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COMMUNITY COLLEGE

Occupational Therapy Assistant Fieldwork Handbook

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1.0: Introduction to the OTA Fieldwork Program

Fieldwork is an essential component of occupational therapy education. During fieldwork, the student has the opportunity to observe and interact with practitioners and clients of varying ages and conditions, in multiple environments, including non-traditional settings. The occupational therapy assistant program integrates fieldwork experiences throughout the curriculum to facilitate student learning and competence. Material presented didactically through lecture and laboratory classes is reinforced and becomes more authentic and meaningful to the student. Supervised fieldwork experiences allow the student opportunities to refine new skills in a safe and protected environment.

Level I fieldwork experiences occur in the third, fourth, and fifth semesters of the program, and Level II fieldwork comprises the last semester of the OTA program, which reflects the course sequence in the program curriculum.

During the third semester of the program, students complete their first Level I fieldwork. Prior to this first Level I fieldwork, in the first semester, they completed three introductory courses – Fundamentals of OT (OTA 110), OT Media I (OTA 120), and Professional Skills I (OTA 140). During the third semester, students concurrently take Assessment Skills (OTA 130), Kinesiology (OTA 135) and Physical Conditions (OTA 170). Content in this Level I course focuses on exposure to populations across the lifespan. Students will be exposed to children and adults of various ages, abilities, cultures, and socioeconomic status. Students will be responsible for assisting facility/program staff with the development and implementation of activities that address the physical and psychosocial needs of their participants.

In the fourth semester, students complete the second Level I fieldwork experience (OTA 162) while enrolled in Pediatric Concepts and Interventions (OTA 150), Psychosocial Conditions (OTA 180) and Adult Concepts and Interventions (OTA 250). Since the students are developing more specialized knowledge at this point in the curriculum, the Level I fieldwork is designed to expose students to more specialized areas of practice. This student experience is divided between these three settings: children/youth, community or psychosocial, physical function, and simulation-based learning.

The students' final Level I fieldwork occurs during their fifth semester. They concurrently take OT Media II (OTA 220) during this semester. They will complete a one-week, full-time Level I experience in any setting with a full-time OT practitioner as well as a healthcare simulation-based learning experience. In this experience, students will begin to practice entry-level practitioner skills in their assigned setting by designing at least one intervention that addresses the physical and psychosocial needs of a client or consumer.

Two eight-week, full-time Level II experiences occur in the final (sixth) semester of the program. These will be in two different settings to ensure that the student has a variety of fieldwork experiences. In both settings, the student will address occupational needs of clients from both physical and psychosocial perspectives, and the student's level of competence is expected to be at entry-level by the end of each 8-week rotation.

Fieldwork opportunities offered in a variety of environments will allow students to observe the occupational performance of healthy individuals as well as those with deficits in abilities due to health condition(s), contextual barriers, and/or lack of resources. The fieldwork experience is crucial in providing the student with a learning environment that provides exposure to a mixture of "real-life" situations that cannot be experienced or duplicated in the college classroom or laboratory. This model of fieldwork follows the curriculum design focus on the Person-Environment-Occupational Performance (PEOP) model and the program curricular threads of professional reasoning, diversity, environment, occupation, and ethics.

1.1 Curriculum

The OTA program curriculum threads are topics that are addressed in each OTA course, including fieldwork courses. The application to fieldwork is outlined for each curriculum thread below.

Equity, Diversity, and Inclusion: Fieldwork sites are often diverse and are located in a variety of socioeconomic areas. The geographic diversity of fieldwork sites also provides students with a diverse population of ethnicities and cultures. Diversity appears in age ranges, cultural bases, and varying medical conditions. Fieldwork allows students to observe and treat clients in a variety of settings and gives examples of situations that foster inclusion and allow the student to see these and some instances where inclusivity can be improved upon. During debrief meetings and discussions, students are encouraged to reflect on contextual factors promoting equity, diversity, and inclusion.

Environment: Students are given fieldwork sites in various treatment environments, including outpatient clinics, hospitals, schools, behavioral health facilities, and telehealth settings. Students can reflect on the variations in settings and be able to understand that non-traditional settings allow them to have a more in-depth learning experience where OT is used in environments where it may not be common or expected. Students are also involved in several debriefs in which they reflect on their experience, talk about what they have learned about the experience, the setting, and themselves, how they had to learn to adapt in an unfamiliar environment, and discuss how some settings could be similar but some may be vastly different.

