



**Occupational Therapy Assistant
Program
Fieldwork Manual:
Level I and Level II**

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Note: The *italicized words*, noted within this manual, are quotes taken from The Standards for an Accredited Educational Program for the Occupational Therapist Assistant adopted by the Accreditation Council for Occupational Therapy Education of The American Occupational Therapy Association.



Congratulations on being accepted into the Occupational Therapy Assistant Program at Central Penn College! Throughout your time in the program, you will participate in clinical experiences, which we refer to as fieldwork. These experiences are designed to allow you to apply the knowledge you are gaining in the classroom to hands-on clinical work. Fieldwork is also designed to expose you to various age groups, diagnoses, and practice settings.

This manual is your guide to expectations, responsibilities, and requirements associated with fieldwork. Each student is expected to abide by the policies within the manual, which are based on the standards of the American Occupational Therapy Association and the procedures of Central Penn College. The OTA department is here to facilitate learning the knowledge and skills needed to be an occupational therapy assistant and ensure that the process is smooth. Please contact me or the program director if you need any assistance along the way.

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Office: Health Science Building, Room 406E

FW files are located in the **Health Science Building, room 406B.** The files contain current information on each FW site with which the OTA program has a current Affiliation Agreement.

Student Evaluations of the Fieldwork Experience (SEFWE) are also available upon request. These are evaluations completed by previous students who have participated in FW in a particular facility. These should be considered with caution when deciding on whether you would like to go to a setting as each student may have a different experience.

Files may not leave the office, nor may information be taken out of the files.

Fieldwork Overview

The OTA Program at Central Penn College designed the Fieldwork (FW) process for the student to make the connection between the classroom and practice.

The Level I and Level II Fieldwork education at Central Penn College are crucial parts of the student's professional preparation and are integrated as components reflecting the *sequence and scope of content in the curriculum design*. To ensure this integration, the Academic Fieldwork Coordinator (AFWC) *communicates with the sites, identifies services offered, outlines Fieldwork objectives, reviews curriculum design, establishes a Memoranda of Understanding (Affiliation Agreement), and has a Fieldwork Data Form completed*. Once a mutual agreement is obtained and the site does meet the Central Penn College Occupational Therapy Assistant Program curriculum design, the student will be permitted to complete a Fieldwork rotation at that site.

Entry level education for Occupational Therapy Assistants requires the successful completion of both academic and fieldwork components. Fieldwork (FW) provides the opportunity for students to gradually become independent practitioners and to achieve entry-level competency. *Level I FW will not be a substitute for any part of Level II FW*. All students must successfully complete both Level I and Level II FW experiences.

The FW experiences are designed to *enrich didactic coursework through direct observation and participation in selected aspects of the Occupational Therapy Assistant process*. FW will provide the students the opportunity to carry out professional responsibilities under supervision and for professional role modeling. Level I FW builds the bridge to Level II FW, which prepares the student to become an entry level OTA. Each experience builds on the previous one, and provides an essential learning opportunity for students to apply theory to practice in the "real" world. The Level I FW experience takes place during each term that correlates with the OTA classes OTA200, OTA205, and OTA210. The Level II FW experience takes place in OTA299. *Level II FW may be completed in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings*. If a student chooses to complete his/her Level II experience in one setting, that setting must be reflective of more than one practice area. If necessary, students may be placed in Level II FW sites up to 90 miles away from their home.

Fieldwork experiences are implemented and continually evaluated for their effectiveness. The evaluation process is initiated by the AFWC. The AFWC and faculty collaborate formally during staff meetings and informally throughout the term to *design FW experiences that strengthen the ties between didactic and FW education*. The student assignments and feedback during Level I FW reflect the links between didactic and FW education. *The evaluation process is also a collaborative effort between the students and the fieldwork sites*. The AFWC will discuss the student experiences during and after FW rotations and communicate with the affiliating company to discuss the overall preparation of the students. Also, during Level II FW students will document what their Fieldwork Educator (FWE) shared about their preparedness and readiness for Level II FW based on the curriculum.

The goal of the Level I FW experience is to *introduce students to the fieldwork experience, to apply knowledge to practice, and to develop an understanding of the needs of the clients*. Level I FW education is *integral to the program's curriculum design and includes experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process*. *At least one Level I FW experience will have its focus as psychological and social factors that influence engagement in occupation*.

The goal of Level II FW experience is to develop competent, entry-level, generalist occupational therapy assistants. *Level II FW is integral to the program's curriculum design and includes an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation. The students are exposed to a variety of clients across the lifespan and to a variety of settings. The FW experience is designed to promote clinical reasoning appropriate to the occupational therapy assistant role, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.* The Level II FW objectives and assessment measures address clinical reasoning, reflective practice, and promotion of ethical practice and professionalism.

The Level II FW experience is a minimum of 16 weeks' full-time. This may be completed on a part-time basis, in accordance with the FW placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site. The Level II FW must be successfully completed within 12 months of coursework completion.

The AFWC will ensure that FW agreements are *sufficient in scope and number to allow timely completion of graduation requirements.* To verify that the number of Affiliation Agreements is sufficient, the AFWC collaborates with the Program Director to confirm the number of incoming freshman OTA majors. The student placement form, located in the Health Science Building, lists the sites where students have been placed for their Level I and Level II FW in recent years.

Central Penn College has an established Affiliation Agreement approved by the college administration and legal counsel. An Affiliation Agreement will be established with the affiliating company, which will include the company's name, address, and effective date of affiliation. The Affiliation Agreement will also be reviewed by the AFWC for accuracy, signature, and date. Once the college has completed all aspects, the agreement will be sent to the affiliating company's contact for their review, signature(s), and date. The affiliating company will be instructed to keep a copy of the affiliation agreement and return an electronic copy of the signed agreement to the AFWC. The electronic copy will be kept on record within the OTA program electronic files. The Affiliation Agreement will be reviewed every time a student is placed at a Fieldwork Site. *The date at the top of the Affiliation Agreement and the signatures from both parties with dates will confirm the program has evidence of valid memoranda of understanding (Affiliation Agreement) at the time the student is completing the Level I or Level II fieldwork experience.*

When reviewing the Affiliation Agreement, if the affiliating company requests modifications to the agreement, the company needs to identify the changes to be made. The recommended changes would be reviewed by the AFWC, as well as the OTA Program Director. Once the recommended changes are agreed upon by both parties, a new agreement will be generated, and the above steps will be followed.

If the affiliating company has its own established affiliation agreement, Central Penn College will obtain a copy of their agreement. The AFWC and Program Director will review the agreement, as well as legal counsel. Once the affiliating company's agreement is mutually agreed upon, signatures and dates will be obtained from both parties. The signed agreement will be sent to the affiliation company, along with an AOTA Fieldwork Data Form. The Fieldwork Data form will assist in *developing and collaborating with the fieldwork educators to develop fieldwork objectives.* The facility will be asked to complete the form and return it to Central Penn College. An electronic copy of the signed agreement will be kept in the OTA program electronic files. The affiliation agreement will be reviewed internally whenever a student is placed at that affiliated site.

To maintain and assure collaboration between academic and fieldwork representatives, a plan has been designed. The plan includes documented criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students. The agreed objectives and curriculum design of the

OTA program at Central Penn College will be reviewed and signed by the FWE at the site/facility every time a student is placed at that site.

As noted above, Affiliation Agreements are reviewed each and every time a student is placed at a site/facility. This will be done to confirm that *the memoranda of understanding (Affiliation Agreement) is in effect and signed by both parties at the time the student is completing the Level I or Level II fieldwork experience*. When the Affiliation Agreement is renewed, documentation will be placed in the fieldwork site files that *both parties have reviewed the contract in the form of a signed agreement, letter, fax, email, or other documentation as deemed appropriate. Telephone logs will not be used as an appropriate source of documentation*.

When the Affiliation Agreement is sent to the fieldwork site, the AOTA Fieldwork Data Form will also accompany the agreement. The AFWC is the initial point of contact for all FW sites. The student should not contact the FW site until directed by the AFWC. Once the AFWC has successfully placed the student at the site they will be provided with their contact information. Students should then contact the site to fill out the placement form and obtain additional information as necessary. Students may not contact any potential FW sites at any time.

The AFWC is responsible for relaying relevant documentation about the curriculum to the FWE, *maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students*. There must be a mutual agreement that the experience *should provide the student with the opportunity to carry out professional responsibilities under the supervision of a qualified occupational therapy practitioner (Level II) serving as a role model*.

The AFWC will confirm the FW site is equipped to meet the curriculum goals and provide educational experiences applicable to the occupational therapy program at Central Penn College. The AFWC will *ensure that the ratio of FWEs to students enables proper supervision and the ability to provide frequent assessment of student progress in achieving stated FW objectives*.

There are several ways the FW program ensures the selection of Level I and Level II FW sites is consistent with the mission at Central Penn College and *the curriculum design and goals*.

- The AFWC will contact and visit the FW site, within a reasonable distance, to ensure the facility offers students the knowledge, skills, and attitudes to practice competently and ethically as an entry level occupational therapy assistant.
- The AFWC will also obtain and review the Student Evaluation of the Fieldwork Experience (SEFWE), Fieldwork Data Form and obtain other pertinent information about the facility. Information will include: areas of occupation, performance skills, types of intervention, method of intervention, outcomes of intervention, discharge outcomes, prerequisites, areas in which students will gain competency, frames of reference and practice models, documentation formats, management responsibilities, and student assignments to confirm consistency.

This manual will walk the student through the FW process, answer questions they may have, and provide specific information that is required to accomplish prior to sitting for licensure.

All required forms from this manual must be returned to the Academic Fieldwork Coordinator (AFWC) prior to any fieldwork placements (FW manual acknowledgment and all checklist requirements).

Fieldwork Prerequisites

Academic Prerequisites for Fieldwork and Certification

OTA students must successfully complete all academic coursework. A student will not be allowed to progress to Level II FW with an Incomplete or unsatisfactory grade in any required academic coursework.

OTA students must meet individually with the AFWC to review all prerequisites. The student is responsible for emailing or calling the AFWC to establish a meeting time.

Failure to complete all necessary requirements or to pass coursework will affect eligibility for FW placement, ability to sit for the NBCOT certification exam, and graduation from Central Penn College. The requirements include, but are not limited to the following: child abuse clearance, criminal record check, FBI background check, possible drug screening, health/immunization requirements, and professional liability insurance. Other requirements may be necessary for particular FW sites (such as welfare fraud checks and flu shots).

Clinical Prerequisites for Fieldwork

Many FW sites have different standards and requirements for potential employees, volunteers, or FW students to qualify them to provide services to their clients/patients. The student will be responsible for completion of all forms prior to FW. Unless otherwise noted, clinical prerequisites must be completed and submitted by the end of term 2. Failure to complete paperwork on time will disallow the student from completing FW.

The following is a list of requirements that need to be obtained. Copies of the following must be provided to the AFWC. The Student's Record of Prerequisites can be found in Appendix A to track the completion of these requirements.

- 1. HIPAA**
- 2. Verification of Health Insurance**
- 3. Child Abuse History Clearance**
- 4. PA Criminal Record Check**
- 5. FBI Background Criminal Check, including finger-printing**
- 6. ACT 31 – Child Abuse Education**
- 7. Health and Immunization Requirements**
- 8. Central Penn College Physical Form**
- 9. 2-Step TB**
- 10. Authorization to Release Information to Fieldwork Form**
- 11. CPR Certification**
- 12. Malpractice/Professional Liability Insurance (Level II Fieldwork Requirement)**

Once the student receives notification of placement, it is their responsibility to review the facility's AOTA Fieldwork Data Form, read the site's Affiliation Agreement, review the specific FW objectives, and complete all necessary prerequisites (including verification of site-specific requirements). It is the student's responsibility to ensure that the FW site has all prerequisites on file prior to the start of FW.

Background Checks

Some Level I and Level II FW sites requiring a background check may refuse internships to students with a felony conviction. The OTA program realizes this is a personal issue, but it will affect FW placement and may affect ability to sit for the NBCOT certification examination. Please talk with the AFWC right away if this pertains to you.

Pediatric sites will require an FBI background check and a child abuse clearance. A few fieldwork sites will also require drug screening.

Information on the three background checks Central Penn College requires can be found below. Site assignments will not occur until background checks are complete. If you have any questions or concerns with this process, please see the AFWC.

A student's refusal to consent to any of the prerequisites mentioned may result in more limited choices for FW placement. If you agree to the check process and the results are determined to be unacceptable according to the facility, you may be denied placement. If this should occur, the AFWC will make an attempt to secure an appropriate placement; however, students should be advised that there is no guarantee that a placement will be found.

The following three background checks can be obtained using the links below:

1. **Pennsylvania Child Abuse History Clearances**
<https://www.compass.state.pa.us/cwis/public/home>
2. **Pennsylvania Criminal Record Check**
<https://epatch.state.pa.us/Home.jsp>
3. **Federal Bureau of Investigations (FBI) Criminal Background Checks**
<https://www.identogo.com/locations/pennsylvania>
Code: 1KG738

ACT 31 – Child Abuse Recognition and Reporting Requirements

Act 31 of 2014 states that the Bureau of Professional and Occupational Affairs (BPOA), in conjunction with the Department of Human Services (DHS) is required to ensure that all persons applying for issuance of an initial license as a health-related licensee or funeral director (mandatory reporters under section 6311 of the Child Protective Services Law (CPSL) (23 P.S. § 6311)) shall be required to complete 3 hours of DHS-approved training in child abuse recognition and reporting requirements as a condition of licensure. Students must register from the following site to access the course. Please complete the training and print out the certificate.

<https://www.reportabusepa.pitt.edu/>

COVID-19 Vaccination

Proof of COVID-19 vaccination may be required at clinical sites. While Central Penn College recognizes that this is a personal choice, this may cause more limitations for site placements. This may delay graduation dates and/or your ability to sit for the NBCOT certification exam.

Student Health and Immunization Record

In order to meet the health requirements, ACOTE standards, HIPAA guidelines, Occupational Safety and Health Administration (OSHA) regulations and FW site requests, Central Penn College uses the Student Fieldwork Medical Record (Appendix A). You may need to provide updated copies of your health and immunization record to each of your FW sites. If a student does not have their health requirements completed and up-to-date prior to the Level I and Level II FW experience they will not be permitted to participate in the FW experience.

Each site/facility may have varying requirements for immunizations; each student is responsible to verify that they have the correct dates/timeframes. Retain a copy of your health and immunization records for yourself and send a copy to the FWE prior to the start of each FW placement.

Site/facilities may require the FW student to have flu shots prior to the start of their FW experience. If the student is unable to receive a flu shot due to medical or religious beliefs, they are required to fill out the **Request for Medical Exemption from Influenza Vaccination** form or the **Request for Religious Exemption from Influenza Vaccination** form (Appendix A). This will be shared with the student's assigned site/facility and it will be up to that site/facility if the student may still complete their FW experience there. The AFWC will be responsible to obtain another FW site if needed.

Upon entering the OTA program students sign a release indicating they give authorization to Central Penn College to hold copies of their health records and copies of the background check results. Students have signed a form authorizing the OTA program to release medical records and background checks to FW sites/facilities as needed.

The student may be required to undergo a drug screening prior to the start of FW. Central Penn College recognizes there will be an occasional positive test. For this reason, a Drug and Alcohol policy has been devised. This policy will ensure the student will receive appropriate care and this will also ensure FW sites will receive safe and effective students. Please refer to the Drug and Alcohol policy in the Central Penn College Student Handbook for complete details.

