Occupational Therapy Assistant Program Facility Fieldwork Manual 2026

A GUIDE FOR FIELDWORK EDUCATORS
LEVEL I AND LEVEL II FIELDWORK

Erica Young, MBA, OTR/L, CLT, Program Director
Madeline Graff, PhD, MOTR/L, CLT, Academic Fieldwork Coordinator

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The Northland Community & Technical College OTA Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Ave, Suite 510E Bethesda, MD 20814. ACOTE's telephone number is (301)-652-2682, and its web address is www.acoteonline.org

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This manual is designed to provide fieldwork educators with easily accessible information about the academic and fieldwork portions of the Occupational Therapy Assistant Program at Northland Community & Technical College on the East Grand Forks, MN campus.

Fieldwork is intended to compliment academic preparation by offering additional opportunities for growth, for learning to apply knowledge, for developing and testing clinical skills, and for validating and consolidating those functions that comprise professional competence. The academic setting emphasizes the acquisition of knowledge as well as the cognitive and affective growth of the student. The fieldwork site emphasizes practicing and applying knowledge through supervised intervention and professional role modeling with clients, their families, significant others, and other health care professionals.

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. Level II fieldwork is integral to the program's curriculum design and provides students with an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation, and collaboration with the occupational therapist in evidenced based practice. Fieldwork experiences are designed to promote clinical reasoning and reflective practice; to transmit the values and beliefs that enable ethical practice; and to develop professionalism and competence as career responsibilities.

The fieldwork program is possible through the cooperative efforts of the Occupational Therapy Assistant Program, healthcare facilities, and participating students. Information relevant to each party regarding policies, procedures, and general guidelines pertaining to both levels of fieldwork education can be found in this manual.

Please refer to the OTA Program Manual at the Northland Community and Technical College website: https://www.northlandcollege.edu/academics/programs/occupational_therapy_assistant_aas/ for all information regarding the OTA Program, OTA Program Curriculum Design, OTA Curriculum Design, Application to the Clinical Setting, OTA Program Admission Procedures, OTA Curriculum Sequence, OTA Prerequisites, and OTA Program Course Descriptions.

The Occupational Therapy Assistant faculty at Northland Community & Technical College would like to express appreciation to the fieldwork educators and their facilities for their continuing interest and contribution to the education of occupational therapy assistants.

If you have any questions or concerns, please do not hesitate to contact us.

Thank you,

Madeline Graff, PhD, MOTR/L, CLT
OTA Instructor/Academic Fieldwork Coordinator
Northland Community and Technical College
2022 Central Ave NE
East Grand Forks, MN 56721

Email: madeline.graff@northlandcollege.edu
Toll Free: (800) 451-3441, ext. 2582
Direct Line: (218) 793-2582

Erica Young, MBA, OTR/L, CLT
OTA Program Director/Instructor
Northland Community and Technical College
2022 Central Ave NE
East Grand Forks, MN 56721

Email: erica.young@northlandcollege.edu
Toll Free: (800) 451-3441, ext. 2589
Direct Line: (218) 793-2589

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2023 ACCREDITATION COUNCIL FOR OCCUPATIPONAL THERAPY EDUCATION (ACOTE) STANDARDS
STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
In effect as of July 31, 2025

SECTION C: FIELDWORK EDUCATION

C.1.0. FIELDWORK EDUCATION

Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote professional reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model. The academic fieldwork coordinator is responsible for the program's compliance with fieldwork education requirements. The academic fieldwork coordinator will:

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

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

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

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

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

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

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

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

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

C.1.9. Communication of Student Progress
Document a process for communication with the student and fieldwork educator throughout the fieldwork experience. Ensure all aspects of the student's progress and performance are addressed and the fieldwork educator is aware of resources that support student well-being.

ACOTE STANDARDS FOR LEVEL I FIELDWORK

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

C.1.10. Qualified Level I Fieldwork Educators
Ensure that fieldwork educators who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech-language pathologists, nurses, and physical therapists.

C.1.11. Level I Fieldwork
Demonstrate that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Document mechanisms for formal evaluation of student performance.
Level I fieldwork may be met through one or more of the following instructional methods:

- Virtual environments
- Simulated environments
- Standardized patients
- Faculty practice
- Faculty-led site visits
- Supervision by a fieldwork educator in a practice environment

Document that all students have similar Level I fieldwork experiences (e.g., learning activities, objectives, assignments, and outcome measures).

ACOTE STANDARDS FOR LEVEL II FIELDWORK

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The academic fieldwork coordinator will:

C.1.12. Length of Level II Fieldwork
Document a required minimum of 16 weeks' full-time Level II fieldwork. Documentation must specify if part-time completion is available as agreed upon by the site and the program. The length of the part-time program must be equivalent in length to a minimum of 16 weeks full-time Ensure that the student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.

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

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

The fieldwork educator may be engaged by the fieldwork site or by the educational program.
Document and verify that students completing Level II fieldwork outside of the United States are supervised by an occupational therapist (regardless of title) who graduated from a program accredited by ACOTE, approved by WFOT, or otherwise regulated in the country in which the students are completing fieldwork. The fieldwork educator must have at least 1 year of experience in practice prior to the onset of Level II fieldwork.

