluid to the sample or by drinking large amounts of fluid to dilute the specimen, called "internal dilution." Drug testing laboratories routinely test samples to detect dilution.

A dilute specimen can be caused by two circumstances. The first circumstance is caused by an individual diluting the urine with water, or other liquid, by actually pouring it into the specimen at the time of collection. The second method of obtaining a dilute specimen is by consuming too much fluid, especially liquids that contain diuretics, prior to collection (e.g., coffee, soda pop, medications, etc.). This may be inadvertent or may be on purpose on the part of the donor.

A student whose drug screen result is dilute negative will be required to complete another drug screen at his/her own expense.

BACKGROUND CHECK/FINGERPRINTING

At the request of clinical agencies who accept students from the College, students enrolled in an ICC Health Careers Department program will be required to submit to a criminal background check and fingerprinting. Students may not use similar reports on file at other agencies to satisfy this requirement. Failure to consent to release information or to cooperate appropriately with regard to the process shall result in the student not being able to enter or progress in the health career program. Criminal history background information is defined as information collected by criminal justice agencies on individuals consisting of identifiable descriptions and notations of arrests, detentions, indictments, or other formal charges, and any dispositions; including sentencing, correctional supervision, and releases.

Policy

Illinois Central College (ICC) is committed to providing a safe environment for students, patients cared for by students, and employees. Therefore, ICC will conduct a criminal background check and fingerprinting of all students who will be enrolled in an ICC Health Careers Department program. The fingerprinting will be conducted at Illinois Work Injury Resource Center (IWIRC), Peoria, Illinois. The student is responsible for costs incurred and will be billed by ICC.

Students may be subject to withdrawal or dismissal from course/program if this requirement is not completed or results are disqualifying. Students who have disqualifying convictions may have the option to obtain a Health Care Worker Waiver.

Procedure

1. Student will be provided the authorization form for the fingerprint/background check from the Health Careers Department assistant. The student must complete the authorization, providing all necessary biographical information.

2. Consent will be provided at time of service, at IWIRC, to complete background check/fingerprinting. Results will be made available to select ICC Health Careers Department employees.

3. Omission of required information, or false or misleading information provided by the student, on the criminal background check or in any communication with the College may result in disciplinary action or dismissal from the health career program at ICC.

Dealing with Disqualifying Convictions

1. Fingerprint/background check results will be kept confidential and will be maintained separate from the student's admission/academic file.

2. The Health Careers Department assistant will access the electronic report.

3. A student who has a disqualifying conviction will be notified. No messages regarding the results will be left on answering machines or with other individuals.

4. If the student has a disqualifying conviction but wishes to remain enrolled in the health career program, the student must submit an application for a Health Care Worker Waiver. A waiver is not guaranteed. A waiver does not guarantee certification or licensure. An application for the waiver is available online at: *http://www.idph.state.il.us/nar/WAIVER_APPLICATION.pdf*

5. If a student with a disqualifying conviction is unable to obtain a Health Care Worker Waiver, the student will be dismissed from the health career program. Academic advisers at ICC will offer assistance to redirect the student to another career path.

For more information regarding Health Care Worker Background Check, go to:
http://dph.illinois.gov/topics-services/health-care-regulation/health-care-worker-registry

PHYSICAL EXAMINATION AND IMMUNIZATIONS

Illinois Central College (ICC) recognizes the following regarding students enrolled in Health Careers Department programs. These facts are taken directly from the recommendations of the Advisory Committee on Immunization Practices (ACIP) for Health Care Workers and the Hospital Infection Control Practices Advisory Committee (HICPAC). These facts led to the guidelines currently in place under the CDC and recognized by OSHA. These facts also provide the basis for ICC's policy regarding Health Careers student immunizations.

Enforcement of this policy allows ICC to fulfill contractual obligations required by health care facilities that provide clinical learning experiences for Health Careers students.

- Because of their direct contact with medical patients or infective material from medical patients during clinical experiences, Health Careers students are at risk for exposure to and possible transmission of vaccine-preventable diseases during clinical experiences.
- The risks for percutaneous and per mucosal exposure to blood and blood products are often highest during the professional training period: therefore, vaccination should be completed during training and prior to students having any contact with blood.
- Optimal use of immunizing agents safeguards the health of both health care workers and those in training and protects patients from becoming infected through exposure to infected care providers.
- Any health care worker who is susceptible can, if exposed, contract and transmit certain vaccine-preventable diseases. Therefore, all medical institutions should ensure that those who work within their facilities are immune to those diseases for which immunization is strongly recommended in ACIP/HICPAC guidelines.