Malpractice/Professional Liability Insurance

All students are required to purchase a professional liability insurance policy with a minimum of \$1,000,000 for each incident and total policy coverage of \$3,000,000. Listed below are three (3) companies a student may use for student coverage. A student may use any other insurance company for coverage.

1. Healthcare Providers Service Organization
www.hpsso.com
1-800-982-9491
2. Proliability
www.proliability.com
1-800-503-9230
3. Mercer Consumer Group Personal and Professional Insurance Program
<http://www.aota.org/AboutAOTA/Membership/Insurance/Mercer.aspx>
1-800-503-9230

Student Health Insurance

A majority of the FW sites require students to have health insurance. Most FW facilities do not cover or offer health care services free of charge to students. It is the student's responsibility to purchase and maintain the health insurance policy while participating in Level I and II FW. Refer to your student handbook or student services for available coverage to purchase offered to Central Penn College students. Students are to complete the Health Insurance Verification/Waiver (Appendix A) and submit the completed form to the AFWC. The Health Insurance Verification form will be maintained in the student's file in the OTA office.

CPR Certification

Each student is required to have CPR certification. When obtaining this certification, look for a course geared toward Healthcare Providers. The course must be done in person, not online. At times, classes will be scheduled on campus, and students will be notified if this occurs.

Red Cross:

<http://www.redcross.org/take-a-class/program-highlights/cpr-first-aid/healthcare-and-public-safety>

American Heart Association:

http://www.heart.org/HEARTORG/CPRAndECC/HealthcareProviders/Healthcare-Providers_UCM_001121_SubHomePage.jsp

HIPAA

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

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

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

Fieldwork Policies

Student Responsibilities

All OTA students are responsible to complete and turn in required forms by the specified deadlines. It is also the student's responsibility to make contact with their fieldwork site 4 weeks prior to their first day there. This will be the time for the student to obtain information regarding the FW site. This may include what time the student is to report to the site, required dress, who to report to on the first day, and any other site-specific requirements. Every facility may have different requirements.

Students are responsible for any additional expenses they encounter on Level I and Level II fieldwork. This includes: travel, gas, housing, clothing, (some facilities require lab jackets or medical scrubs), and any additional resources the site may require.

Upon completing each FW placement, the student is responsible for sending a handwritten thank you note to each of the FWEs. This should be done within one week of the completion of the FW.

Dress Code

As students prepare for the FW experience, they must remember that they are representing Central Penn College. Unless otherwise stated students are expected to comply with the established OTA program dress code as stated in the Central Penn College OTA Student Handbook. FW sites that have a specific dress code requirement will supersede any attire requirements by the OTA program. The facilities have listed their requirements on the *CPC Facility and Fieldwork Educator Data Form*. The Data Forms are located in the OTA FW files located in the Health Science Building. It is the responsibility of the students to review the FW Data Forms and contact the facilities to confirm information at least 4 weeks prior to the start of fieldwork.

OTA students who are refused FW at any site due to inappropriate or unsafe attire will not be placed at another FW site until strategies can be established to correct the problem. Students are to show professionalism with personal appearance, cleanliness, and grooming, along with professional behavior, attitude, and performance at all times while on FW placement.

Identification Badges

Unless otherwise instructed by a facility, students must wear their Central Penn College ID as their name tags at their FW sites. (Some facilities will provide an ID badge; in that scenario, wear that badge).

Students who have lost their Central Penn College ID card must see security at the Summerdale Campus to obtain a new ID. This will be an additional cost to the student. A student may not start Level I or II FW without proper ID.

Jewelry and Accessories

Jewelry and other accessories must be conservative and may not interfere with the performance of job duties or pose a safety hazard. Large or dangling earrings and necklaces are not permitted. Facial and tongue piercings should be eliminated. Tattoos are to be covered at all times.

Clothing

The student will be required to abide by the dress code of the facility in which they are doing their FW experience. Central Penn College will expect the student to conduct themselves in a professional and courteous manner.

The student will wear neat and tailored long pants. No low-rise pants are permitted. Skirts/dresses are not preferred, but if this is a religious/ethical decision please discuss with the FWE at each site prior to the first day of placement to make arrangements.

Students are to wear shoes with closed toes and closed backs. Clean sneakers or dress shoes are acceptable. Heels and sandals should never be worn due to safety issues. Socks, knee highs, or pantyhose should always be worn with all attire.

When the student wears the Central Penn polo shirt it should be loose fitting and large enough to be unrestrictive. If you raise your arms and the top gets “stuck” at any part of you, then it is not appropriate to wear at the FW site. Any time you raise your arms and your stomach is exposed then a longer shirt is needed. Tee shirts, sweatshirts and hats are not to be worn.

Grooming

Excellent personal hygiene and grooming are expected at all times. This includes clean hair and nails and free from body odor. Students with long hair should have hair pulled back and tied (males and females). Facial hair should be neatly trimmed and shaved as appropriate. All student fingernails should be clean and maintained at an appropriate length for patient care and infection control. Acrylic nails are not permitted at any time. Students should avoid strong perfumes, colognes, body sprays, and after-shave lotions.

Use of Cell Phones and Electronic Devices

Students are not allowed to receive or make personal phone calls during Level I or Level II Fieldwork except for emergencies. The FW site will make you aware of any policies regarding phone use during work hours.

Cell phones and other personal electronic devices are not allowed while the student is performing clinical training. Personal cell phones and other personal electronic devices should not be brought onto the clinical floor. A student should wear a watch for recording the time of their treatments and not rely on cell phones.

Accepting Gifts

Students may not solicit or accept personal gifts or services from clients, visitors, or vendors, as doing so may be an actual or perceived conflict of interest. Unsolicited gifts of nominal value may be permissible only if the gifts are perishable/consumable and shared with a department (ex: flowers, cookie tins, fruit baskets, etc.). The student should immediately notify the Fieldwork Educator as well as the Academic Fieldwork Coordinator if a gift of any kind is offered.

Social Networking

Objective: To ensure that students enrolled in the Occupational Therapy Assistant program can demonstrate the needed ethical behavior of a future professional. The following social network guidelines are to ensure you are not unintentionally noncompliant with HIPAA regulations.

1. When speaking with peers, family, or on any public social networking sites while on any Level I or Level II Fieldwork, you must recognize you cannot share any specific information.
2. Names of supervisors, comments, and/or criticism about sites or information about what is happening at sites are not appropriate on public social networking sites.
3. Students should not put posts or photos on public social networking sites about fieldwork or facility/site. This includes location, clients, diagnosis, treatment, fieldwork educator, all staff, etc.
4. Do not ask your supervisor to “friend” you while on Level I or Level II Fieldwork. This puts your supervisor and yourself in an awkward situation with personal information about each other. If you mutually decide to do this after the Fieldwork experience, this is your personal choice.
5. If there is any question, or you are unsure of something regarding public social networking, call Central Penn College’s Academic Fieldwork Coordinator for advice.
6. Consider what you post on any public social networking site. Many potential employers go to these sites to see what you have posted and often determine if they are interested in having you as an employee. Consider entering your name into a search engine to discover what is in cyberspace that others can see about you.

Protocol for Absenteeism/Injury During Fieldwork

Each FW site may have an established absenteeism policy. Central Penn College will accept their absenteeism policy as its own. If the FW facility does not have an absenteeism policy the following guidelines will be implemented.

- If at any time you are injured or ill during FW, report your injury to your immediate FWE/supervisor as soon as possible. Please also notify the AFWC at Central Penn as to the injury or event. If the AFWC is unavailable and immediate assistance is needed please contact the OTA Program Director.
- The only time off permitted during fieldwork should be due to illness/injury. Any other approved time off during fieldwork is to be decided by the fieldwork facility and the AFWC.
- It is the student’s responsibility to call the FWE at your assigned facility and the AFWC at Central Penn College to make both aware of why the student is calling off. It will be up to the FW facility to determine how the time will be made up. This should also be recorded in your FW journal and hours log.
- All students must have the required 24 hours for each Level I FW and 8 weeks for each Level II placement (total of 16 weeks’ full time). Students will be required to fill out the OTA Student FW Attendance Record on every FW experience. This form is to be turned in at the completion of each FW experience.
- If there are holidays during your Level II FW it is up to each individual site/facility to determine whether or not the student is required to work on that day. It is the student’s responsibility to inform the FWE if they have any religious beliefs that would interfere with FW and the student will need to make arrangements with the FWE to make up that time missed. **(Remember this is an introduction to the real world of therapy and OTs/COTAs frequently work on weekends and holidays.)**

Students with Disabilities

Central Penn and the OTA Department Policy on ADA Accommodations: Section 504 of the Rehabilitation Act of 1973 requires Central Penn College to provide academic adjustments or accommodations for students with documented disabilities. As of July 1, 2003, students must submit a current psychological evaluation, audiological report, or other professional documentation to the Dean of Students for review. A current evaluation is defined as occurring within the past two years. An Individualized Education Plan (IEP) from a high school does not provide the information needed to make an informed decision; however, an IEP can be submitted as extending documentation. Verbal requests for assistance will not be accepted.

Once the relevant documentation is received, a representative from Student Services will review and render a decision. A Notice of Accommodations will be prepared for the student. A meeting will be called between Student Services representative(s), student, and family representative(s), if applicable, to review the accommodations. Once the Notice of Accommodations is signed, Central Penn will provide the accommodations listed.

At no time is the Notice of Accommodations, documentation, or meetings an indicator that the student will pass coursework or receive a degree. The student is the only person to guarantee their success through hard work and perseverance. Self-advocacy is encouraged at Central Penn College, and students are responsible for informing their professors about the need for accommodations or assistance.

A school cannot provide any service, modification or accommodation when it does not know one is required. This is also true for FW sites/facilities. Upon acceptance into the OTA program, students sign a waiver informing them of the Essential Skills and Requirements necessary for completion of the program. Please note that inability to perform essential physical, cognitive, or sensory skills may make it difficult for a student to be placed in a FW facility which requires that an OTA perform those skills. *The AFWC will attempt to arrange an appropriate FW placement; however, there is no guarantee that a facility will accept a student who requires accommodations, as they are not under any obligation to do so. Under these circumstances, the OTA program will **not** be held responsible for inability to find a suitable FW placement. It is the student's responsibility to carefully consider whether OT is an appropriate profession, if he/she is unable to fulfill the essential skills.*

Cancellation of Fieldwork by Student

Students may only cancel or change facilities if there are extenuating circumstances. Cancellation of FW is a serious situation, which will not occur without careful consideration. FWEs, students, and the AFWC spend extensive time planning and organizing contracts, confirmations, and prerequisite materials for FW to be successful. When there is a cancellation, there will be no guarantee of the practice areas, location or timing of the replacement FW. It takes several months for FW to be secured for each individual student and when a student cancels a FW placement time has been wasted by all. This may also set the student back in the OTA program and not allow the student to graduate at the scheduled time. Unpredictable student crisis occurs when a major life change related to health, finances, or family emergency prevents successful completion of FW. These would be circumstances beyond the student's control. There must be written documentation submitted to the AFWC prior to the official cancellation. The AFWC and the OTA Program Director will review and make the final decision on the cancellation. If approved, the AFWC will work with the student to obtain another placement. Students are not permitted to contact a facility to cancel their scheduled FW.

Students only have 1 year to complete Level II placements upon completion of coursework at Central Penn College. This may affect the students' college graduation, ability to sit for the NBCOT exam, and ability to attain state licensure.

Cancellation of Fieldwork by Site

There are many reasons that a FW site/facility could possibly cancel a student's affiliation. FWEs spend hours planning and scheduling to take a student. If a FW is cancelled, it is often due to the unforeseen circumstances, such as staffing, maternity leave, or reorganization of the facility.

When this happens, the Academic Fieldwork Coordinator will work closely with the student to secure alternative fieldwork arrangements at a site that meets program requirements.

Student Failure at Fieldwork Site/Facility

All academic requirements must be completed and Level I FW objectives satisfactorily met in order for the student to pass the specific OTA course. An AFWC evaluation will indicate that the student has satisfactorily met the requirements for Level I and Level II Fieldwork.

Level II FW students will be evaluated at midterm and again at the conclusion of the FW using the AOTA Fieldwork Performance Evaluation (FWPE). *A student who receives a score of less than 62 points on the midterm FPE will be considered in danger of failing that FW.* The lack of competencies will be documented and issues will be formally discussed with the student and FWE. If the student is not meeting the mid-term requirements a site visit will be scheduled and an action plan will be developed between the student, the FWE, the AFWC, and any other involved individual. The site/facility or Central Penn College may terminate the FW prior to the scheduled date of completion if it is determined that the student will not be able to demonstrate an adequate rate of growth during the remaining time, or if the student is unwilling to accomplish the stated objectives. Under such circumstances, the student will be considered to have failed FW. *A score of less than 91 points on the final FWPE is failing.* If a student fails one Level I or Level II FW placement or is terminated due to unforeseen circumstances, the AFWC will assist the student to find an alternative placement that is related to the same OTA coursework.

Prior to sending a student out on an alternative placement, the student must take steps to correct the issues that caused the failure and demonstrate the knowledge, attitudes, behaviors and skills necessary to successfully begin another Level I or Level II FW placement. Steps to correct the issues will be determined by the AFWC and the OTA Program Director.

If a student fails two Level I and Level II FW experiences the student will be dropped as a degree candidate from the Central Penn College OTA Program. Refer to the OTA Program Handbook for additional information.

Graduation and Credentialing

Upon completion of all degree requirements, the student will receive an Associate of Applied Science in Occupational Therapy Assistant degree. Students may be eligible to walk in Commencement Ceremonies in May; however, the actual diploma will not be received until all FW experiences are successfully completed.

An Occupational Therapy Assistant will have the credentials COTA/L (Certified Occupational Therapy Assistant Licensed). A COTA/L is nationally certified which gives the “C” within the credentials. Information regarding certification can be located through the National Board for Certification in Occupational Therapy, Inc. (NBCOT). The “L” is obtained by applying for state licensure.

The Pennsylvania Occupational Therapy Association (POTA) has created a resource for students on their webpage to assist in the exam and licensure process. Please use these links for your benefit.

Certification:

<https://www.nbcot.org/news-events/events/OTAstudent020724>

<https://www.nbcot.org/get-certified>

Licensure:

<http://pota.site-ym.com/?page=Licensure>

The OTA program is required to track graduates’ employment in the field. You are asked to notify the OTA Program upon finding successful employment. This information will be kept on file in the OTA program office and also will be reported to Career Services. Please contact one of the following people to let Central Penn College know of your place of employment: kimberlytanish@centralpenn.edu, hopedevore@centralpenn.edu, or CareerServices@centralpenn.edu. Graduates can also contact us through the My Central Penn website by logging onto the “Let us know” page and filling out the online form. This information will be used to track the OTA Program’s success rate, student information, and resource tools for other students when searching for a job. We welcome you to update us anytime you have a job change or success in your careers!

For those who need assistance finding employment, the Career Services office at Central Penn College is available to assist you.

OTA Associations – National and Local

The National Board for Certification in Occupational Therapy, Inc. (NBCOT)

NBCOT, Inc.
One Bank Street, Suite 300
Gaithersburg, MD 20878
301-990-7979
www.NBCOT.org

NBCOT is an independent national credentialing agency and not a governmental entity. NBCOT certification is a nationwide recognition that an occupational therapy practitioner has met certain professional requirements and certification standards.