Occupation: Students are able to see clients performing real life occupations that they learn through didactic course work. They see clients performing ADLs, IADLs, and can address other occupations such as sleep and rest in their fieldwork experience. Students are exposed to clients performing their daily occupations in varying environments and can use clinical reasoning and didactic learning to assist clients with methods to increase independence with their occupations.

Ethics: Students will have exposure to ethical dilemmas while in fieldwork and will be able to use their didactic course learning and professional and ethical reasoning skills learned to find a solution to the dilemmas.

Intraprofessional/Interprofessional Education: Fieldwork uses intraprofessional education as evidence by both OTR/L's and COTA's being fieldwork educators, and this provides the opportunity for OTA students to hone skills required for creating and maintaining the intraprofessional relationship. For interprofessional relationships, students will participate in IDT meetings, they may have varying experiences, and the ability to follow Physical Therapy or Speech Therapy and are encouraged to collaborate for quality of patient care as setting allows to allow for the development of interpersonal and professional skills.

1.2 Fieldwork Roles, Defined

The following roles, abbreviations, and definitions will help to understand the remainder of this document.

- Occupational Therapy Assistant Student (OTAS): The student, enrolled in the Central Piedmont OTA program, who is eligible to participate in the fieldwork experience
- Fieldwork Educator (FWE): The person providing on-site supervision to the OTAS. Usually, this person is a qualified practitioner who serves in this role as a volunteer. For some cases, faculty will act as the FWE. For Level II fieldwork, the FWE is required to be a licensed Occupational Therapy practitioner with at least one year of experience.
- Academic Fieldwork Coordinator (AFWC): The person who coordinates all fieldwork experiences and designs the overall fieldwork curriculum, with input from the OTA program director and other OTA faculty, as well as the Central Piedmont OTA advisory board.
- Fieldwork Course Instructor: The faculty member who is teaching a particular fieldwork course. In the case of multiple faculty members teaching a course, there may be more than one course instructor, or there may be a primary course instructor and additional Fieldwork Faculty Advisors (FWFA).
- Fieldwork Faculty Advisor (FWFA): A faculty member who is assigned to specific students during Level I and Level II fieldwork to provide support, mentorship, and liaison services as needed between the OTAS and the FWE. The FWFA also grades some of their assigned students' online assignments for the course.

- OTA program director: The faculty member who is responsible for the overall OTA program curriculum and structure, and who provides input for fieldwork decisions.

1.3 Assignment of Fieldwork Sites

1.3.1 Student Qualification for Fieldwork

A student is deemed qualified to begin a fieldwork course by:

1. Being in good standing with Central Piedmont and the Central Piedmont OTA department.
2. Passing all required general education and OTA courses with a C or above.
3. Passing all competencies in OTA courses completed prior to the fieldwork placement.

1.3.2 Assignment of Students to Fieldwork Rotations

A primary objective of fieldwork assignments is to ensure that each student is exposed to a variety of settings and environments. Different types of environments include acute hospital settings, private clinics, the public school system, nursing homes, home health care agencies, and rehabilitation hospitals. The experiences are designed to provide the student with directed learning in an assortment of professional and clinical settings.

Students are assigned to fieldwork sites by the Academic Fieldwork Coordinator (AFWC) with input from the student, faculty, and the fieldwork educator and/or coordinator at the site. Students may not change their fieldwork assignments on their own or trade with another student. Special situations should be brought to the attention of the Academic Fieldwork Coordinator.

Coordinating fieldwork sites for students is a labor-intensive task. Negotiations for and maintenance of clinical training spaces in the Charlotte area are very competitive among OT and OTA programs. Best efforts are made to locate sites within 60 miles of the Central Piedmont Central Campus. Students will need to furnish their own transportation.

1.3.3 Location of Fieldwork Sites

Important: Students may NOT contact facilities as a potential fieldwork site. This is the job function of the Academic Fieldwork Coordinator. If you have a facility in mind, please notify the AFWC. This is necessary to prevent miscommunication and ensure that proper processes and development of the placement site occur.

Fieldwork sites are chosen by the Academic Fieldwork Coordinator of the Occupational Therapy Assistant Program. When assigning a student to a placement, the student's place of residence and setting preference will be taken into consideration, however it may not be possible to

accommodate all requests. Students are responsible for their own transportation and related expenses (meals, parking, etc.). Students who expect to complete the Program must be able to meet this financial obligation.

The distance to some Level II Fieldwork sites may make temporary relocation advisable. Students wishing to secure temporary housing closer to a facility will be responsible for their own room and board in most cases (some facilities may be able to offer housing and meals at a nominal cost to the student).