POLICY STATEMENT

In order to adhere to CDC/OSHA recognized guidelines, it is the policy of Illinois Central College that all enrolled Health Careers students will comply with physical, immunization, and tuberculosis requirements as detailed in the attached document. No exceptions will be made to this policy and no waivers given except in the event of pregnancy and breastfeeding. In those instances, a temporary reprieve will be granted for immunizations during the duration of the pregnancy and or breastfeeding if and only if a student is able to provide medical documentation of such condition. In addition, a student requesting a temporary reprieve of immunization requirements due to pregnancy or breastfeeding must prove that their immunizations are up to date through the onset of the condition.

Physical Examination:
Physical examination performed by a healthcare provider expires after 24 months. The examination must remain current for the duration of the student's enrollment within the health career program.

See attached form to have health care provider complete and sign - submit completed physical examination form to IWIRC.

Immunizations:
Immunizations are required for students enrolled in Health Careers Department programs, and must be maintained current for duration of the student's enrollment within a health career program. Documentation of immunizations must be submitted to IWIRC. Additional immunizations/titers may be contractually required by specific agencies for student clinical experiences. Additional immunization costs are the student's responsibility.

REQUIRED IMMUNIZATIONS

Student must complete immunizations at IWIRC, or provide documentation of the following completed immunizations to IWIRC, to participate in assigned clinical experiences.

Seasonal Flu Vaccine (Influenza)

Flu vaccine is a seasonal vaccine. Student must submit documentation of evidence of receiving a flu vaccine. *Likely to be administered after October 1st of each academic year.*

Tuberculosis Testing

(2-step TB Skin Test: 2 separate TB skin tests/read 1-2 weeks apart)

Student must show proof of 2-step tuberculin skin test in the past along with an annual 1-step test thereafter following the 2-step. If student has NOT had a 2-step tuberculin skin test, one must be completed prior to the start of the health career program. Once 2-step test is completed, a 1-step tuberculin skin test is required every year thereafter, again, while the student is enrolled in a health career program.

Tdap

Student is required to submit proof of a current Tdap vaccination within 10 years of the start of respective health career program.

MMR

Student must submit proof of 2 MMR vaccine injections in the past or show immunity to Measles, Mumps, and Rubella in the form of a laboratory titer.

(If born before Jan. 1, 1957: Exempt from the MMR requirement at this time)

Varicella (Chickenpox)

Student must show evidence of immunity to the varicella (chickenpox) virus. Evidence of immunity may include documentation of two doses of varicella vaccine or blood tests that show immunity to varicella (immunity to varicella test).

Hepatitis B

The 3-injection Hepatitis B vaccine series is REQUIRED. Students must show proof of at least the first injection in the series prior to the start of the health career program. Students must then follow through with the remaining injections in the series and provide proof of the injections.

(1st vaccination ■ 4 weeks, 2nd vaccination ■ 5 months, 3rd vaccination)

COVID

COVID vaccination might be required per clinical agency. If required, students must show proof of COVID injections, and preferable booster. While in the clinical setting, student is required to abide by affiliated hospital/healthcare facility/agency safety policies/protocols required of vaccinated or unvaccinated employees.

MCV (Meningococcal Conjugate Vaccine)

Any incoming student under the age of 22 must provide documentation showing receipt of one (1) dose of the meningococcal conjugate vaccine (MCV) on or after their 16th birthday. Students who are 22 years of age or older are not required to submit documentation for this vaccine.

WAIVER

Documentation from a health care provider is required for a waiver for vaccination allergy or religious exemption, subject to clinical agency approval.