In contrast, a state license/registration/certification grants an occupational therapy practitioner permission to practice in that state or jurisdiction. State regulations regarding the practice of occupational therapy and continuing education vary from one state to another.

NBCOT certification is a prerequisite to licensure in all states and the U.S. territories. However, NBCOT does not have jurisdiction over state regulatory entities and their requirements. The application process for NBCOT certification is separate and apart from the application process for state licensure.

American Occupational Therapy Association, Inc. (AOTA)

7501 Wisconsin Ave.
Suite 510E
Bethesda, MD 20814
301-652-6611
www.aota.org

The cost of annual student membership to the American Occupational Therapy Association (AOTA) is \$78.00. Students are strongly encouraged to maintain membership at their own cost. Your program faculty can provide you with information on how to apply for membership in these organizations.

Pennsylvania Occupational Therapy Association, Inc. (POTA)

POTA, Inc.
604 North Third Street
Harrisburg, PA 17101
potaoffice@gmail.com
<https://www.pota.org/>

The POTA provides practice, legislative, and education resources for all OT practitioners and students in Pennsylvania. Student membership is just \$36 per year.

Level I and Level II Fieldwork Supervision

Level I Fieldwork Experience Supervision:

The fieldwork site will be informed the *Level I FW experience is not intended to be an independent performance and not be substituted for any part of Level II FW*. The student must be *supervised by qualified personnel, including, but are not limited to, currently licensed or otherwise regulated occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists*.

The ratio of fieldwork educators to student(s) *enables proper supervision and the ability to provide frequent assessment of student progress in achieving stated FW objectives*. A 1:1 ratio of FWE to students is generally the case. In some settings, the ratio is greater than 1:1 depending upon the population served, the FWE experiences, and the student's capabilities. These FW experiences will be negotiated on an individual basis and must be mutually accepted. The AFWC will closely monitor the amount of supervision received; the opportunities for students to receive feedback, and the overall effectiveness of the experience. The AFWC will contact each site, during the student's FW experience, regarding the student's progress and performance. The AFWC will also communicate with the student during their experience. Students are highly encouraged to contact AFWC at the first sign of any concern with FW placement and/or supervision. Changes in ratios will be implemented as needed.

Level II Fieldwork Experience Supervision:

As stated by ACOTE, the occupational therapy assistant standards state a *Level II FW experience can be completed in a setting where no occupational therapy services exist, a plan will be developed for the provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist or occupational assistant with a least three years' full-time or its equivalent of professional experience. Supervision must include a minimum of 8 hours of direct supervision each week of the FW 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 must be assigned while the occupational therapy supervisor is off site. The supervision of the student should be direct and then decrease to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student*.

Central Penn College oversees that the student does not receive supervision at a Level II FW site/facility where there is not an occupational therapist or occupational therapy assistant on site. Before the student is placed in a facility where there is not an occupational therapist or occupational therapy assistant on site, a written supervision plan, including objectives, will be formulated. A copy of the plan will be placed in the facility file. Supervision may include, but is not limited to, Central Penn College paying an Occupational Therapist a stipend for providing the supervision to the student, supervision via video-teleconferencing, etc. If adequate supervision cannot be provided, *the student will be placed within another facility where the supervision can be provided*. The student will be *supervised by an occupational therapist or occupational therapy assistant who has a minimum of 1 year full-time practice experience subsequent to initial certification and is adequately prepared to serve as a FWE. The supervising therapist may be engaged by the FW site or by the educational program*. To enhance student supervision, the AOTA Fieldwork Experience Assessment Tool (FEAT) form and/or a copy of the NBCOT OTA/OTR Self-Assessment Resource Tool may be included in the student's fieldwork packet.

Generally, there is a 1:1 ratio of FWE to students. In some settings, the ratio is greater than 1:1 depending upon the population served, the FWE's experience, and the student's capabilities. These FW experiences will be negotiated on an individual basis and must be mutually acceptable. The AFWC will closely monitor the amount to supervision received, the opportunities for the student to receive feedback and the overall effectiveness of the experience. The AFWC will contact the supervisor inquire about the student FW performance and depending

upon the feedback schedule a site visit. The site visit will be scheduled to ensure *appropriate role modeling of occupational therapy practice*; to confirm the education the student is receiving promotes clinical reasoning and reflective practice to enable ethical practice, sound judgment and competence to meet the requirements of an entry-level therapist. Changes in ratio will be implemented as needed.

To formally evaluate the effectiveness of FW education, the AFWC will confirm the supervising occupational therapist or occupational therapy assistant does have a minimum of one year of practice. Also, during the student's FW experience, *frequent communication will be maintained with the student and the FWE to confirm the student is meeting the FW objectives*. Site visits will also be scheduled when a student is placed at a site not previously visited. The AFWC will schedule a site visit during one, if not two, of the student's FW experiences. The student's educational experience will be measured using the American Occupational Therapy Association's [Student Evaluation of the Fieldwork Experience](#) (SEFWE), as well as the AOTA's [Student Evaluation of the Fieldwork Educator](#) – which are each completed online.

Initially supervision should be direct and then decrease to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student.



CENTRAL PENN COLLEGE

YOU **CAN.** YOU **WILL.**

Level I

Fieldwork Specifics

Level I Fieldwork Overview

The Standards for an Occupational Therapy Assistant adopted by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association indicates that the goal of Level I FW is *to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients. Level I will be integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational process.*

The Level I FW experience, in the occupational therapy assistant program at Central Penn College, is *integrated as a component of the curriculum design.* The student is required to successfully complete three Level I FW experiences. The student will be required to perform a 24-hour Level I FW experience during the terms associated with OTA200 Developmental Occupational Therapy, OTA205 Occupational Therapy in Mental Health, and OTA210 Occupational Therapy in Physical Rehabilitation. The Level I FW experience is to be completed between week 3 and week 9 for the correlating terms, unless otherwise instructed.

The student may complete their Level I FW experiences in both traditional and non-traditional settings. The Level I FW consists of experience in various clinical settings for a total of twenty-four (24) hours in each practice setting.

Level I FW students will be supervised by *qualified personnel that can include, but not limited to, currently licensed or otherwise regulated occupational therapists, occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.*

The hours for fieldwork days vary from setting to setting. For failed FW experiences, refer to the Progression and Retention Policy in the Occupational Therapy Assistant Handbook.

Level I Fieldwork Class Attendance Policy

Level I FW consists of 24 hours in each of three different FW practice settings: developmental, psychosocial and physical rehabilitation, that correlate with classes being taken during that term. The AFWC establishes the FW agreement with each site where the student is assigned. It is then the student's responsibility to contact the FW site to establish their hours at the site.

Students are not permitted to miss classes during the term to complete Level I FW hours. Level I FW hours should be completed on Tuesdays, Thursdays, weekends or during the week when the students do not have classes. Level I FW is part of the student's final grade. Failure on Level I FW will result in having to repeat the associated course.

Level I Fieldwork Placement Process

The Level I FW experiences will take place in traditional and/or emerging settings, consistent with the curriculum design. Traditional settings are settings in which occupational therapists have been previously practicing and emerging areas are new and upcoming areas of practice. At least one of the student's Level I FW experiences will focus on the psychological and social factors that influence engagement in occupation.

Traditional Areas:

Community Agency (i.e. psycho-social program, homeless shelter), hospital (i.e. acute, inpatient, outpatient, rehab unit), skilled nursing facility (i.e. rehab unit, long term care), private practice (i.e. pediatric, psych, home health), residential program (i.e. developmental delay, mental retardation), school (i.e. public school system)

Emerging Areas:

Ergonomics consulting, driver rehabilitation and training, design and accessibility consulting and home modification, low vision services, private practice community health services, technology and assistive device development and consulting, welfare-to-work services, health and wellness, and addressing the psychosocial needs of children and youth.

Procedures:

1. During the first term on campus, the students will be oriented to the FW policies and placement procedures.
2. At the beginning of each term, phone calls and emails will be placed to affiliated facilities to request Level I FW slots. These placements are located within a 90-mile radius of the campus address. The available placements are reviewed with students during the coordinating fieldwork placement meeting near the end of the term.
3. During the fieldwork meeting, the lottery system will be used to select level I fieldwork placements. The students will draw numbers, and the student with number 1 will be given the first choice of available placements. The remaining students will choose from the available placements in order until all students are placed for their level I FW.
4. Students will review and sign the Level I Student FW Agreement Form, which acknowledges their agreement to the location and expectations. A copy of the form will be placed in the student's protected electronic file.
5. After confirmation of placement, the AFWC will email the facility contact with the student's name and contact information. The email will include the FWE Bio Form, FW Objectives, and Level I FW Evaluation Form.

If the student does not attend the scheduled FW placement meeting, the student will be given the same opportunity to pick FW sites but will not be offered the lottery system if the facility/site has been chosen by another student. A student who requires accommodations must submit the appropriate paperwork to the AFWC four weeks prior to FW placement.

Note: During each Level I FW placement process, the student must look at their previous FW experience(s), if applicable, and choose a setting that *exposes them to a variety of clients across the life span and to a variety of settings*. This will assure that the student FW experiences are diverse as required by ACOTE.

Level I Fieldwork Assessments

As stated by the American Occupational Therapy Association, *the goal of Level I FW is to introduce students to the FW experience, and develop a basic comfort level with and understanding of the needs of the clients.*

The Occupational Therapy Assistant students at Central Penn College will complete three Level I FW experiences. The FW experiences will be integrated into OTA200, OTA205, and OTA210. Central Penn College will require students to complete FW assignments for each Level I FW experience. The student must use professional terminology throughout each assignment. The most recent Occupational Therapy Practice Framework edition should be used as a reference while completing these FW assignments.

Assignments are expected to be turned in on time. Any assignment not received by the date and time specified will receive a failing grade for that Level I FW.

The student will also be graded by the FWE using the Assessment of Level I Fieldwork Performance Form. Please see page 60 to review the Assessment of Level I Fieldwork Performance. The student will be rated on a scale of 1-5 in 10 different areas. A final assessment will be determined on a pass/fail basis. If a failing grade is received, appropriate action steps will be identified to improve student success, and the student will be required to repeat the course that correlates with that FW experience. This is a requirement for progression in the program. The student will need to schedule a meeting with the AFWC and the Director of the OTA Program at that time to determine how to proceed in the program.

Level 1 FW Assignments

Level I Fieldwork Assignments Before FW Reflection

As a student therapist, you can prepare and reflect on the future by imagining the prospective fieldwork situation. This is based on your previous knowledge. Some things you can focus on are:

- *Yourself*: What do you bring to the experience? What do you want to gain? What are your goals?
- *Context*: What opportunities and difficulties are you anticipating in this particular setting?
- *Your learning*: What strategies and skills are you going to use to meet your learning needs?

RUBRIC:

	Sophisticated	Competent	Needs Work
Thoughtful Reflection Before	Student is able to thoughtfully identify individual traits, implications of context and individual learning. Student writes thoughtfully and professionally with respect for placement. Response at least 300 words. 15 points	Student is able to identify individual traits, implications of context and individual learning but lacks clarity or thoughtfulness. Professional language is inconsistent. Response 200-299 words. 10 points	Reflection is lacking clarity, clear ties to self, context and learning are not present. Professional language is not present. Response less than 200 words. 5 points
Writing/Mechanics	Paper is coherently organized/easy to follow. No spelling or grammatical errors; OTPF terminology is clearly defined. Writing is clear and concise. 0 -1 mistakes in APA format. 10 points	Paper is generally well organized and most of the argument is easy to follow. 2-5 spelling or grammatical errors; limited OTPF terminology; 2-3 mistakes in APA formatting. 5 points	Paper is poorly organized and difficult to read – does not flow logically from one part to another. 5 or more spelling and/or grammatical errors; no OTPF language present. 3 or more errors in APA formatting. 1 point

After FW Reflection

Now, focus back on your experiences. Start by picking a situation; one that really stands out in your mind. Think about what your thoughts were during that experience. Re-evaluate this situation. What have you learned? What would you do differently next time? This should help you to add more insight and knowledge to your previous understanding of the situation. Now, you will be able to draw on this experience more easily, in order to guide similar situations in the future.

After the fieldwork experience:

- What did you learn about yourself / the client / the profession? (Each component needs to be answered)
- What advice do you have for yourself for the next time (i.e. what will you do differently, what you will do the same?)
- How could you apply what you've learned here to another population/treatment environment?

RUBRIC:

	Sophisticated	Competent	Needs Work
Thoughtful Reflection After	Student is able to thoughtfully reflect on their own learning with clear details present. Writing reflects future goals and application to other practice settings with clarity of thought. Student writes thoughtfully and professionally with respect for placement. Response is at least 300 words. 20 points	Student is able to reflect on their own learning. Writing reflects future goals and application to other practice settings. Thoughtfulness and professionalism are inconsistent. Response is 200-299 words. 10 Points	Reflection is lacking clarity, clear ties to student learning, goals and future application. Professional language is not present. Response is less than 200 words. 5 Points
Writing/Mechanics	Paper is coherently organized/easy to follow. No spelling or grammatical errors; OTPF terminology is clearly defined. Writing is clear and concise. 0 -1 mistakes in APA format. 10 points	Paper is generally well organized and most of the argument is easy to follow. 2-5 spelling or grammatical errors; limited OTPF terminology; 2-3 mistakes in APA formatting. 5 points	Paper is poorly organized and difficult to read – does not flow logically from one part to another. 5 or more spelling and/or grammatical errors; no OTPF language present. 3 or more errors in APA formatting. 1 point

Ethics Assignment

For this assignment, you will observe a client at your current fieldwork site. You will then provide a **SPECIFIC** example of how each of the six (6) American Occupational Therapy Association's (AOTA) ethical principles were used when interacting with this client. Based on your observations at your fieldwork site, **list and explain** one ethical principle that is most at risk for violation, include your reasoning for your choice. References must be included in submission.

Rubric:

Ethical Principles	List and identify 6 ethical principles 6 Points	List and identify 5 ethical principles 5 Points	List and identify 4 ethical principles 4 Points	List and identify 3 ethical principles 3 Points	List and identify 2 ethical principles 2 Points	List and identify 1 ethical principles 1 Point
Examples of Ethical Principles	Examples are provided that are site specific, detailed, and thorough for each of the 6 principles. 12 Points	Examples are provided that are site specific, detailed, and thorough for each of the 5 principles. 10 Points	Examples are provided that are site specific, detailed, and thorough for each of the 4 principles. 8 Points	Examples are provided that are site specific, detailed, and thorough for each of the 3 principles. 6 Points	Examples are provided that are site specific, detailed, and thorough for each of the 2 principles. 4 Points	Examples are provided that are site specific, detailed, and thorough for 1 principle. 2 Points
Violation of Ethical Principles	One ethical principle is identified; violation is applicable to principle and is clearly and thoroughly explained. Reasoning provided is justified and thorough. 8 Points		One ethical principle is identified; violation is either not applicable to principle and/or is not clearly and thoroughly explained. Reasoning provided is unclear. 4 Points			Ethical principle is not identified; explanation is absent or lacking significant detail. No justification provided. 0 Points
Mechanics and Formatting	0-1 Errors in APA formatting, grammar, and spelling 4 Points		2-4 Errors in APA formatting, grammar, and spelling 2 Points			5+ Errors in APA formatting, grammar, and spelling 0 Points

FW Case Study

Directions: For this fieldwork assignment, you will answer the following questions. You may answer in bulleted format for Placement, Type of Setting, FOR/MOP used, Goals, and Intervention Plan. All other sections must be done in narrative form.