1.3.4 Fieldwork in Other States

Students may wish to complete one Level II Fieldwork in another state. However, this placement may not be guaranteed. Financial arrangements and housing options are factors that should be considered by the student prior to requesting out-of-state Level II Fieldwork opportunities. Completing a fieldwork placement in other geographic regions of the U.S. provides a good opportunity to share ideas with professionals in other regions of the country.

1.3.5 Conflict of Interest

As a general rule, the AFWC may not assign a student to a fieldwork site where the student:

- Has been previously employed and/or has volunteered extensively. Such a placement could put the fieldwork educator in a difficult situation during evaluation of the student's performance. The level of familiarity may also provide the student with an unfair advantage and may restrict that student's opportunity to gain experience from a number of different settings.
- Has completed a week-long Level I Fieldwork experience (i.e. as part of the Level 1, Placement 3 fieldwork course). Fieldwork should reflect a variety of settings, populations, and age groups; completing two experiences at the same setting will limit the student's opportunity to meet this goal.
- Has an agreement for employment after graduation. Such a placement could create an unfair situation and may restrict the student's opportunity to gain experience.
- Has a family member working in, or collaborating with, a particular site. Such a placement could put the fieldwork educator in a difficult situation and/or provide the student with an unfair advantage.

It is the student's responsibility to keep the AFWC informed of the above. If any of these situations are known to the student prior to the Level II Fieldwork Experience, it is the student's responsibility to notify the AFWC. Exceptions to the aforementioned will be made on a case-by-case basis. If this is not done and a student has been placed at a site where they have been or will be affiliated,

the student's FW experience may be terminated and the student will be placed at another site for eight more weeks, delaying graduation. Under special circumstances, the AFWC will consider waiving the above.

1.3.6 Changes or Cancellations of Fieldwork Placement

Occasionally a fieldwork reservation is canceled or changed due to unpredictable circumstances (i.e., unexpected staff shortage). When this occurs, the Academic Fieldwork Coordinator will make every effort to reschedule the student quickly in a fieldwork setting that meets the student's educational needs. The AFWC will attempt to honor fieldwork cancellations or changes made at the request of the student if documentation justifying the change is presented. Student requests may result in a delay before beginning fieldwork.

If a student is unable to complete a fieldwork for personal or health reasons, there will be one opportunity per fieldwork to make-up the course. This make-up fieldwork must be completed during a Central Piedmont existing short-session, and at the discretion of the OTA program director and AFWC.

1.3.7 Fieldwork Completion/Part-time Fieldwork

Accreditation Council of Occupational Therapy Education requires that each Level II fieldwork placement be for 8 weeks on a ***full-time basis***. Students must complete a minimum of 16 weeks of Level II fieldwork to graduate and sit for the NBCOT examination. Under certain circumstances, a student may be permitted to complete Level II Fieldwork on a part-time basis. Requests for part-time status must be submitted in writing to the Academic Fieldwork Coordinator and program director prior to the assignment of fieldwork sites. The need for part-time hours may affect the number and type of fieldwork sites available to the student. Part-time Level II Fieldwork must be a minimum of 20 hours per week (Or 50% of the full-time equivalent at the facility). Schedule and total hours will be pre-arranged according to the attendance policies listed in Section 1.5. In addition to the number of weeks required by ACOTE, the state of North Carolina also has an hourly requirement, as outlined in the Section 1.5.2 Level II Required Hours section below. Both requirements must be met.

Important: All fieldwork must be successfully completed within 18 months of the completion of academic coursework. Please note that graduation will be delayed by completing fieldwork on a part-time basis.

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1.4 Responsibilities of the Student

1.4.1 Student Expectations and Responsibilities during Fieldwork

As an adult learner and emerging entry-level occupational therapy assistant, the student shares the responsibility for their own success and education while participating in fieldwork education. Responsibilities demonstrating a commitment to fieldwork education include, but are not limited to:

- Adhering to the facility's policies and procedures, including work hours and dress code.
- Adhering to the fieldwork facility's schedule regarding days worked, including holidays and weekends.
    - If a college holiday conflicts with the facility schedule, the student must notify the AFWC and arrange for a faculty member to be on call. If no faculty members are available, the student may not attend fieldwork for that holiday. This will be a measure of last resort.
    - Weekend fieldwork hours, whether regular or make-up, must be approved by the AFWC. It is the student's responsibility to know which faculty member is on call when at fieldwork outside of normal business hours (Monday-Friday). The student should notify the AFWC in advance so that on-call faculty can be identified
- Adhering to the Central Piedmont Occupational Therapy Assistant Fieldwork Handbook (this document).
- Maintaining professional behavior during all interactions with staff and patients/clients/consumers.
- Demonstrating awareness and compliance with HIPAA and any other patient/client/consumer confidentiality and patient/client/consumer rights.
- Demonstrating awareness and compliance with all safety and infection control guidelines.
- Maintaining an appropriate level of communication with the Fieldwork Educator (FWE), Fieldwork Course Instructor, and/or assigned Fieldwork Faculty Advisor (FWFA).
- Encouraging feedback from the FWE and monitoring performance accordingly.
- Following the OT Code of Ethics and Standards of Practice.
- Assuming personal responsibility for professional growth and development.
- Attending scheduled meetings, including staff/departmental meetings, rounds, care conferences, and in-services.
- Completing all departmental documentation in a timely manner.
- Planning a daily schedule, after consultation with the FWE, that includes schedule changes and communication with other staff members.
- Participating in goal setting with the FWE.

- Following the facility's **AND** the OTA program's policies and procedures regarding absences and tardiness
- Informing the AFWC of any issues that arise that are not addressed by the FWE.
- Completing an evaluation of the facility and reviewing it with the FWE prior to the last day of fieldwork.
- Maintaining an accurate timesheet while participating in fieldwork.

1.5 Attendance Standards

Important: Students are to be at the fieldwork site as assigned. Absences, tardiness, or early releases require that students notify their Fieldwork Educator (FWE) at the facility, their Central Piedmont Fieldwork Course Instructor and the Academic Fieldwork Coordinator (AFWC) prior to the scheduled fieldwork time they will be missing.

All unexcused fieldwork absences are to be made up.

A student who is absent or tardy in excess of 10% of the assigned fieldwork contact hours may be withdrawn from the fieldwork course and the OTA program. All make-up days must be scheduled with the OTA program Academic Fieldwork coordinator and fieldwork educator at the facility.

Excused absences are those in which notice is given prior to the start time and approved by BOTH the Fieldwork Course instructor and the FWE. The notice should be given as early as possible to prevent disruption in patient/client/consumer care. If the student meets the minimum hours listed below, the hours will not need to be made up. Absences in excess of two days do need to be made up, preferably within the time frame of the 8-week period for the student to avoid an incomplete "I". All unexcused absences will result in professional behavior grade deductions and must be made up.

The fieldwork schedule will be arranged prior to the students' start date. The student is expected to attend or make-up every scheduled day for each fieldwork experience. Attaining the minimum hours prior to scheduled end of fieldwork is NOT an acceptable reason for ending fieldwork early. Students should bear in mind that additional experiences in fieldwork yield increased confidence, competence, and success on the NBCOT exam.

1.5.1 Level I Required Hours

Total pre-arranged hours per Level I placement must fall in the range of 48-52. Any total outside of this range must be approved by the AFWC, Fieldwork Course Instructor, and FWE.

1.5.2 Level II Required Hours

Total pre-arranged hours per Level II placement must fall in the range of 288-320. Any total outside of this range must be approved by the AFWC, Fieldwork Course Instructor, and FWE.

1.5.3 Notification Procedures

The student is required to notify the Fieldwork Educator and the Central Piedmont fieldwork course instructor if he/she is going to be absent. **Important: Failure to follow correct notification procedures may result in the absence being considered unexcused, requiring additional make-up days.**

Extended illnesses, pregnancies, and other unusual situations that occur while a student is in the program will be handled on an individual basis, depending upon the student's ability to keep up with the curriculum. Safety of the student and patient/client/consumer are prime considerations. If a student has had an extended medical leave, a written clearance from a medical provider is required before returning to fieldwork.

1.5.4 Tardiness

A student is considered tardy if arriving after the assigned starting time. If the OTAS has notified the FWE and the Course Instructor, the tardy is considered excused. If the OTAS fails to notify one or both, the tardy is considered unexcused and is counted as two tardy occurrences for professional behavior purposes. Arrival more than two hours late is considered an absence. The first two (2) times a student is tardy he/she will be allowed to make up the time. Tardiness in excess of two (2) times will be treated as an absence and make-up time will be assigned according to the absence guidelines.