ESTIMATED COST OF PHYSICAL EXAMINATION AND IMMUNIZATIONS

	Physical	2 Step TB	Tdap	MMR Vaccine	MMR Titer	Varicella Vaccine	Varicella Titer	Hepatitis B Vaccine	Hepatitis B Titer
IWIRC 736 SW Washington St. Peoria (309) 497-0300	$64	$19 Per Step	$64.80	$98.55 Per Vaccine	$146.23 Per Draw	$196.72 Per Vaccine	$76.65	$96 Per Vaccine	$47.74
Peoria City/County Health Department 2116 N. Sheridan Road Peoria (309) 679-6000	N/A	$30 Per Step	$61	$106 Per Vaccine	N/A	$166 Per Vaccine	N/A	$67 Per Vaccine	N/A
Tazewell County Health Department 1800 Broadway St. Pekin 929-0294	N/A	$27 Per Step	$54	$91 Per Vaccine	$81	$142 Per Vaccine	$32	$66 Per Vaccine	$29
Woodford County Health Department 1831 S. Main Street Eureka (309) 467-3064	N/A	$15 Per Step	$55		$85		$45	$78 Per Vaccine	$35
Family Quick Care 9031 N. Allen Rd. Peoria (309) 740-2647 1960 Freedom Pkwy. Washington (309) 745-1425 3412 N. Veterans Dr. Pekin (309) 353-6946	$45	$35 Per Step	$60	N/A	N/A	N/A	N/A	N/A	N/A
Walgreens Take Care Clinic 300 N. Main St. East Peoria (309) 694-7661 4814 N. Sheridan Rd. Peoria (309) 688-6752	N/A	N/A	$64	$100 Per Vaccine	N/A	$150 Per Vaccine	N/A	$90 Per Vaccine	N/A

ICC makes no endorsement of the product, process, or service of the healthcare providers listed above. Costs are based on available information at the time this document was created and are subject to change.

PHYSICAL EXAMINATION FORM

TO BE COMPLETED BY STUDENT (PLEASE PRINT)
ICC Health Careers Program:
Name:
ICC Student ID #:

TO BE COMPLETED BY HEALTH CARE PROVIDER
PHYSICAL EXAMINATION

Allergies (drug, latex, environmental, food):_____

DOB: _____ SEX: _____ HT: _____ WT: _____ BP: _____ Pulse: _____ Resp: _____ Temp: _____

Eye Exam (Snellen Chart) Rt._____ Lt._____ ❑ Glasses ❑ Contacts (please check one if exam with corrected vision)

Are there abnormalities of any of the following (please check Yes or No):

Head, ears, nose, throat	❑ Yes ❑ No	Hearing/use of device?	❑ Yes ❑ No
Eyes, visual acuity	❑ Yes ❑ No	Respiratory/lungs	❑ Yes ❑ No
Integumentary/skin	❑ Yes ❑ No	Cardiovascular	❑ Yes ❑ No
Gastrointestinal/rectal	❑ Yes ❑ No	Neurological	❑ Yes ❑ No
Genitourinary/Pelvic	❑ Yes ❑ No	Musculoskeletal	❑ Yes ❑ No
Metabolic/endocrine	❑ Yes ❑ No		

Current medical condition or history of the following illnesses (please check and comment if applicable):

- ❑ Rheumatic Fever _____
- ❑ Hepatitis _____
- ❑ Diabetes _____
- ❑ Kidney/Urinary condition _____
- ❑ Epilepsy/Seizures _____
- ❑ Seizure-free for 6 months? ❑Yes ❑No Date of Last Seizure _____
- ❑ Heart Disorder/Attack/Disease _____
- ❑ Tuberculosis/Asthma/Other respiratory disorder or disease _____
- ❑ Varicosities _____
- ❑ Mental Illness/Condition (diagnosed) _____
- ❑ Abnormal Menstrual History/Pap/Pelvic _____
- ❑ Skeletal or muscular injury/condition _____
- ❑ Abdominal or Inguinal Hernia _____
- ❑ Other current medical condition: _____

Please list current prescription and frequent-use OTC medications:_____
Please list surgical procedures/dates: _____

Do you have any recommendations, precautions, or limitations for this student in his/her role in patient contact? ❑ Yes ❑ No

If Yes, please comment: _____

Based on your findings, should this student be restricted from patient contact? ❑ Yes ❑ No

VERIFICATION: Your signature below indicates that you have completed the Physical Examination Form and that this student is able to participate in the Health Careers Department program at Illinois Central College.

Healthcare Practitioner's Signature_____Print Last Name:_____

Clinic/Office Name and Location_____

Date:_____ Telephone Number (_____) _____