- 1. Placement:**
- 2. Type of Setting:**
- 3. Frequency and Duration of Therapy:**
- 4. Frame of Reference/MOP used by supervisor, by site, and/or which one would be most appropriate if not at an OT site:**
- 5. Type of Reimbursement Used:**
- 6. Client (In narrative form for occupational profile):**
 - a. Age
 - b. Diagnosis
 - c. Reason for therapy
 - d. Areas of occupation that are impacted. Barriers and supports to occupational performance, including:
 - i. Client factors
 - ii. Environmental factors
 - e. Occupational history (life experiences)
 - f. Performance pattern impact (why and how):
- 7. Goals (create 2 LTG and 2 STGs for each LTG):**
- 8. What type of intervention approach was taken? Give two examples of why the interventions you saw fit under that type of approach. (pg. 63 in OTPF 4)**
- 9. How does this Frame of Reference/MOP impact the treatment plan and interventions? Does it fit with the diagnosis/reason for treatment? Provide 2 examples.**
- 10. Where was the patient on the treatment continuum (pg.5 Patnaude)? Give at least 2 examples of why you think so. Do you think the client was at the right place in the treatment continuum? Why or why not?**
- 11. What additional services (therapy related and community based) would you feel this client would benefit from? How would you go about referring them for service?**
- 12. Would you consider the OT approach as top-down or bottom-up? Why or why not?**
- 13. Based on the goals written above, write out an ORIGINAL intervention plan for the appropriate duration (ie. If the patient is normally seen for 30 mins, then make the plan for a 30 min. session). THIS SHOULD NOT BE AN INTERVENTION YOU OBSERVED DURING LEVEL I FIELDWORK. In this intervention plan, tell me exactly what you would do, what materials you would need, where you would perform this session, and why you picked the interventions you did. Explain to me your clinical reasoning.**
- 14. Based on the treatment plan above, choose one activity and provide 2 upgrades and downgrades based on patient performance. Thoroughly explain your reasoning for each.**

15. Develop a discharge resource for your client based on your fieldwork setting. It should include equipment recommendations, continue therapy recommendations (frequency and duration), and a skill to address at home (exercise program, coping skills, safety, etc.) This resource should be directed towards client/family/caregiver. The resource should not exceed one full page in length and must be visually appealing. This needs to be submitted as a separate document, not included in the case study.

16. Provide two evidence-based articles that support your treatment plan. The articles must be provided and summarized in an annotated bibliography with appropriate APA formatting.

RUBRIC

	Sophisticated	Competent	Needs Work
Background information (#1-5)	Clear and accurate background information provided. Logical justification of FOR/MOP used. (5)	Somewhat confusing or contradicting information provided in background information. (3)	Confusing and clearly incorrect information provided. (0)
Occupational Profile	All items listed above are clearly answered in a comprehensive occupational profile, demonstrating a full understanding of the client. (10)	The occupational profile has most of the items listed above but isn't comprehensive enough, demonstrating only a small understanding of the client. (5)	The occupational profile is missing many items, is not clear or comprehensive, is contradicting, and/or confusing to read. (0)
Goals	Goals provided and clearly written. (5)	Goal partially provided and not clearly written. (3)	Goals are not provided. (0)
Intervention approach	Intervention approach is accurate, is logical for setting, and is justified by at least 2 clear examples. (10)	Intervention approach could be right but isn't clearly justified by at least 2 examples. (5)	The intervention approach doesn't match with examples or is incorrect. (0)
FOR/MOP	A clear explanation of how the FOR/MOP impacts the treatment is provided with 2 specific examples. (10)	A good explanation of how the FOR/MOP impacts the treatment is provided with 1 example. (5)	A poor explanation of how the FOR/MOP impacts the treatment is provided. (0)
Treatment continuum	The correct place on the treatment continuum is identified and explained via 2 strong examples. The reasoning behind why it is/isn't the appropriate place on the continuum is specified. (5)	The correct place on the treatment continuum is identified and explained via 1 example. The reasoning behind why it is/isn't the appropriate place on the continuum is somewhat clear. (3)	The correct place on the treatment continuum is not identified. The reasoning behind why it is/isn't the appropriate place on the continuum is not provided or not clear. (0)

Additional therapy/ community recommendations	At least one other service is listed. Referral process Is clear. (5)	One service is listed however the referral process is unclear. (3)	One service is listed. No referral processes. (0)
Top down vs. Bottom-up approach	The approach is correctly explained, is logical, and applicable for that setting. (5)	The approach is correct but isn't clearly explained. (3)	The approach is incorrect based on the other information provided in the case study. (0)
Intervention Plan	The intervention plan provided for a hypothetical session is reasonable, logical, aimed at meeting the goals stated, and matches the client's abilities. (15)	The intervention plan provided for a hypothetical session is only somewhat reasonable, logical, aimed at meeting the goals stated, and matches the client's abilities. (10)	The intervention plan provided for a hypothetical session is not reasonable, logical, aimed to meet the goals stated, or matches the client's abilities. (5)
Upgrade/downgrade	At least two examples of each upgrade and downgrade are provided appropriate and clearly explained. (10)	At least one example of an upgrade and downgrade is provided, appropriate and clearly explained. (5)	The examples provided are not appropriate, feasible or poorly explained. (0)
Discharge resource	Resources are complete, encompassing all relevant information for the client. The resource is one full page and visually appealing. (10)	Resources includes most of the relevant information for the client. Resource is $\frac{1}{2}$ - $\frac{3}{4}$ page in length and lacks visual appeal. (5)	Resource is incomplete and missing key parts and recommendations. Lacks visual appeal. Less than $\frac{1}{2}$ page in length. (0)
Evidence Based Treatments	Two evidence-based articles were explained and justified clearly in an annotated bibliography format. (15)	One evidence-based article was clearly explained and justified. (10)	The evidence provided wasn't clear, didn't make sense, and/or wasn't justified. (5)
Mechanics	Paper is coherently organized, and the logic is easy to follow. There are no spelling or grammatical errors and terminology is clearly defined. Writing is clear and concise and persuasive. No errors in APA format. OTPF terminology used throughout. (10)	The paper is generally well organized and most of the argument is easy to follow. There are only a few minor spelling or grammatical errors, or terms are not clearly defined. Writing is mostly clear but may lack conciseness. 1-2 errors in APA formatting present. Inconsistent OTPF language. (5)	Paper is poorly organized and difficult to read – does not flow logically from one part to another. There are several spelling and/or grammatical errors; technical terms may not be defined or are poorly defined. Writing lacks clarity and conciseness. > 3 errors in APA formatting. No OTPF language. (0)

SOAP Note Rubric

You will write a SOAP note based on a treatment session you observed during your Level I Fieldwork. Use appropriate terminology and abbreviations for your fieldwork location/setting.

<i>Points</i>	<i>Points Possible</i>	<i>Criteria</i>
		3=demonstrates consistently 2=demonstrates more than half 1=demonstrates less than half

Subjective

	3	The "S" is accurate. If the client is quoted, the quote contains the client's exact words, and quotation marks are used.
	3	The "S" is concise and coherent. The most relevant information has been selected rather than a list of things the client said.

Objective

	3	The "O" begins with the correct statement reflecting all necessary details.
	3	The "O" documents an intervention session that no other caregiver (nursing, family member, etc.) could have provided, reflecting the need for skilled OT.
	3	The "O" contains accurate information with correct medical terminology and abbreviations.
	3	Response to caregiver instruction is noted throughout the note.
	3	All activities the client participated in during the session are included in "O".
	3	Assist levels are present for all tasks and show what part of the task requires assistance.
	3	Interventions are described in terms of purpose and function, de-emphasizing the media.

Assessment

	3	The "A" contains a complete assessment of the data presented in the "S" and "O".
	3	Problems, progress, and/or rehab potential are clearly indicated.
	3	No new material is presented in the "A" that was not already discussed in either the "S" or the "O".
	3	The "A" ends with a statement of what the client would benefit from. There is adequate justification for continuing OT services.

Plan

	3	The "P" contains information regarding the frequency and duration of services and for what purpose the client will continue to receive OT.
	3	The "P" describes planned interventions to address the problems identified in the "A."
	3	The "P" is reasonable for this client and setting.

Overall SOAP Note

	2	Each SOAP category contains the correct information for that category and does not contain any information that belongs in another category.
	2	Free from errors in English usage (grammar, spelling, punctuation).
	2	Professionally written and consistent professional terminology is used throughout the note.
	2	The entire note is organized and concise.
	4	The note is signed, credentialed, dated, and includes time in/out.
	Total: 60	Comments:



CENTRAL PENN COLLEGE

YOU **CAN.** YOU **WILL.**

Level II

Fieldwork Specifics

Level II Fieldwork Overview

The Accreditation Council for Occupational Therapy Education of The American Occupational Therapy Association indicates that 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 fieldwork experience is designed to promote clinical reasoning appropriate to the occupational therapy assistant role, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes.*

The Level II fieldwork experiences are integrated as a component of the curriculum design. The student is required to perform their Level II FW experiences during OTA299 Level II Fieldwork Experience. Central Penn College requires that all Level II FW experiences be completed within the Continental United States. The student is required to complete a minimum of 16 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site. Level II fieldwork experience can be completed in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings. Refer to the Progression and Retention Policy in the OTA Program Handbook for specifics regarding failed FW.

OTA299 Level II Fieldwork Experience integrates an academic component along with the Level II FW Component. Level II FW at Central Penn College consists of two (2), eight (8) week on-site clinical education opportunities providing students with in-depth, hands-on experience. Students will provide occupational therapy services to clients in a variety of practice settings under the supervision of a Fieldwork Educator (FWE). The typical work week for students on fieldwork should consist of a regular full-time schedule as established by the specific site. The student is responsible for completing the OTA Level II Student Fieldwork Attendance Record (Hours Log) and turn into the AFWC at the end of each Level II FW experience, earning a minimal of 240 hours by the end of each Level II FW experience. **Students are not permitted to be paid for fieldwork.**

Supervision and evaluation of the student are joint responsibilities of the FWE and the AFWC. Both must maintain an ongoing interest and involvement in the student's progress. The FWE provides direct daily supervision or selectively assigns the student to work with other experienced staff members. Regular meetings, approximately once a week, should be scheduled to provide the student with constructive feedback and to discuss pending activities. A week-by-week suggested schedule has been provided in the FW Manual to help the FWE with the scheduling of meetings and assignments with the student.

The AFWC monitors the student's progress via periodic reports, telephone conversations, video teleconferencing, site visits, email, and through Blackboard. The students are required to post every week during both Level II FW experiences, and grading is assigned for each of the postings. The student is highly encouraged to contact the AFWC at the first sign of any concern with fieldwork placement and/or supervision. The AFWC is available for consultation should questions or problems arise. Routine communication is encouraged throughout the fieldwork experience.

At the midpoint of each FW experience, the FWE and student will complete and review the FWPE. The student is given the opportunity to raise questions and clarify ways to improve performance, to comment on concerns, and to inform the FWE of special areas of need or interest. At the end of the experience, the FWE and student complete the final FWPE.

Upon successful completion of all coursework, including Level II FW, the student will be eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) exam.

Level II Fieldwork Assignments

Central Penn College Occupational Therapy Assistant Program Level II Fieldwork Student Weekly Discussion Posts and Responses

Objective: As part of your Level II Fieldwork experience, you are required to participate in weekly discussion board activities on Blackboard. These posts serve to foster professional reflection, maintain communication with your Academic Fieldwork Coordinator (AFWC), and promote peer learning throughout the fieldwork experience.

Each week, you must submit a narrative reflection by Sunday at 11:59 PM. This post should summarize your fieldwork experiences for the week, including the types of tasks you performed, the patient populations you treated, and any interdisciplinary learning opportunities you participated in, such as in-services or collaborative work with other healthcare professionals. Your post should be reflective rather than a simple list of activities, focusing on what you learned and how the experiences are shaping your development as an occupational therapy practitioner. You are also required to identify and describe two specific professional goals you plan to work on during the following week. Your writing must demonstrate professionalism, with correct spelling and grammar. Medical terminology and standard abbreviations are allowed. At all times, your post must comply with HIPAA regulations; no identifying patient information should be included.

In addition to your post, you must engage with at least two of your classmates' posts by Tuesday at 11:59 PM. These responses should go beyond a simple comment or agreement. They must demonstrate thoughtful engagement with your peers' experiences and include a question that invites further reflection or clarification. Each response should be more than one sentence and should contribute meaningfully to the discussion.

Finally, you are expected to reply to any questions your classmates pose to your original post by Wednesday at 11:59 PM. This step ensures an ongoing, respectful, and professional exchange of ideas. Your responses should demonstrate that you have considered your classmates' feedback and are willing to engage in meaningful dialogue about your fieldwork growth and goals.

Late Work: Assignments completed late will not receive full credit. Grades will be lowered by 20% each day the assignment is late. Once an assignment is more than 5 days late, it will receive a grade of 0- unless arrangements have been made in advance.

The following is a list of questions that will help guide you when writing your weekly post.

1. When during this past week's supervision did you feel the most engaged?
2. What action did the FWE take during the past week that you found the most helpful?
3. Which of the FWE's actions during the past week left you feeling confused or puzzled?
4. Have you felt comfortable interacting with other professionals, patients, and patient's families?
5. What interesting treatment did you observe/participate in this past week?
6. How did the psycho-social factors of your patient effect your treatment?
7. What can you do now that you couldn't do last week?
8. Did you meet your short-term goals from last week? If so, how?

Week 8: Think about your entire experience and summarize it. This will be your discussion post for the eighth week. Try to give positive and negative experiences and how you learned from both. Please comment on the following:

- Overall feeling about the experience
- The type of work you were doing in the particular facility
- How you felt working with other professionals?
- How did you like the patient types seen in the facility?
- Were you able to effectively communicate with your supervisor and your patients?
- Did you see improvement in your skills during your experience?

RUBRIC

Criteria	Excellent (5)	Satisfactory (3)	Needs Improvement (1)
Narrative Quality and Reflection	Thorough, insightful narrative with clear analysis of weekly experiences. Connect experiences to learning.	Describes weekly experiences with some insight. Limited analysis or connection.	Minimal or list-like description with little to no reflection.
Goals for Upcoming Week	Two specific, relevant goals connected to current experiences and learning.	Two goals included but may lack clarity or strong connection.	One or both goals are missing, unclear, or irrelevant.
Peer Responses	Responds to two classmates with meaningful feedback and poses a thoughtful, open-ended question in each.	Responds to two classmates with basic comments and/or vague or missing questions.	Fewer than two responses or responses are too brief or lack a question.
Follow-Up Responses to Own Post	Responds to all questions from peers thoughtfully and on time. Demonstrates continued engagement.	Responds to some questions, or responses lack depth or timeliness.	Fails to respond to peer questions, or responses are unprofessional or minimal.
Professionalism & Writing	Writing is clear, professional, and free of errors. Appropriate use of medical terms. Fully HIPPA compliant.	Minor errors present but generally professional and compliant.	Frequent grammar issues, informal tone, or potential HIPPA concern.
Timeliness	All components submitted on time (initial post, replies, and follow-ups).	One component submitted late (within 24 hours).	Multiple late submission or components missing.