1.5.5 Early Release

A student is considered released early if leaving before the assigned completion time for reasons other than facility closure or low census. If the OTAS has notified the FWE and the Course Instructor, the early release is considered excused. If the OTAS fails to notify one or both, the early release is considered unexcused and is counted as two early release occurrences for professional behavior purposes. Completing less than 50% of the day is considered an absence. The first two (2) times a student is released early he/she will be allowed to make up the time. Early release in excess of two (2) times will be treated as an absence and make-up time will be assigned according to the absence guidelines.

1.6 Professional Behavior Expectations

1.6.1 Dress Code

During fieldwork, students should dress in the manner of the staff at the facility. This may mean purchasing and wearing scrubs or a lab coat. If no uniform is required, students should wear business professional clothing that is comfortable, modest, and appropriate for the setting.

- Suggested attire is a solid color polo-type shirt; Dockers style pants in khaki, navy, or black; and closed toe shoes.
- Students should wear their Central Piedmont name tag at all times. If the facility issues a name badge, the student may wear that instead.
- Jewelry should be kept to a minimum and modest. Loose necklaces, jangling bracelets, and dangling earrings are distracting to clients and can be hazardous.
- Facility policies at the fieldwork site may address tattoos, facial and ear piercings, and must be observed while in the facility.
- Fingernails should not extend beyond the tip of the finger and should be clean and free of colored polish. Acrylic nails are prohibited in hospital settings.
- Hair should be clean and worn away from the face. Hats are not to be worn. Religious head coverings are permitted.

1.6.2 No Smoking

Many healthcare facilities have adopted smoke-free or tobacco-free regulations. Students are required to observe all facility policies while on fieldwork and may therefore be prohibited from smoking or using tobacco. Refusal to comply with facility regulations could result in a student's Fieldwork being terminated.

1.6.3 Fieldwork Educator Communication Standards for the Student

Level II OTA students are encouraged to meet with their FWE weekly and fill out the Fieldwork Weekly Feedback Form to enhance knowledge of strengths and weaknesses for any given week throughout the level II rotation. The link to the Fieldwork website allows both students and FWE's to access sample schedules for Level I and Level II fieldwork rotations, as well as the weekly feedback form for the Level II rotations. Fieldwork Educators receive an initial email when students are placed with them that also includes links to the website for easy access to the form mentioned above.

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1.7 Evaluation Methods

1.7.1 Level I Fieldwork Evaluation

The Central Piedmont Course Instructor assigns the final letter grade for Level I FW with input from the Central Piedmont Level I "Evaluation of OTA Student Performance" as well as the student's assignments. A grade of C is required in order to pass any class in the curriculum. All grades will be posted to the Learning Management System (LMS) grade book. Lack of weekly participation in the LMS will impact the final grade. See each course syllabus for specific information.

1.7.2 Level II Fieldwork Evaluation

Level II FW is primarily based on the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant (FWPE) Revised 2020**.** The FWPE is a pass/fail instrument. To pass the FWPE, a student must earn 3's or above in "Fundamentals of Practice" and earn a minimum of 91 points or more overall on the FWPE items.

Secondary evaluation factors include:

- Quality of student assignments
- Quality of student communication with the AFWC and Fieldwork Course Instructor
- Completion of student evaluation of the fieldwork experience (SEFWE)

The ultimate decision to determine pass/fail for any fieldwork course rests with the Central Piedmont OTA Program faculty.

1.7.3 Fieldwork Progression

Fieldwork rotation requirements must be satisfactorily completed as outlined in the syllabus and the Level I or Level II fieldwork evaluation tool. ***Students who demonstrate poor performance on any critical element within the Level I or Level II fieldwork evaluation tool, and/or who require remediation may:***

1. Be counseled and receive a written evaluation of the behavior that requires corrective measures in consultation from the FWE, fieldwork course instructor, AFWC, and the OTA program director.

2. If necessary, additional or an extended fieldwork experience may be recommended to ensure that the student is at the overall competence level. Overall determination will be based on the fieldwork evaluation tool, in consultation with the FWE, FWFA, AFWC, and program director. In the case of fieldwork extension, the student will receive a grade of "I" for incomplete until the fieldwork is completed, at which point the grade will change to the letter grade earned.

Important Note: in some cases, such as extreme professional behavior infractions, a student may be dismissed from the fieldwork prior to the midterm evaluation. Examples may include excessive lateness or absences, arriving to fieldwork while intoxicated, or putting the staff or patients/clients/consumers in harm's way. If a student's performance or behavior puts clients or staff at risk or in danger, the fieldwork may be terminated immediately by the facility.

Make-up fieldwork experiences must take place during an existing short session on the Central Piedmont academic calendar. There may be limited options, and the student is not guaranteed another placement in the same type of setting.

Students who fail or withdraw from a fieldwork experience will have **one opportunity only** to repeat the fieldwork.

Important Note: A second failure or withdrawal from fieldwork will result in dismissal from the program.

1.7.4 Extending or Failing Level II Fieldwork

If a student's performance on Level II Fieldwork is unsatisfactory at mid-term, a meeting will be scheduled with the student, FWE, and Fieldwork Course Instructor. At the meeting, the factors related to unsatisfactory performance will be delineated, and an Action Plan will be formulated. The Action Plan will describe specific performance expectations and time frames for achievement. Weekly feedback meetings for the student will be scheduled with the Fieldwork Educator, and communication will be forwarded to the Fieldwork Course Instructor. If necessary, and upon agreement of all parties involved, the fieldwork experience may be extended to provide greater opportunity for successful completion. At the end of the Fieldwork, if the student's performance continues to be unsatisfactory, the student will receive a failing grade and will need to repeat the fieldwork at a different site.

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1.8 Student Rights

1.8.1 Safety

The student has a right to safety from physical or psychological harm during fieldwork. The student has a right to request an orientation to safety procedures at each fieldwork facility. The student also has a right to voice any concerns about safety to the AFWC and to facility personnel.

Should the student be asked to perform tasks outside of their scope, competency, or skill level, this can pose a safety risk to the student as well as the client(s) the student serves. Students have the right to request appropriate training and to decline to perform tasks in which competency has not been established.

1.8.2 Privacy

The student has a right to privacy of confidential information. The student is covered under the Federal Educational Rights and Privacy Act (FERPA). Please refer to the Central Piedmont FERPA policies.

1.9: Fieldwork Educator Roles and Responsibilities

1.9.1: Responsibilities of the Fieldwork Educator

The Fieldwork Educator (FWE) is responsible for the daily on-site supervision of the OTA student. The FWE is also responsible for ensuring that each student achieves their educational objectives during the course of fieldwork experience. Responsibilities demonstrating a commitment to providing the best education-based fieldwork experience for the OTA student include, but are not limited to:

- Reviewing the Central Piedmont Fieldwork Handbook (this document).
- Providing an orientation of the facility, including introducing the student to facility staff.
- Reviewing the facility's policies and procedures with the student.
- Defining, with the student's input, site-specific goals, and/or objectives.
- Recognizing the inevitable learning curve and providing appropriate guidance for each level of the learning curve.
- Maximizing the learning experiences available and determining additional experiences for the student within the facility (e.g., direct patient/client/consumer care, a varied caseload,

participation in team meetings/departmental meetings, community outings, in-services, exposure to diagnostic/surgical procedures, and challenging fieldwork assignments).
- Providing daily on-site supervision and immediate feedback to students (documentation of supervisory meetings is highly encouraged).
- Ensuring adherence to national and state guidelines regarding supervision of the OTA student.
- Meeting with the student on a weekly basis (at a minimum) to review progress of goals.
- Providing patient/client/consumer care at a level that meets the needs of the facility and also maintains the integrity of the student's fieldwork experience.
- Reviewing and co-signing all documentation completed by the student.
- Coordinating site visits with the AFWC, as needed.
- Notifying the AFWC if there are any concerns regarding the student's fieldwork experience.
- For Level I Experiences:
    - Preparing a timely final evaluation, using the Central Piedmont Level I Evaluation of Student Performance (LI-ESP).
    - Reviewing the results of the LI-ESP with the student.
    - Reviewing the results of the Student Evaluation of the Level I Fieldwork.
- For Level II Experiences:
    - Preparing and submitting a timely mid-term and final evaluation (using the AOTA FWPE for the OTA Student - 2020)
    - Reviewing the results of the FWPE-Midterm and FWPE-Final with the student
    - Reviewing the results of the Student Evaluation of the Level II Fieldwork with the student

1.9.2: Fieldwork Supervision Guidelines

Central Piedmont OTA students will receive supervision during each fieldwork placement that allows for consistent feedback, assessment, and mentoring of professional skills. This supervision will ensure students are aware of their progress towards fieldwork objectives and assignments.

1.9.3: Supervision of Fieldwork Students

To ensure students receive appropriate supervision, the Central Piedmont OTA program expects that fieldwork educators provide the following:

- Supervision that is initially direct, and decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student.

- Supervision that always provides protection of consumers.