Central Penn College
Occupational Therapy Assistant Program
Level II Fieldwork
Evidence-Based Practice Assignment

“Evidence-Based Practice (EBP) is based on self-directed learning model, whereby practitioners must not only continue learning but also continue evaluating their techniques and practice in light of this learning to see what can be improved. The goal of EBP is to create strategies and tools for practitioners to access, understand, and use the latest research knowledge to improve services for clients.”()*

** All references are taken from Law, M. &MacDermid. (2008). Introduction to Evidence-Based Practice. (pp 6). Introduction to Evidence-Based Rehabilitation: A Guide to Practice, Thorofare, NJ: Slack Incorporated.*

Purpose: Students demonstrate an understanding of how professional knowledge develops. Students will become aware of research, develop skills for choosing a methodical/critical approach to finding and implementing new knowledge, and discover how the evidence encourages new ideas.

Methods: During each Level II FW placement, think of the population you are treating, use your current knowledge and clinical reasoning strategies to apply EBP in that setting. Choose an intervention, assessment, or technique that would benefit the population in your current setting. Using scholarly, peer-reviewed journals (articles should be no older than 5 years old), research your topic and develop an EBP presentation for your fieldwork site. You should include the final paper, any hand-outs used, and your cited sources to the AFWC at the end of FW. Your research should help you to answer the key question and explain rationale to your fieldwork site. The final submission to the AFWC is an APA formatted paper and should be a minimum of 3 pages in length.

Key Question: Based on the evidence, would you use this in your current FW setting? Explain why or why not. Research the evidence, present your findings to the staff of your facility using a delivery method that is appropriate to that facility. Give your site the tools and knowledge to be able to use this information in their following evaluations and treatment sessions. (PowerPoint, lunch and learn, team meeting, handouts.)

Time Frame: The intervention, assessment, or technique you choose should be sent to the AFWC by midterm of your Level II FW (week 4 at each site). You should provide information including why you picked that intervention, assessment or technique and your hypothesis about how it will impact intervention (why will it help?). (This information can be posted in your week 4 journal entry.) You should share the information at your site within your last two weeks at the site, pick a date that works best with your FWE and fellow staff members.

The final APA formatted paper should then be submitted to the AFWC on Blackboard. Specific information on where to upload the presentation will be provided. Please refer to the rubric for further details of what is required for the paper that is due no later than Sunday at midnight of week 8.

Late Work: Assignments completed late will not receive full credit. Grades will be lowered by 20% each day the assignment is late. Once an assignment is more than 5 days late it will receive a grade of 0- unless arrangements have been made in advance.

RUBRIC

Criteria	Excellent	Good	Poor	Unacceptable
Approval of Idea	During journal assignment in week 4, a topic was chosen, and an explanation is given as to why it will be useful to your site. 25	During the journal assignment in week 4, a topic was chosen and there is no further explanation as to why it would be useful to your site. 15	The chosen topic was not posted on time and has no explanation. 5	The chosen topic was not approved by AFWC. 0
Level of Content/ Development	In-depth discussion of the new technique and why it is going to help your site while using EBP to support your reasoning. 55-45	Content indicates original thinking and develops ideas. Unclear of new techniques or new assessment. EBP is not very supportive of ideas. 44-35	EBP is not used well to support ideas. Unclear of why it is useful to a particular site. 34-20	EBP does not show support for the new technique or assessment. No evidence to support why/how it will be helpful to your site. 19-0
Grammar and Mechanics	Essay is free of distracting spelling, grammatical and punctuation errors. No errors in APA formatting. 5	Essay has few spelling, grammatical, and punctuation errors. Still allows readers to follow ideas clearly. 1-2 errors in APA formatting. 3	Most spelling, grammatical, and punctuation errors are correct, allowing readers to progress through. Some errors remain. 3-4 errors in APA formatting. 1	Spelling, grammar, and punctuation errors create a distraction, making reading the essay difficult. Errors are frequent. 5+ errors in APA formatting. 0
Format	Meets all format and assignment requirements. Evident attention to detail. Spacing is correct and has an overall professional look. At least 3 scholarly resources. 15-10	Meets format and assignment requirements. Essay is correctly assembled. At least 2 scholarly resources. 9-5	Meets format and assignment requirements. May have some assembly and layout errors. Used 1 scholarly source. 4-3	Fails to follow format and assignment requirements. Incorrect margins and spacing. Neatness of essay needs attention. No scholarly sources. 2-0

Level II Fieldwork Placement Process

Level II Fieldwork experiences will take place in traditional and/or emerging settings, consistent with the curriculum design. Traditional settings are settings in which occupational therapists have been previously practicing and an emerging area that are new and upcoming areas of practice.

Traditional Areas:

Community agency (i.e. psycho-social programs), hospital (i.e. acute, inpatient, outpatient, rehab unit), nursing home (i.e. rehab unit, long term care), private practice (i.e. pediatrics, psych, home health), residential program (i.e. developmental delay), school (i.e. public school system)

Emerging Area:

Ergonomics consulting, design and accessibility consulting and home modification, low vision services, private practice community health services, technology and assistive device development and consulting, welfare-to-work services, health and wellness, and addressing the psychosocial needs of children and youth

Procedures

1. Each OTA students will meet with the AFWC to review Level II FW requirements and review the Student Fieldwork Interest Form. The sites selected do not have to be a site that Central Penn College has established an affiliation agreement. If a student chooses one site to complete their Level II experience, that site must be reflective of more than one practice area. The student's FW experience must *expose them to a variety of clients across the life span and to a variety of settings*.
2. The AFWC will request necessary spots for Level II FW. If no affiliation agreement exists, the AFWC will work to establish one ensuring each site meets the OTA program curriculum standards. These steps are outlined in the general Fieldwork Overview.
3. AFWC will send the Facility and Fieldwork Educator Data form to the site to confirm necessary credentials of FWE.
4. Student's list of first priority and geographic preference will be considered when placing students in Level II FW experiences. Students are informed that every effort will be made to place the student in their preferred facility. However, students should be aware that placements may be scheduled at locations up to 90 miles from their home address.
5. Some sites require a student interview before FW placement. If the site requires an interview, the student will arrange for that interview within the required timeframe. Final placement at the facility will be contingent on the outcome of the interview.
6. Before final placements are made, the AFWC and the occupational therapy faculty will collaborate to verify there is a "facility to student" match. The student will only be placed at a site where the AFWC and the occupational therapy faculty feel there is a "facility to student" match.
7. Students will be notified of Level II FW placements with the Level II Student FW Agreement Form. After reviewing the Level II Student FW Agreement Form, the student will sign the form which acknowledges the agreement and student expectations. A copy of the form will be made and placed in the student's protected electronic file.
8. Once the student is confirmed, the facility in which the student is placed will be notified by email of the student's name and contact information. In addition to the student's name/contact information, the email will also include a FW Data Form, FWE Bio Form, Level II FW Objectives, FWE Resources, and a suggested Week-by-Week Schedule. The FWE Bio Form, signed Objectives, and FW Data Form should be returned prior to the start of level 2 FW.

AOTA Level II Fieldwork Evaluation Overview

The Level II Fieldwork evaluation is a revision of the 1987 American Occupational Therapy Association, Inc. Fieldwork Evaluation Form for the Occupational Therapy Assistant and was produced by a committee of the Commission on Education. The following information is from the Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student.

The primary purpose of the FW Performance Evaluation for the Occupational Therapy Assistant Student is to measure entry-level competence of the occupational therapy assistant student. The evaluation is designed to differentiate the competent student from the incompetent student and is not designed to differentiate levels above entry level competence.

Use of the Fieldwork Performance Evaluation for the Occupational Therapy Student

The Fieldwork Performance Evaluation is intended to provide the student with an accurate assessment of his/her competence for entry-level practice. Both the student and fieldwork educator should recognize that growth occurs over time. The midterm and final evaluation cores will reflect development of student competency and growth. In order to effectively use this to assess student competence, site-specific objectives need to be developed. Utilize this evaluation as a framework to assist in ensuring that all key performance areas are reflected in the site-specific objectives.

Directions for Rating Student Performance

There are 31 performance items. Every item must be scored, using the one (1) to four (4) point rating scale, 4 exceeding standards and 1 being unsatisfactory performance. The rating scales should be carefully studied prior to using this evaluation. Definitions of the scales are given at the top of each page. The fieldwork educator must select the number that corresponds to the description that best describes the student's performance. Note, the ratings for the Ethics and Safety items must be scored at 3 or above on the final evaluation for the student to pass the fieldwork experience. If the ratings are below 3, continue to complete the Fieldwork Performance Evaluation to provide feedback to the student on her/his performance.

AOTA OTA FINAL EVALUATION PERFORMANCE CATEGORIES

AOTA OTA EVALUATION RATING SCALE

Overall Final Score

The student must achieve an overall total score of 91 points or higher in order to successfully pass her/his Level II Fieldwork experience. Scores of 1 on any items is not allowed to receive a Pass on the FWPE for OTAS.

If the student receives an overall total score of 90 points or below, the student did not successfully complete their Level II fieldwork experience. Refer to the Central Penn College OTA Student Handbook for the Progression and Retention Policy.

Central Penn College
Occupational Therapy Assistant Program
Level II Fieldwork Week-By-Week Suggested Schedule

This is a suggested schedule for facilities to use for Level II Fieldwork OTA students. This generic guide can be adjusted for any facility. This schedule is based on an eight-week fieldwork. AOTA standards require eight weeks as the minimum, with FW hours that are equivalent to the full-time schedule of the Fieldwork Educator.

Week 1

I. ORIENTATION TO THE FACILITY

- A. Tour of Facility
 - 1. Staff introductions
 - 2. Physical facilities
 - 3. OT department equipment
- B. Student Manual Review/Facility Documents
 - 1. Organizational structure
 - 2. Facility/department philosophy/mission
 - 3. Facility/department services
 - 4. Policies and procedures – HIPAA, standard precautions, etc.
 - 5. Departmental documentation
 - 6. Safety/emergency procedures
 - 7. OTA FW objectives/plan review Level II assignments
 - 8. Student supervision schedule
 - 9. Additional student projects/assignments required at FW site

II. OBSERVATION/SHADOWING/ASSISTING OF CLIENT TREATMENT

- A. Student Case Load
 - 1. Groups – assist supervisor as assigned
 - 2. Individual patient treatment – assist supervisor as assigned
 - 3. Team meetings
 - 4. Rounds
 - 5. Chart review – review charts of clients being observed
 - 6. Write weekly journal on BlackBoard

III. LEARNING ABOUT THE STUDENT

- A. During Initial Supervisory Meeting
 - 1. Learning style
 - 2. Expectations
 - 3. Supervision requirements
 - 4. Review student's required paperwork for Central Penn College

Week 2

I. STUDENT CASE LOAD

- A. With direct supervision, responsibility for at least 2 clients daily or three times each week, assist/observe treatment with other clients as appropriate.
 - 1. Read chart
 - 2. Treatments
 - 3. Progress notes
- B. Co-lead a group
- C. Interview clients/patients
- D. Participate in team meetings

- E. Work on student projects/assignments as scheduled by the clinic/facility
 - 1. Write weekly journal on BB for Central Penn College
 - 2. Fill out time sheet

II. FACILITY RESOURCES

- A. Use of facility/department resources/library for information on specific conditions, preparation for in-service report
- B. Communication with other staff outside the department

III. SUPERVISION

- A. Verbal report on patient
- B. Questions regarding program
- C. Discussion on groups

Week 3

I. STUDENT CASE LOAD

- A. With direct supervision, responsibility for 3 to 4 patients daily
 - 1. Writing long- and short-term goals for patients
 - 2. Implement patient treatment
 - 3. Progress notes
 - 4. Attendance, billing, scheduling, ordering adaptive equipment
 - 5. Report at Team meetings
- B. Assist with evaluation
 - 1. Collect data
 - 2. Interview patient, family, caregiver
 - 3. Observation of an evaluation
- C. Lead at least two groups
- D. Work on student projects/assignments as scheduled
 - 1. Begin preparation for in-service (refer to FW manual) – topic due to AFWC next week!
 - 2. Write weekly journal on BB for Central Penn College
 - 3. Fill out time sheet

II. SUPERVISION

- A. Assistance with problem solving
- B. Review of progress notes
- C. Feedback regarding student's performance – written and verbal
- D. Practice additional procedures under supervisor's guidance
- E. Discussion of student projects/assignments

Week 4

I. STUDENT CASE LOAD

- A. With indirect and direct supervision as needed, responsibility for approximately 5 patients daily
 - 1. Writing long- and short-term goals for patients
 - 2. Patient treatment
 - 3. Progress/discharge
 - 4. Attendance, billing, scheduling, ordering/adapting equipment
 - 5. Communications with family/caregiver
 - 6. Report at Team meetings
- B. Assist with evaluation
 - 1. Collect data
 - 2. Interview patient, family, caregiver
 - 3. Observation of an evaluation
- C. Plan and lead at least three groups

- D. Work on student projects/assignments as scheduled
 - 1. Preparation of in-service to staff – student is required to submit topic to AFWC
 - 2. Write weekly journal on BB for Central Penn College
 - 3. Fill out time sheet

II. COMMUNICATION WITH TEAM MEMBERS

III. SUPERVISION

- A. Review assigned patients
- B. Review progress/discharge notes
- C. Discussion of student projects/assignments
- D. Mid-term evaluation from Fieldwork Educator and student due at the end of the week
 - 1. Students should be clearly told if he/she is at risk for failing the FW II during the review of Mid-term evaluation
 - 2. The AFWC should be informed of difficulties or concerns as evidence on the mid-term evaluation

Week 5

I. STUDENT CASE LOAD

- A. With indirect and direct supervision as needed, responsibility for approximately 5 to 6 clients/patients
 - 1. Writing long- and short-term goals for patients
 - 2. Patient treatment
 - 3. Progress notes, collaboratively complete discharge notes
 - 4. Attendance, billing, scheduling, ordering/adapting equipment
 - 5. Communicate with family/caregiver
 - 6. Report at Team meeting
- B. Assist with evaluation
- C. Plan and lead three to four groups
- D. Work on student projects/assignments as scheduled
 - 1. Write weekly journal on BB for Central Penn College
 - 2. Fill out time sheet

II. COMMUNICATION WITH TEAM MEMBERS

- A. Participate in co-treatment as appropriate
- B. Participate in family training session with team members

III. SUPERVISION

- A. Review assigned patients
- B. Review student documentation
- C. Feedback on student performance – written and verbal

Week 6

I. STUDENT CASE LOAD

- A. With indirect and direct supervision as needed, responsibility for approximately 6 clients/patients daily or planning and leading four to five groups
 - 1. Independently interview patients
 - 2. Write patient goals
 - 3. Select treatment methods and implement treatment
 - 4. Write progress/discharge notes
 - 5. Attendance, billing, scheduling, ordering/adapting equipment
 - 6. Independently communication with family/caregiver
 - 7. Independently report at Team meetings
 - 8. Use of appropriate community resources
- B. Plan and lead all groups on caseload

- C. Work on student projects/assignments as scheduled
 - 1. Write weekly journal on BB for Central Penn College
 - 2. Fill out time sheet

II. SUPERVISION

- A. Discussion of student projects/assignments
- B. Review patients
- C. Review documentation
- D. Feedback regarding student performance – verbal and written

Week 7 – Week 8

I. STUDENT CASE LOAD

- A. Responsible for full client/patient caseload/leading groups as per supervisor.
 - 1. Independently interview patients
 - 2. Collaboratively write patient goals
 - 3. Independently select treatment methods
 - 4. Independently write progress/collaboratively write discharge notes
 - 5. Attendance, billing, scheduling, ordering/adapting equipment
 - 6. Independently communicate with family/caregiver
 - 7. Independently report at Team meeting
 - 8. Use of appropriate community resources
 - 9. Plan home program (when applicable)
- B. **Present required final assignment (See FW Manual for requirement)**
- C. Work on student project/assignments as scheduled
 - 1. Write weekly journal on BB for Central Penn College
 - 2. Fill out time sheet

II. SUPERVISION

- A. Review assigned patients
- B. Feedback regarding student performance, written and verbal
- C. The final two weeks of fieldwork the student should be fully independent with patient care and treatment. At this time the student should be functioning with minimal supervision.
- D. Facilitate termination of patient/therapist relationship – week 8
- E. Review final evaluation from supervisor – week 8
- F. Review final evaluation from student – week 8

III. FINAL DAY OF AFFILIATION

- A. Students are required to turn in necessary documents to the AFWC via BB within 1 week of completion of fieldwork. Turning these documents in late will result in a delayed graduation date. Required documents include: Attendance Record, Student Agreement, FWE Objectives, FWPE, and SEWFE.



Appendix A
Prerequisite Forms

**Central Penn College
Occupational Therapy Assistant Program
Fieldwork Manual Acknowledgement**

This is to verify that you have received a copy of the Central Penn College Occupational Therapy Assistant Program Fieldwork Manual.

The Fieldwork Manual includes all policies and procedures related to your responsibilities during Level I and II Fieldwork experiences. You are responsible for the contents of the Fieldwork Manual, and it is to be retained by you and used as a reference while you are enrolled at Central Penn College and on Level I and II Fieldwork experiences.

It is your responsibility to become familiar with the contents of the Fieldwork Manual. Your signature indicates that you agree to adhere to the requirements as stated in the policies and procedures established by the Occupational Therapy Assistant Program and Central Penn College.

Certification

Students will be eligible to sit for the certification examination for the Occupational Therapy Assistant upon successful completion of all degree requirements, including Level I and II Fieldwork experiences. To sit for the examination, the student must submit to NBCOT an official transcript verifying successful completion of all didactic and fieldwork experience, graduation or eligibility for graduation. A felony conviction may affect a graduate's ability to sit for the NBCOT exam and obtain licensure.

Students are to access the NBCOT web site at www.NBCOT.org for information regarding test application procedures, test locations, and test dates. Successful completion of the certification examination will result in certification by NBCOT as a certified occupational therapy assistant (COTA).

By signing this form, you acknowledge the understanding of the NBCOT policy that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and obtain licensure. You also acknowledge that you have received, read, and understand the OTA Program Fieldwork Manual.

If you have any questions or concerns regarding the context of this manual they must be made known with submitted documentation to the AFWC prior to signing this document.

Name of Student (Print)

Date

Signature of Student

Central Penn College
Occupational Therapy Assistant Program
Authorization Release Form for Fieldwork Placement

This document verifies that you authorize Central Penn College Occupational Therapy Assistant Program to have access to your medical health records and required completed background checks.

This agreement also authorizes the Academic Fieldwork Coordinator to release the student's medical health records and completed background checks to the Fieldwork sites/facilities. This will enable the student to participate in Level I and Level II Fieldwork.

Students are protected under FERPA which is a federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education (Department). 20 U.S.C. § 1232g; 34 CFR Part 99. FERPA applies to all educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department.

Under FERPA, a school may not generally disclose personally identifiable information from an eligible student's education record to a third party unless the eligible student has provided written consent. However, there are a number of exceptions to FERPA's prohibition against non-consensual disclosure of personally identifiable information from education records. Under these exceptions, schools are permitted to disclose personally identifiable information from education records without consent, though they are not required to do so.

Students do have the right to decline to sign and authorize this release of medical records and background checks. By declining to authorize this release form the student may have difficulty obtaining placements for Level I and II Fieldwork. Students are required by ACOTE standards to successfully complete Level I and II Fieldwork in order to sit for the NBCOT certification examination and obtain licensure.

If you have questions or concerns regarding this form or giving authorization for the release of medical records and background verification, please see the Academic Fieldwork Coordinator prior to signing this contract.

Name of Student (Print)

Date

Signature of Student

Central Penn College
Occupational Therapy Assistant Program
Fieldwork Manual
Student's Record of Prerequisites

Student's Name: _____

Students are required to keep track of expiration dates and are responsible for providing copies of updated documents to the Academic Fieldwork Coordinator.

If any information in your student record has expired at the time of FW placement, the student will not be able to participate in FW until the file has been updated.

Prerequisites	Date of Completion	Date given to AFWC
FW Manual Acknowledgment		
Authorization Release Form for FW Placement		
Health Insurance Verification		
Child Abuse Clearance		
PA Criminal Record Check		
FBI Criminal Background Check		
Act 31- Child Abuse Education		
Medical Record/Physical Form		
Immunization Record		
TB/PPD (2 step)		
CPR Certification		
Malpractice/Professional Liability Insurance		
HIPPA		



OCCUPATIONAL THERAPY ASSISTANT PROGRAM MEDICAL RECORD/PHYSICAL FORM

The medical examiner is requested to make a careful physical examination. Incorrect information may lead to dismissal of the applicant.

Student Name _____ Program _____

Address _____

Date of Birth _____ Weight _____ Height _____
Month Day Year

A. Medical history of family (parents, grandparents, siblings), with special reference to chronic diseases and mental or nervous disorders

B. Medical history of applicant

	NO	YES	EXPLAIN
Diabetes	<input type="checkbox"/>	<input type="checkbox"/>	
Allergies	<input type="checkbox"/>	<input type="checkbox"/>	
Chronic cough	<input type="checkbox"/>	<input type="checkbox"/>	
Shortness of breath	<input type="checkbox"/>	<input type="checkbox"/>	
Chest pain on moderate exertion	<input type="checkbox"/>	<input type="checkbox"/>	
Asthma	<input type="checkbox"/>	<input type="checkbox"/>	
Tuberculosis	<input type="checkbox"/>	<input type="checkbox"/>	
Kidney disease	<input type="checkbox"/>	<input type="checkbox"/>	
Chronic urinary infections	<input type="checkbox"/>	<input type="checkbox"/>	
Heart disease	<input type="checkbox"/>	<input type="checkbox"/>	
Episodes of fainting	<input type="checkbox"/>	<input type="checkbox"/>	
Hypoglycemia	<input type="checkbox"/>	<input type="checkbox"/>	
Hypertension	<input type="checkbox"/>	<input type="checkbox"/>	
Abuse: Drugs/Alcohol	<input type="checkbox"/>	<input type="checkbox"/>	
Seizures	<input type="checkbox"/>	<input type="checkbox"/>	
Mental disorders	<input type="checkbox"/>	<input type="checkbox"/>	
Emotional instability	<input type="checkbox"/>	<input type="checkbox"/>	
Chronic bowel problem	<input type="checkbox"/>	<input type="checkbox"/>	
Chronic /migraine headache	<input type="checkbox"/>	<input type="checkbox"/>	

Treatment if any :

Menstruation ☐ Regular ☐ Irregular Is bed rest required? _____

Chickenpox (date): _____

Childhood disease(s): _____

Other diseases (including hepatitis): _____

Surgeries: _____

Severe injuries (fractures, etc.): _____

Routine Medications Type _____ Dosage _____

Type _____ Dosage _____

C. Physical examination

	NORMAL	ABNORMAL	COMMENT(S)
Head	<input type="checkbox"/>	<input type="checkbox"/>	
Eyes (including glasses)	<input type="checkbox"/>	<input type="checkbox"/>	
Ears	<input type="checkbox"/>	<input type="checkbox"/>	
Nose	<input type="checkbox"/>	<input type="checkbox"/>	
Mouth (including teeth and braces)	<input type="checkbox"/>	<input type="checkbox"/>	
Throat	<input type="checkbox"/>	<input type="checkbox"/>	
Neck (including thyroid and nodes)	<input type="checkbox"/>	<input type="checkbox"/>	
Heart	<input type="checkbox"/>	<input type="checkbox"/>	
Blood pressure	<input type="checkbox"/>	<input type="checkbox"/>	
Lungs	<input type="checkbox"/>	<input type="checkbox"/>	
Abdomen	<input type="checkbox"/>	<input type="checkbox"/>	
Orthopedic	<input type="checkbox"/>	<input type="checkbox"/>	
Scoliosis	<input type="checkbox"/>	<input type="checkbox"/>	
Joints	<input type="checkbox"/>	<input type="checkbox"/>	
Extremities	<input type="checkbox"/>	<input type="checkbox"/>	
Genitals	<input type="checkbox"/>	<input type="checkbox"/>	
Does applicant have any disabilities which may interfere with his/her ability to perform necessary tasks? Please explain.			

D. Immunization

Proof of immunization is required as part of the pre-entrance preparation of the student entering the OTA program of Central Penn College. Please complete the immunization and tests listed below. Please note: Hepatitis B vaccination is required of all OTA students.

Immunization against diphtheria and tetanus should have been given within the past five years and tuberculin test within the past year.

Please return this record after the first dose of hepatitis B vaccination has been received. Additional hepatitis B documentation should be submitted to the OTA department as completed.

Hepatitis B (document 3 doses)	Date: 1. 2. 3.	Dosage 1. 2. 3.	Titer <input type="checkbox"/> Neg <input type="checkbox"/> Pos Date:
Tetanus, Diphtheria & Pertussis (Tdap)	Date:		
Tuberculin Test (Intermediate)	Step 1 Date Administered: Date Read: Step 2 Date Administered: Date Read:	Reaction Reaction	
Meningococcal Vaccine	Date:	Reaction	
Measles, Mumps, Rubella (document 2 doses - 15 months of age and older)	Date: 1. 2.	Reaction	Titer <input type="checkbox"/> Neg <input type="checkbox"/> Pos Date:
Varicella	Date: 1. 2.	Reaction	Titer <input type="checkbox"/> Neg <input type="checkbox"/> Pos Date:

E. Recommendations

Do you feel that there is anything to prevent the applicant from completing this program?

☐ YES

☐ NO

If yes,
explain

Are you his/her family physician?

☐ YES

☐ NO

How long have you known the
applicant?

Signature of
Physician
Name
(printed)

Date

Address

Phone #

License#



Request for Medical Exemption from Influenza Vaccination

Student Name: _____

Student Phone Number: _____

Physician Name: _____

Physician Phone Number: _____

Address: _____

State License Number: _____

Dear Physician:

Influenza vaccination has been recommended for health care workers and health care students. Many of the sites our students attend for fieldwork placements are requiring student influenza vaccination. Your patient is requesting to be exempt from this vaccination. Medical exemption from influenza vaccination is allowed ONLY for recognized contraindications (CDC. Prevention and control of seasonal influenza with vaccines: Recommendations of the advisory committee on immunization practices (ACIP). MMWR August 19, 2011/ 60 (Early Release); 1-6). Please complete the information below regarding your patient's request for a medical exemption.

My patient should not be vaccinated against influenza for the following reason:

Recognized contraindication to influenza vaccination (please mark all that apply):

- ☐ Severe allergic reaction to eggs. Date of reaction: _____
- ☐ History of previous severe allergic reaction to the influenza vaccine or component of the vaccination. Date of reaction: _____
- ☐ History of Guillain-Barre syndrome within six (6) weeks of receiving a previous vaccine. Date of reaction: _____
- ☐ Bone marrow transplant within the previous six (6) months. Date of transplant: _____
- ☐ Other. Please describe in space below.

I certify that my patient has the above contraindication and request medical exemption from the influenza vaccination.

Physician Signature: _____
(Signature stamps not accepted)

Date: _____

Determination of eligibility to participate in the fieldwork experience will be made on a case by case basis. Completion of this form and release to the fieldwork site does not guarantee acceptance.

Student Signature: _____

Date: _____



Request for Religious Exemption from Influenza Vaccination

Student Name: _____

Student Phone Number: _____

Clergy Name: _____

Clergy Phone Number: _____

Title: _____

Address: _____

Dear Clergy:

Influenza vaccination has been recommended for health care workers and health care students. Many of the sites our students attend for fieldwork placements are requiring student influenza vaccination. The above named student is requesting a religious exemption from this vaccination. **Religious exemption from influenza vaccination is allowed ONLY if it violates tenets of one's religion.** Your supporting statement will assist the requesting fieldwork site in evaluating this exemption request. Please complete the information below to request religious exemptions for the above-named student. The requesting fieldwork site will review requests on a case-by-case basis.

Please provide a written statement as to why the student should be exempted from the influenza vaccination and return with this form. Thank you for your assistance with this process.

I certify that influenza vaccination violates the tenets of our religion, and request exemption from the influenza vaccination.

Clergy Signature: _____
(Signature stamps not accepted)

Date: _____

Determination of eligibility to participate in the fieldwork experience will be made on a case by case basis. Completion of this form and release to the fieldwork site does not guarantee acceptance.

Student Signature: _____

Date: _____



Occupational Therapy Assistant Program COVID-19 Vaccination Acknowledgement

Completion of Level I and Level II Fieldwork education is a degree requirement of the Occupational Therapy Assistant (OTA) program at Central Penn College.

Students complete fieldwork education in various clinical settings. Central Penn College must abide by the standards and policies put into place in each facility regarding COVID-19 vaccinations.

Proof of COVID-19 vaccination may be required at clinical sites. While Central Penn College recognizes that this is a personal choice, this may cause more limitations for site placements. This may delay graduation dates and/or your ability to sit for the NBCOT certification exam.

By signing this form, you understand the terms and conditions listed above, that not being fully vaccinated from COVID-19 may impact your fieldwork placements and progression in the program.

I, _____ (PRINT NAME) hereby acknowledge that the COVID-19 vaccination is a personal choice and not receiving that vaccination may impact my fieldwork experience and proposed graduation date in the Occupational Therapy Assistant program at Central Penn College.

Student Signature

Date

Central Penn College
Occupational Therapy Assistant Program
Health Insurance Verification/Waiver

Occupational Therapy Assistant students complete fieldwork education in medical, behavioral health and other facilities where healthcare services are provided. The Occupational Therapy Assistant Program at Central Penn College requires assurance that medical costs for personal injuries incurred or disease/illness contracted by a program student while at the clinical facility will be paid.

To meet this consideration, Central Penn College requires that all Occupational Therapy Assistant students either have proof of personal medical insurance coverage or waiver of insurance and assumption of responsibility for medical costs in the case of a personal injury while on Level I and Level II Fieldwork.

If you as an Occupational Therapy Assistant student do not have personal medical insurance and then obtain insurance after completing this form, you must bring proof to the AFWC for your student record.

I, _____, carry major medical insurance coverage.
(PRINT NAME)

Signature: _____ Date: _____

Insurance Company Name: _____

Policy #: _____ Group #: _____

If no major medical coverage, please complete the waiver below.

I will accept responsibility for the costs of treatment for any injury incurred or disease/illness contracted while participating in fieldwork education.

Student Signature

Date

Parent or Guardian Signature
(If student is under legal age)

Date

**Central Penn College
Occupational Therapy Assistant Program
Student Fieldwork Interest**

Student Name (Printed)

Phone Number

E-mail address

The Student Fieldwork Interest form (both pages) must be turned into the AFWC in person before the end of term 2. This will help determine where you will be placed for your Level II Fieldwork experiences. If your interest changes throughout the program, please notify the AFWC. The more flexible you can be with your FW placements the better your chances are of your needs being met.