- Opportunities for appropriate role modeling of ethical occupational therapy practice
- An environment that fosters thinking outside of the box, not discouraging students when they try new things.
- Promotion of professional reasoning through learning activities appropriate to the role of the OTA.

Level I Fieldwork:

Students will be placed in facilities individually or in groups depending on the setting. When placed in groups, the fieldwork educator to student ratio will not exceed 1:6.

Level II Fieldwork:

The ratio for fieldwork educators to students in Level II fieldwork is strongly recommended to be a 1:1 experience. Each facility must designate a primary supervisor in documentation to the AFWC prior to the student's arrival for the fieldwork experience. For Level II supervision, the OT practitioner must have at least one year of experience in the field of occupational therapy.

If a student must be supervised by more than one fieldwork educator, the AFWC will coordinate with the fieldwork educators prior to the fieldwork start date to ensure that student objectives and expectations are outlined and clear for all parties involved.

The Central Piedmont OTA program encourages collaboration with OT and OTA students in fieldwork settings when possible. A fieldwork educator to student ratio of 1:2 will be considered if the FWE is an Occupational Therapist, and the students are an OT student and OTA student.

Two or more OTA students may be assigned to one FWE for a Level II experience as long as a clear supervision plan is established and agreed upon by the FWE, AFWC, and OTA program director. This situation requires an experienced FWE and may be applied in non-traditional or emerging settings.

Section 2: OTA Program Course Descriptions

2.1 First Semester (Spring year 1):

OTA-110 Fundamentals of OT: 3 credits (2 class, 1 lab)

This course introduces occupational therapy theory, practice, philosophy, and principles. Emphasis is placed on providing a basic understanding of the profession as well as beginning to develop interaction and observation skills. Upon completion, students should be able to demonstrate basic understanding of OT practice options, uniform terminology, activity analysis, principles, process, philosophies, and frames of reference.

OTA-120 OT Media I: 2 credits (1 class, 1 lab)

This course provides training in recognizing the therapeutic value of and using a wide variety of leisure, self-care, and work activities. Topics include crafts, games, personal care and work activities, as well as teaching and learning methods and styles. Upon completion, students should be able to design, select, and complete/perform leisure, self-care, and work activities that would be therapeutic for designated client populations.

OTA-140 Professional Skills I: 1 credit (lab)

This course introduces the roles and responsibilities of COTAs/OTRs in OT practice and facilitates development of observation, documentation, and therapeutic use of self skills. Topics include Code of Ethics, roles/responsibilities, credentialing/licensing, documentation, therapeutic use of self and professional identity/behavior, supervisory relationships, time management, and observation skills. Upon completion, students should be able to demonstrate ethical behavior, discriminate between roles/responsibilities of COTAs/OTRs, and participate in acceptable supervision, documentation, and scheduling.

2.2 Second Semester (Summer Year 1):

No OTA courses. Students who need to complete general education courses can do so during this semester.

2.3 Third Semester (Fall Year 1):

OTA-130 Assessment Skills: 3 credits (2 class, 1 lab)

This course provides training in appropriate and accurate assessment and intervention skills related to sensory, movement, perceptual/cognitive, affective systems, and ADL skills. Topics include kinesiology, body mechanics, sensory, ROM, MMT, cognitive/perceptual, psychosocial, self-care, and work-related assessments; treatment approaches; and basics of group structure and dynamics. Upon completion, students should be able to administer various assessment tools and appropriate treatment approaches regarding sensation, movement, perception/cognition, affect, self-care, and work-related skills.

OTA-135 Kinesiology: 1 credit (1 lab)

This course provides training in understanding and using principles of normal human movement. Topics include terminology, structures of the body associated with movement, principles of

motion, analysis of movement, joint structure and its impact on motion, and muscle names and actions. Upon completion of this course, students should be able to demonstrate proficiency in identifying terms associated with movement, motions, structures, normal ranges and directions of motion, and general principles of human movement.

OTA-170 Physical Conditions: 3 credits (2 class, 1 lab)

This course is designed to provide knowledge and skills needed for working with individuals experiencing varied medical/physical conditions within their socioeconomic and cultural environments. Topics include medical terminology, common diagnoses, structures/functions that change with disease processes, assessment/treatment priorities for specific problems/conditions, treatment planning, and intervention. Upon completion, students should be able to recognize common symptoms, prioritize problems, and provide for patient safety and infection control when planning and implementing treatment.

OTA-161 Fieldwork I-Placement I: 0.5 credit (clinical)

This course provides introductory-level clinical training opportunities. Emphasis is placed on observational and basic interactional skills in a setting with a culturally diverse client population. Upon completion, students should be able to use observational and interactional skills to relate effectively with clients under the guidance/direction of fieldwork supervisors.