If you request a new FW site that is not currently established with the OTA program, a new affiliation agreement must be established by the AFWC. This can take time and may not be able to be completed in time for your placement. The AFWC will make every effort for the agreement to be completed.

Practice setting: Prioritize your preferences from #1 to #5 for both Level II Fieldworks.

_____ No Preference (wants general variety)

_____ Medical-based acute care

_____ Medical-based inpatient rehab

_____ Medical-based outpatient rehab

_____ Medical-based pediatrics

_____ School-based pediatrics

_____ Geriatrics/Elder Care

**Central Penn College
Occupational Therapy Assistant Program
Student Fieldwork Interest
Page 2**

Location/Region: (Please prioritize)

1. _____
2. _____
3. _____

Specific sites (facility name, address, phone): (Please prioritize at LEAST 5 options)

Facility Name:

Address:

Phone:

1.

2.

3.

4.

5.

6.

7.

8.

Please list any accommodations for disability, health issues, family-related challenges or scheduling conflicts that may need to be considered with FW placement.



Appendix B
Level I Fieldwork Forms

Central Penn College
Occupational Therapy Assistant Program
Level I Fieldwork Student Agreement

_____ **OTA 200** _____ **OTA 205** _____ **OTA210**

I, _____ agree to honor my commitment to participate in a program of supervised fieldwork education as an Occupational Therapy Assistant student of Central Penn College at _____
_____ commencing on _____ and ending on _____.

Prior to my fieldwork experience and directly after I am placed, I will review the facility specific information located in the Occupational Therapy Assistant Department. I will complete the necessary prerequisites to ensure successful placement. Four weeks before my Level I fieldwork experience, I will contact my supervisor and make final fieldwork arrangements.

I agree to be responsible for:

1. Respecting the confidentiality of information regarding clients and the client records in accordance with HIPAA and with the clinical site's policies and procedures.
2. Complying with the professional standards set up by the fieldwork program, Central Penn College and AOTA Code of Ethics. If I do not know or understand these standards, it will be my responsibility to learn them and to raise any items in question for discussion.
3. Attending the fieldwork program each assigned day and on time for the duration of the fieldwork experience. Time off is not allowed. If an extenuating circumstance does occur, the Fieldwork Educator and Academic Fieldwork Coordinator must be notified immediately. Missed time will be rescheduled and made up.
4. Adhering to the policies and procedures of the facility.
5. Arranging for my own transportation.
6. Arranging for my own meals when not provided by the facility.
7. Providing the facility evidence of a physical examination and other routine medical tests and immunizations as requested by the facility.
8. Granting permission to the Occupational Therapy Assistant program to release health records, results from the child abuse and criminal clearances, and FBI fingerprinting results to the student's fieldwork sites.
9. Securing adequate medical and professional liability insurance coverage for the duration of my fieldwork.
10. Providing the necessary and appropriate uniform when requested. I will adhere to the dress code of Central Penn College and my fieldwork facility. I will wear my name tag/identification at all times.
11. Complying with drug screening procedures. It is my responsibility to review the fieldwork files in the OTA department to identify whether or not the site I selected requires a drug screening. If it does, I will obtain the screening within the requirement of the site.

Student's signature

Date

**Central Penn College
Occupational Therapy Assistant Program
Level I Fieldwork
Student Facility Data Form**

This form is to assist the student when calling the clinic and obtaining information from the FWE.

Facility Data:

Date information taken: _____

Facility Name: _____

Phone: _____ Extension: _____

City: _____ State: _____ Zip Code: _____

Supervisor(s) of Student: _____

Title: _____

Type of Facility: _____

General types of diagnosis or treatments:

Client Age Range: _____ Child (0-10) _____ Adolescents (11-19) _____ Geriatrics (60+)

Possible programs for students to observe:

Prerequisites:

_____ Immunizations/Tests (Specify type): _____

_____ Child Abuse Clearance _____ FBI Clearance: Fingerprinting

_____ PA Criminal Background Check _____ CPR

_____ Drug Testing _____ Flu Shot

Other _____

Student Information:

Specific Dress Code (other than Central Penn College's Requirements): _____

Lunch Provided? Yes ____ No ____ Cost? _____ Other _____

Facility Hours: _____

Students Required Hours: _____

Central Penn College
Occupational Therapy Assistant Program
Level I Fieldwork Attendance Record (Hours Log)

Student Name: _____

Facility: _____

Dates of Rotation Scheduled: _____

Total Hours Logged During Level I FW Rotation: _____

This record is to track your hours at the Level I FW site. This will be the record used if at any time there are questions about your hours completed. After completion, please submit to the Academic Fieldwork Coordinator at Central Penn College.

Date	Time In	Time Out	Total Hours for Day

Supervisor's Signature: _____ Date: _____

Central Penn College
Occupational Therapy Assistant Program
Fieldwork Educator
Assessment of Level I Fieldwork Performance

_____OTA200/Developmental _____OTA205/Mental Health _____OTA210/Physical Rehabilitation

Student's Name: _____

Fieldwork Facility/Site: _____

Rating Scale:

- 1 pt- Major Improvement Needed:** Does not meet minimal expectations for a Level I OTA student. The student does not respond to constructive feedback. The student needs significant improvement in this behavior/skill before proceeding to Level II Fieldwork.
- 2 pts- Some Improvement Needed:** Performance is progressing but still needs improvement. The student displays inconsistency in performance with requested tasks and falls below the acceptable level. The student will need moderate improvement in this behavior/skill before proceeding to Level II Fieldwork.
- 3 pts- Meets Expectations:** Performance meets minimal expectations of the Level I fieldwork for a COTA student. The student is able to identify any problems or errors that occurred and is able to adapt and correct quickly. The student is expected to perform this behavior/skill satisfactorily with close supervision at Level II Fieldwork.
- 4 pts- Often Exceeds Expectations:** Consistent in performance, student performance occasionally exceeds expectations. The student is expected to need minimal supervision with this behavior/skill in Level II Fieldwork.
- 5 pts- Consistently Exceeds Expectations:** This rating is used infrequently and is reserved for performance that far exceeds Level I Fieldwork. This behavior/skill is strength for this student. The student is expected to need minimal to no supervision with this behavior/skill in Level II Fieldwork.

Fieldwork Educators: Level I Fieldwork is graded on a point system by the Fieldwork Educators. Please circle the number you feel **BEST** represents the student's performance with this Level I experience. This provides valuable feedback for the student and the AFWC as to the student's performance. At the end of the form please total the score. Scores greater than 25 points will receive a passing grade for level I fieldwork.

Professional Behavior or Skill	Evaluation of Performance					
1. <u>Personal Responsibility</u> (Punctuality, follows safety precautions, reliability, awareness of personal strengths and weaknesses)	1	2	3	4	5	N/A
	Comments:					
2. <u>Professional Demeanor</u> (Well groomed, good posture, body language, appropriately dressed)	1	2	3	4	5	N/A
	Comments:					
3. <u>Professional Attitude</u> (Positive communication, honest, respond appropriately of feedback)	1	2	3	4	5	N/A
	Comments:					
4. <u>Effective use of Time</u> (Asking questions, using time wisely, taking full advantage of the opportunity)	1	2	3	4	5	N/A
	Comments:					
5. <u>Cooperation</u> (Team player attitude, collaboration with others, courteous)	1	2	3	4	5	N/A
	Comments:					
6. <u>Flexibility</u> (Adapts positively to change, manages stressors in positive constructive way)	1	2	3	4	5	N/A
	Comments:					
7. <u>Observation Skills</u> (Relays key information, uses good verbal and non-verbal communication, engaged with clients)	1	2	3	4	5	N/A
	Comments:					
8. <u>Professional Initiative</u> (Takes on additional responsibilities, offers ideas, seeks ways to improve oneself)	1	2	3	4	5	N/A
	Comments:					
9. <u>Professional Respect</u> (Follows chain of command, respects diversity, sensitivity to others needs, awareness)	1	2	3	4	5	N/A
	Comments:					
10. <u>Professional Responsibility</u> (Follows Code of Ethics, takes ownership for work)	1	2	3	4	5	N/A
	Comments:					
Based on this student’s Level I Fieldwork evaluation the final score is out of 50						

Any rating of **2 or lower** should be identified and documented through examples listed below. Recommendations for improvement are appreciated. Action plans will be developed at the school in an effort to address the areas identified. The plan will incorporate the suggestions given by the Fieldwork Educator.

1. Item: _____
Example: _____
Recommendation: _____

2. Item: _____
Example: _____
Recommendation: _____

3. Item: _____
Example: _____
Recommendation: _____

4. Item: _____
Example: _____
Recommendation: _____

Supervisor's Signature

Supervisor's Name (Printed)

Date

Student's Signature

Student's Name (Printed)

Date

Please return this form to the Academic Fieldwork Coordinator.

Central Penn College
Hope Devore
Academic Fieldwork Coordinator
600 Valley Road, P.O. Box 309, Enola, PA 17025
Email: hopedevore@centralpenn.edu

**Central Penn College
Occupational Therapy Assistant Program
Level I Fieldwork Student Feedback Form**

_____OTA200/Developmental _____OTA205/Mental Health _____OTA210/Physical Rehabilitation

This form will be used as a feedback tool for the AFWC to assess level I FW placements. Please answer the following questions to the fullest. Feedback is your way of assisting with the quality of level I FW sites.

Name of Facility: _____

Type of Facility: _____

Credentials/Title of your Supervisor: _____

Overall thoughts on the fieldwork experience:

Diagnosis Seen:

What qualities or personal performance skills do you feel that a student should have to function successfully on this placement?

Any changes you would recommend to this placement?

Central Penn College
Occupational Therapy Assistant Program
Level I Fieldwork Objectives
OTA200 - Developmental Occupational Therapy

Dear Fieldwork Educators,

I want to thank you for your support of the Central Penn College Occupational Therapy Assistant Program by agreeing to supervise and educate Level I OTA students.

Our goal is to provide up to date information on the OTA program to our fieldwork sites. A copy of the OTA Fieldwork Manual is available on the Central Penn College website. Please feel free to request a hard copy of the OTA Fieldwork Manual from Central Penn College at any time. Listed below are the Level I Fieldwork objectives for the students.

Please review the objectives and provide copies to any staff that will be supervising the OTA student. The Fieldwork Educator must ensure that the student will have appropriate supervision and will have numerous opportunities to review and discuss the student's progress towards achieving the fieldwork objectives.

Please sign and return this form to the AFWC at Central Penn College.

Level I Fieldwork Objectives for OTA200:

1. Perform a skilled observation for age-appropriate performance skills with competence.
2. Perform a skilled observation of an individual for age-appropriate gross motor skills development based on a standardized screening tool.
3. Based upon observation, recognize the impact of disability on performance of ADL. If individual is not disabled, identify the impact of activity demands and context on ADL performance.
4. Interact appropriately and effectively with clients, family, significant others, colleagues and other health providers in the fieldwork setting in a professionally acceptable manner, including collaborating with the occupational therapist, if possible, in the assigned setting.
5. Observe how psychosocial factors influencing engagement in occupation impacts the development of client-centered, meaningful, and occupation-based outcomes.

Please check one of the following options. Attach a copy of the objectives if option 2 or 3 is chosen.

1. () I plan to use the suggested objectives as they are written.
2. () I have indicated the objectives that our facility plans to use (circle those that apply) and have attached a copy of the objectives.
3. () I have attached objectives more appropriate for this setting that have been developed at our facility.

If there are any additional facility specific objectives that you would like to address with the student while they are on fieldwork, please feel free to contact the AFWC at Central Penn College via email at hopedevore@centralpenn.edu.

Name of Fieldwork Educator (Printed)

Signature of Fieldwork Educator

Fieldwork Educator Title/Qualifications (Degree)

Number of Years of Experience

Name of Facility

Date

Central Penn College
Occupational Therapy Assistant Program
Level I Fieldwork Objectives
OTA205 – Occupational Therapy in Mental Health

Dear Fieldwork Educators,

I want to thank you for your support of the Central Penn College Occupational Therapy Assistant Program by agreeing to supervise and educate Level I OTA students.

Our goal is to provide up to date information on the OTA program to our fieldwork sites. A copy of the OTA Fieldwork Manual is available on the Central Penn College website. Please feel free to request a hard copy of the OTA Fieldwork Manual from Central Penn College at any time. Listed below are the Level I Fieldwork objectives for the students.

Please review the objectives and provide copies to any staff that will be supervising the OTA student. The Fieldwork Educator must ensure that the student will have appropriate supervision and will have numerous opportunities to review and discuss the student's progress towards achieving the fieldwork objectives.

Please sign and return this form to the AFWC at Central Penn College.

Level I Fieldwork Objectives for OTA205:

1. Perform a skilled observation of and/or interview with an individual with mental illness or addiction, using a standardized assessment format.
2. Based upon observation, identify the impact of mental illness, psychosocial factors, or addiction on performance of ADL and impact of activity demands and context on ADL performance.
3. Interact appropriately and effectively with clients, family, significant others, colleagues and other health providers in the fieldwork setting in a professionally acceptable manner, including collaborating with the occupational therapist if possible in the assigned setting.

Please check one of the following options. Attach a copy of the objectives if option 2 or 3 is chosen.

1. () I plan to use the suggested objectives as they are written.
2. () I have indicated the objectives that our facility plans to use (circle those that apply) and have attached a copy of the objectives.
3. () I have attached objectives more appropriate for this setting that have been developed at our facility.

If there are any additional facility specific objectives that you would like to address with the student while they are on fieldwork, please feel free to contact the AFWC at Central Penn College via email at hopedevore@centralpenn.edu

Name of Fieldwork Educator (Printed)

Signature of Fieldwork Educator

Fieldwork Educator Title/Qualifications (Degree)

Number of Years of Experience

Name of Facility

Date

Central Penn College
Occupational Therapy Assistant Program
Level I Fieldwork Objectives
OTA210 – Occupational Therapy in Physical Rehabilitation

Dear Fieldwork Educators,

I want to thank you for your support of the Central Penn College Occupational Therapy Assistant Program by agreeing to supervise and educate Level I OTA students.

Our goal is to provide up to date information on the OTA program to our fieldwork sites. A copy of the OTA Fieldwork Manual is available on the Central Penn College website. Please feel free to request a hard copy of the OTA Fieldwork Manual from Central Penn College at any time. Listed below are the Level I Fieldwork objectives for the students.

Please review the objectives and provide copies to any staff that will be supervising the OTA student. The Fieldwork Educator must ensure that the student will have appropriate supervision and will have numerous opportunities to review and discuss the student's progress towards achieving the fieldwork objectives.

Please sign and return this form to the AFWC at Central Penn College.

Level I Fieldwork Objectives for OTA210:

1. Perform a skilled observation for age-appropriate performance skills of an individual who has physical dysfunction with competence.
2. Perform a skilled observation of an individual who has physical dysfunction based on a standardized screening or assessment tool.
3. Based upon observation, recognize the impact of physical dysfunction on performance of ADL/IADL and impact of activity demands and context on ADL performance.
4. Interact appropriately and effectively with clients, family, significant others, colleagues and other health providers in the fieldwork setting in a professionally acceptable manner, including collaborating with the occupational therapist if possible in the assigned setting.
5. Observe how psychosocial factors, influencing engagement in occupation, impacts the development of client-centered, meaningful, and occupation-based outcomes.

Please check one of the following options. Attach a copy of the objectives if option 2 or 3 is chosen.

1. () I plan to use the suggested objectives as they are written.
2. () I have indicated the objectives that our facility plans to use (circled those that apply) and have attached a copy of the objectives.
3. () I have attached objectives more appropriate for this setting that have been developed at our facility.

If there are any additional facility specific objectives that you would like to address with the student while they are on fieldwork, please feel free to contact the AFWC at Central Penn College via email at hopedevore@centralpenn.edu

Name of Fieldwork Educator (Printed)

Signature of Fieldwork Educator

Fieldwork Educator Title/Qualifications (Degree)

Number of Years of Experience

Name of Facility

Date

Level I Fieldwork Educator Confirmation Form



This is the Fieldwork Educator (FWE) Confirmation form. Each FWE should complete it individually.

This form serves to:

1. Gather information on the FWEs that is required by ACOTE (Accreditation Council on Occupational Therapy Education).
2. Confirm that Central Penn College has the correct FWE information for each student.
3. Confirm the appropriate email for future communications.
4. Confirm FW site information such as address, type of facility, etc.

Please note: You will need the following information available to complete this form:

- Contact information
- Educational background (degree(s), college/university, and years of supervising students)
- Specialties/certifications

If you have any questions or difficulties completing this form, please contact Hope Devore at 717-728-2235 or hopedevore@centralpenn.edu. Thank you!

<i>Placement Timeframe</i>	
<i>Student Name(s)/Email(s)</i>	

Fieldwork Educator Contact Information

<i>FWE Name</i>	
<i>Credentials</i>	
<i>License Number/Expiration Date</i>	
<i>Email address (for correspondence)</i>	
<i>Phone Number</i>	
<i>Years of Experience as an OT/OTA</i>	
<i>Years Supervising Students</i>	
<i>Degrees</i>	
<i>Educational Institutions</i>	
<i>Specialties/Certifications</i>	

Primary Site Information

This form section collects information on the primary fieldwork site where your student(s) will spend most of their time. If there are multiple fieldwork sites, you can list those in the next section.

<i>Name of Primary Site</i>	
<i>Setting Type</i>	
<i>Address</i>	
<i>Phone Number</i>	
<i>If you have an additional site, please provide the address:</i>	
<i>If your facility does not provide occupational therapy services - based on the objectives provided - how do you feel your facility helps students meet those objectives?</i>	

Thank you for completing the Fieldwork Educator Confirmation form. By gathering this information beforehand, we hope to ensure a smooth start for you and your students.

Please review all documents sent to the facility (FW1 objectives, FW Bio Form, FWE resources). After review and completion, please return the Bio Form and signed FW Objectives to Hope Devore, AFWC (hopedevore@centralpenn.edu). This is an ACOTE standard, and we greatly appreciate your assistance completing this step.

Of course, feel free to contact Hope Devore (hopedevore@centralpenn.edu) with any questions.



Appendix C
Level II Fieldwork Forms

Central Penn College
Occupational Therapy Assistant Program
Level II Fieldwork Student Agreement
OTA299 – Level II Fieldwork Experience

I, _____ agree to honor my commitment to participate in a program of supervised fieldwork education as an Occupational Therapy Assistant Student of Central Penn College at _____

commencing on _____ and ending on _____.

Prior to my Fieldwork experience and directly after I am placed, I will review the facility specific information located in the Occupational Therapy Assistant Department. I will complete the necessary prerequisites to ensure successful placement. Four weeks prior to my Level II Fieldwork experience, I will contact my Fieldwork Educator and make final fieldwork arrangements.

I agree to be responsible for:

1. Respecting the confidentiality of information regarding clients and the client records in accordance with HIPAA and with the clinical site's policies and procedures.
2. Complying with the professional standards set up by the fieldwork program, Central Penn College, and the AOTA Code of Ethics. If I do not know or understand these standards, it will be my responsibility to learn and to raise any items in question for discussion.
3. Attending fieldwork every assigned day during the entire two (2) eight (8) week rotations of Level II Fieldwork. If an absence does occur, the student must notify the Fieldwork Educator and the AFWC at Central Penn College immediately. If a student does miss an unacceptable number of days an intervention plan will be devised. The Fieldwork Educator, student, and AFWC will develop an action plan to address how the missed assignments and time will be made up.
4. Adhering to the policies and procedures of the facility.
5. Arranging for my own transportation, meals, and housing when not provided by the facility.
6. Providing the necessary and appropriate uniform when requested. I will adhere to the dress code of Central Penn College and my fieldwork facility. I will wear my name tag/identification at all times.
7. Providing the facility with evidence of a physical examination and other routine medical tests and immunizations as requested by the facility.
8. Securing adequate medical and professional liability insurance for the duration of my fieldwork.
9. Granting permission to the Occupational Therapy Assistant program at Central Penn College to release health records, results from the child abuse and criminal clearances, and FBI fingerprinting results to the student's fieldwork site.
10. Complete all posted fieldwork assignments in Blackboard as assigned.

Student's Signature

Date

Central Penn College
Occupational Therapy Assistant Program
Level II Fieldwork
Student Facility Data Form

This form is to assist the student when calling the clinic and obtaining information from the FWE.

Facility Data:

Date information taken: _____

Facility Name: _____

Phone: _____ Extension: _____

City: _____ State: _____ Zip Code: _____

Supervisor(s) of Student: _____

Title: _____

Type of Facility: _____

General types of diagnosis or treatments:

Client Age Range: _____ Child (0-10) _____ Adolescents (11-19) _____ Geriatrics (60+)

Possible programs for students to observe:

Prerequisites:

_____ Immunizations/Tests (Specify type): _____

_____ Child Abuse Clearance _____ FBI Clearance: Fingerprinting

_____ PA Criminal Background Check _____ CPR

_____ Drug Testing _____ Flu Shot

Other _____

Student Information:

Specific Dress Code (other than Central Penn College's Requirements): _____

Lunch Provided? Yes ____ No ____ Cost? ____ Other _____

Facility Hours: _____

Students Required Hours: _____

Central Penn College
Occupational Therapy Assistant Program
Level II Fieldwork Attendance Record (Hours Log)

Student Name: _____

Facility: _____

Dates of Rotation Scheduled: _____

Total Hours Logged During FW II Rotation: _____

This attendance record is used to document hours spent at your assigned level II fieldwork site. This should include any unplanned absence from your scheduled site. This will provide proof of attendance at your site if questions should arise regarding hours completed. After completion, please submit it through Blackboard to the Academic Fieldwork Coordinator at Central Penn College.

Date	Time In	Time Out	Total Hours for Day

Supervisor's Signature: _____

Date: _____

Date	Time In	Time Out	Total Hours for Day

Supervisor's Signature: _____

Date: _____

Date	Time In	Time Out	Total Hours for Day

Supervisor's Signature: _____

Date: _____

Date	Time In	Time Out	Total Hours for Day

Supervisor's Signature: _____ Date: _____

Date	Time In	Time Out	Total Hours for Day

Supervisor's Signature: _____ Date: _____

Date	Time In	Time Out	Total Hours for Day

Supervisor's Signature: _____ Date: _____

Date	Time In	Time Out	Total Hours for Day

Supervisor's Signature: _____ Date: _____

Date	Time In	Time Out	Total Hours for Day

Supervisor's Signature: _____ Date: _____

Central Penn College
Occupational Therapy Assistant Program
Level II Fieldwork Objectives
OTA 299 Level II Fieldwork Experience

Dear Fieldwork Educators,

I want to thank you for your support of Central Penn College's Occupational Therapy Assistant Program by agreeing to supervise and educate Level II OTA students.

Our goal is to provide up to date information on the OTA program to our fieldwork sites. A copy of the OTA Fieldwork Manual is available on the Central Penn College website. Please feel free to request a hardcopy of the OTA Fieldwork Manual from Central Penn College at any time. Listed below are the Level II Fieldwork objectives for the students.

Please review the objectives and provide copies to any staff member that will be supervising the OTA student. This is to assist us in meeting our standards of accreditation as well as showing the communication with our sites regarding the objectives.

The Fieldwork Educator must ensure that the student will have proper supervision and will have numerous opportunities to review and discuss the student's progress towards achieving fieldwork objectives.

Each fieldwork educator/supervisor is required to review with the OTA student the objectives listed below. Please sign and return this form to the AFWC at Central Penn College through Blackboard.

Level II Fieldwork Objectives for OTA299:

1. Comprehend the effects of physical and mental health, disease, genetic conditions, disability, and traumatic injury to the individual on occupational performance, within the cultural context of family and society.
2. Understand the mechanisms, systems, and techniques needed to properly maintain, organize, and prioritize OT workloads, inventories and intervention settings.
3. Verbalize understanding of the core principles of the *Occupational Therapy Code of Ethics*.
4. Identify and explain the need for supervisory roles, responsibilities, and collaborative professional relationships between the OT and the OTA.
5. Adhere consistently to the Occupational Therapy Code of Ethics and Fieldwork site's policies and procedures.
6. Use good judgment in regard to safety of self and others, and adhere to safety regulations throughout the occupational therapy process and at all times when working in the clinical setting. Anticipate potentially hazardous situations and take steps to prevent accidents.
7. Under the supervision of and in cooperation with the occupational therapist and/or OTA, accurately gather relevant information regarding a client's occupational performance.
8. Demonstrate competency in assessment methods, including but not limited to interviews, observations, assessment tools, and chart reviews within the context of the clinical setting, and report results in a clear concise manner that reflects the client's status and goals.
9. Assist with assessments in relation to the client's performance and goals in collaboration with the occupational therapist.
10. Develop client-centered and occupation-based goals in collaboration with the occupational therapist.
11. Establish and document methods, duration, and frequency of interventions that are client-centered and occupation based, and consistent with the context of the clinical setting.

12. Choose and sequence relevant interventions that promote the client's ability to engage in occupations, including but not limited to: therapeutic use of activities, training in ADL/IADL, development and remediation in performance skills, modifying environments and adapting activities, use of assistive technology, prosthetics and orthotics, training and techniques to enhance mobility, techniques to enable feeding and eating performance, use of superficial thermal and mechanical modalities as a preparatory measure, appropriate home and community programming, and group processes.
13. Implement occupation-based interventions, monitors client's status and modifies the intervention plan effectively in collaboration with clients, family members, significant others, other service providers, and the occupational therapist.
14. Grade therapeutic activities to motivate and challenge clients in order to facilitate progress toward achieving goals.
15. Recommend to the occupational therapist the need to terminate OT services when stated goals have been achieved or it has been determined that they cannot be achieved. Assist with developing a summary of OT outcomes, recommendations and referrals.
16. Facilitate discharge planning by reviewing the needs, resources, and discharge environment of the client and significant others. Communicate those needs to the occupational therapist, client and others involved in discharge planning in order to identify appropriate resources and recommendations.
17. Explain the unique nature of occupation and its value in our profession to all stakeholders.
18. Effectively communicate the values and beliefs of occupational therapy to others, highlighting the use of occupation. Communicate the roles of the occupational therapy assistant and the occupational therapist.
19. Effectively document OT services to ensure accountability of service provision and meet standards for reimbursement of services while adhering to applicable facility, local, state, federal, and reimbursement agencies.
20. Effectively communicate the need and rationale for OT services while documenting OT services provided.
21. Effectively complete OT documentation in the formats appropriate to the contexts in which OT services are provided. All writing is legible, using proper spelling, punctuation and grammar.
22. Interact effectively with clients, significant others, colleagues, other health providers, and the public through written, oral and nonverbal communication in a professionally acceptable manner and to facilitate accomplishment of goals
23. Participate in documentation of processes for quality improvement and implement program changes as needed to ensure quality of services.
24. Use professional literature to make informed practice decisions that are supported by research.
25. Promote OT by educating other professionals, service providers, consumers, and the public.
26. Take responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor and others.
27. Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, physical, social, personal, spiritual, temporal, virtual).
28. Demonstrate enthusiasm for learning through body language, voice quality, facial expression, and effective questioning.
29. Encourage and motivate performance in one's self, colleagues, and clients utilizing principles of therapeutic use of self.
30. Respond constructively to feedback on performance.
31. Demonstrate positive interpersonal skills, including but not limited to cooperation, flexibility, tact, and empathy.
32. Appreciate the diversity factors of others, including socio-cultural, psychosocial, socioeconomic, spiritual, and lifestyle choices.
33. Emulate the core values of occupational therapy within the clinical setting.

34. Direct supervision is defined as the fieldwork educator being present when the OTA student is performing a job, and the fieldwork educator observes performance. Indirect supervision allows the fieldwork educator to gather information about how the job was performed by the OTA student after the performance occurs. (NBCOT, 2020)

Reference:

NBCOT. (2020, September 9). *Professional Practice Standards*. Practice Standards.
<https://www.nbcot.org/Regulators/Professional-Conduct>.

Check one of the following options and return this form. Attach a copy of the objectives if option 2 or 3 is chosen.

1. () I plan to use the suggested objectives as they are written.
2. () I have indicated the objectives that our facility plans to use (circled those that apply) and have attached a copy of the objectives.
3. () I have attached objectives more appropriate for this setting that have been developed at our facility.

If there are any additional facility-specific objectives that you would like to address with the students while they are on fieldwork, please feel free to contact the AFWC at Central Penn College at hopedevore@centralpenn.edu.

Name of Fieldwork Educator (Printed)

Signature of Fieldwork Educator

Fieldwork Educator Title/Qualifications (Degree)

Number of Years of Experience

Name of Facility

Date

Level II Fieldwork Educator Confirmation Form



This is the Fieldwork Educator (FWE) Confirmation form. Each FWE should complete it individually.

This form serves to:

1. Gather information on the FWEs that is required by ACOTE (Accreditation Council on Occupational Therapy Education).
2. Confirm that Central Penn College has the correct FWE information for each student.
3. Confirm the appropriate email for future communications (i.e. CEU certificates, student evaluations, etc).
4. Confirm FW site information such as address, type of facility, etc.

Please note: You will need the following information available to complete this form:

- Contact information
- Educational background (degree(s), college/university, and years of supervising students)
- Specialties/certifications

If you have any questions or difficulties completing this form, please contact Hope Devore at 717-728-2235 or hopedevore@centralpenn.edu. Thank you!

<i>Placement Timeframe</i>	
<i>Student Name(s)/Email(s)</i>	

Fieldwork Educator Contact Information

<i>FWE Name</i>	
<i>Credentials</i>	
<i>License Number/Expiration Date</i>	
<i>Email address (for correspondence)</i>	
<i>Phone Number</i>	
<i>Years of Experience as an OT/OTA</i>	
<i>Years Supervising Students</i>	
<i>Degrees</i>	
<i>Educational Institutions</i>	
<i>Specialties/Certifications</i>	

Primary Site Information

This form section collects information on the primary fieldwork site where your student(s) will spend most of their time. If there are multiple fieldwork sites, you can list those in the next section.

<i>Name of Primary Site</i>	
<i>Setting Type</i>	
<i>Address</i>	
<i>Phone Number</i>	
<i>If you have an additional site, please provide the address:</i>	

Thank you for completing the Fieldwork Educator Confirmation form. By gathering this information beforehand, we hope to ensure a smooth start for you and your students.

Please be sure to review all documents sent to the facility (Level 2 FW Objectives, suggested weekly student schedule, FWE resources). After review and completion of the FW Objectives and FWE Bio form, please return via email to Hope Devore, AFWC (hopedevore@centralpenn.edu). This is an ACOTE standard, and we greatly appreciate your assistance completing this step.

Of course, feel free to contact Hope Devore (hopedevore@centralpenn.edu) with any questions.