2.4 Fourth Semester (Spring year 2):

OTA-150 Peds Concepts and Interventions: 3 credits (2 class, 1 lab)

This course is designed to use knowledge gained from PSY 241 as it applies to OT practice from birth to adolescence. Topics include review of normal growth and development, identification/discussion of common disabilities/delays, assessment, treatment planning, and intervention approaches used with these populations. Upon completion, students should be able to identify/use assessments/screenings and interventions for infants through adolescents for selected disabilities/developmental delays in various settings.

OTA-180 Psychosocial Conditions: 3 credits (2 class, 1 lab)

This course uses theories/principles related to psychological/psychiatric health and illnesses and provides training in assessing/treating symptoms of dysfunction and therapeutic use of self and groups. Topics include psychiatric illnesses, symptoms of dysfunction, assessment and treatment of individuals, planning and facilitating therapeutic groups, client safety, and psychosocial aspects of practice. Upon completion, students should be able to effectively plan and conduct individual

and group treatment for client conditions related to psychosocial dysfunction recognizing temporal/socioeconomic/cultural contexts.

OTA-240 Professional Skills II: 1 credit (lab)

This course builds upon and expands skills developed in OTA 140 with emphasis on documentation, supervisory relationships, involvement in the profession, and clinical management skills. Topics include clarification of roles/responsibilities, detailed examination of the supervisory process, professional participation in organizations, and the mechanics of assisting in clinic operations. Upon completion, students should be able to work effectively with a supervisor, plan/implement a professional activity, and perform routine clinic management tasks.

OTA-250 Adult Concepts and Interventions: 3 credits (2 class, 1 lab)

This course uses knowledge gained from PSY 241 as it applies to OT practice from young adulthood through old age. Emphasis is placed on identification/discussion of common disabilities/chronic diseases, assessments, planning and interventions used with these populations, and activity programming. Upon completion, students should be able to identify/use assessments, interventions, and activities for adults with selected disabilities/losses in various settings.

OTA-162 Fieldwork I- Placement 2: 1 credit (clinical)

This course provides introductory-level clinical training opportunities. Emphasis is placed on observational and basic interactional skills in a setting with a culturally diverse client population. Upon completion, students should be able to use observational and interactional skills to relate effectively with clients under the guidance/direction of fieldwork supervisors.

2.5 Fifth Semester (Summer Year 2)

OTA-220 OT Media II: 3 credits (1 class, 2 lab)

This course provides training in appropriate and accurate assessment and intervention skills related to orthotics, prosthetics, assistive devices, environmental controls, and ADA issues. Topics include ergonomics and hand function, splint selection/fabrication, changes that improve access for persons with disabilities, use of modalities in treatment, and computers in OT intervention. Upon completion, students should be able to demonstrate proficiency fabricating/monitoring orthotic devices, constructing/modifying assistive devices, using ADA guidelines, and using computers for therapeutic purposes.

OTA-163 Fieldwork I- Placement 3: 1 credit (clinical)

This course provides introductory-level clinical training opportunities. Emphasis is placed on observational and basic interactional skills in a setting with a culturally diverse client population. Upon completion, students should be able to use observational and interactional skills to relate effectively with clients under the guidance/direction of fieldwork supervisors

2.6 Sixth Semester (Fall Year 2):

OTA-260 Fieldwork II-Placement 1: 6 credits (clinical)

This course provides clinical experience under the direct supervision of experienced OTR or COTA personnel working in various practice settings. Emphasis is placed on final clinical preparation for entry-level practice in the profession. Upon completion, students should be able to meet all critical competencies established by the curriculum and AOTA guidelines for entry-level practice.

OTA-261 Fieldwork II- Placement 2: 6 credits (clinical)

This course provides clinical experience under the direct supervision of experienced OTR or COTA personnel working in various practice settings. Emphasis is placed on final clinical preparation for entry-level practice in the profession. Upon completion, students should be able to meet all critical competencies established by the curriculum and AOTA guidelines for entry-level practice.

OTA-280 Professional Transitions: 1 credit (lab)

This course provides closure to the educational program following Fieldwork II placements. Emphasis is placed on portfolio development and presentation, program evaluation, Fieldwork II experience analysis and synthesis, and final preparation for the certification examination. Upon completion, students should be able to enter the OT work force with supportive documentation demonstrating progress toward meeting critical competencies set forth by the curriculum.