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

C.1.15. Evaluation of Student Performance on Level II Fieldwork
Document a mechanism for requiring formal evaluation of student performance on Level II fieldwork.

C.1.16. Fieldwork Supervision Where No OT Services Exist
Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy assistant services and supervision by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the direction of an occupational therapist) with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

FIELDWORK OVERVIEW, DESCRIPTION, AND OBJECTIVES

Fieldwork is part of the Occupational Therapy Assistant Program curriculum and required to complete the Program. There are two levels of fieldwork: Level I and level II.

LEVEL I FIELDWORK

Level I Fieldwork consists of four placements, two settings with a focus on psychological and social factors that influence engagement in occupation, and two settings with a focus on physical and cognitive factors that influence engagement in occupation. Level I fieldwork is approximately 40 hours, which may include five eight-hour days or 4 ten-hour days depending on the site. Additionally, Level I Fieldwork may be provided entirely on site at an outside facility or it may be provided as a combination of hours on site in an outside facility along with virtual experiences on campus.

Level I fieldwork is completed during the first and second semester of the second year and is included in the following courses:

- OTAC 2025: Ped Physical Health
- OTAC 2035: Ped Psychosocial
- OTAC 2125: Adult Physical Health
- OTAC 2135: Adult Psychosocial.

The general objective of Level I Fieldwork is to provide an opportunity for students to observe the clinical conditions and participate in treatment interventions discussed in class and to apply their academic knowledge in a clinical setting. These experiences are provided by qualified competent personnel, who may or may not be occupational therapy personnel. Through Level I Fieldwork Experiences, students have the opportunity to observe, evaluate and treat children, adolescents and adults with physical health, psychosocial, and/or developmental disabilities.

Due to the rural location of NCTC, the opportunities for Level I Fieldwork in the immediate area are limited. Efforts are made to locate Level I placements within driving distance of the campus. Driving distance is defined as 1 hour each way. However, the number of placements required makes it difficult for every student to be able to stay at home and go to their placement. Students may be placed on Level I fieldwork sites in other states. All students are responsible for their own housing, meals and transportation during Level I placement.

Prior to accepting fieldwork students, some centers require drug testing, criminal background checks and/or additional immunizations. It is the responsibility of the student to check facility information to ensure that requirements have been met. Students have the following Level I Fieldwork Experiences in the program:

Year II: Fall Semester:
OTAC 2035 Ped Psychosocial
OTAC 2025 Ped Physical Health

1. Observe and assist in evaluation and treatment of individuals ranging in age from birth to young adults while focusing on the psychological and social factors that influence engagement in occupation.
2. Observe and assist in evaluation and treatment of individuals ranging in age from birth to young adults while focusing on the physical health aspects.

Year II: Spring Semester:
OTAC 2135 Adult Psychosocial
OTAC 2125 Adult Physical Health

1. Observe and assist in evaluation and treatment of individuals ranging in age from young adulthood while focusing on the psychological and social factors that influence engagement in occupation.
2. Observe and assist in evaluation and treatment of individuals ranging in age from young adulthood to geriatrics while focusing on the physical health aspects.

LEVEL I FIELDWORK OBJECTIVES:

Objectives for assignment:

- Use safety precautions, such as contraindications, use of infection control standards and universal precautions in client interactions.
- Interact with client/family/significant others, colleagues and other health providers through written, oral and nonverbal communication
- Produce documentation that meets the standards for reimbursement and effectively communicates the need and rationale for occupational therapy services.
- Apply the AOTA Code of Ethics, Core Values and Attitudes of Occupational Therapy and AOTA Standards of Practice to guide professional interaction in client treatment and clinical settings.
- Responds constructively to feedback
- Demonstrates respect for diversity factors of others including but not limited to sociocultural, socioeconomic, spiritual and lifestyle choices.
- Performs consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.

Specifically the student will:

- Adhere to safety precautions
- Demonstrate professional appearance
- Observe and participate in personnel activities as appropriate
- Observe and participate in patient/client activities
- Observe and participate in assessment as appropriate
- Discuss behavioral observations
- Display professional behavior
- Relate respectfully to individuals served
- Demonstrate respect for diversity
- Develop professional communication skills
- Produce documentation that meets facility standards
- Display ethical behavior
- Apply core values and attitudes of OT in interaction
- Follow AOTA standards of practice
- Participate in the supervisory process
- Adhere to facility philosophy

LEVEL II FIELDWORK

Level II fieldwork is that portion of the student's educational program which is designed for full-time occupational therapy involvement in the clinical or community setting. Selected settings provide the student with educational opportunities for evaluation, planning, implementing and integrating occupational therapy programs in collaboration with other disciplines within the health care facility and the community; participating in rounds and staff conferences; collaborating with occupational therapy practitioners and carrying out role and responsibilities of an occupational therapy assistant.

A minimum of 16 weeks is required for fieldwork, with eight (8) weeks in an adult physical health setting and eight (8) weeks in a setting with focus on psychological and social factors that influence engagement in occupation. This may include a traditional mental health setting or another setting with a focus on the psychosocial components. Additionally, the psychosocial fieldwork may be in a pediatric or adult setting.

Level II Fieldwork consists of two eight-week placements or one sixteen-week placement. A student can complete Level II fieldwork in a minimum of one setting (16 weeks) if it is reflective of more than one practice area, or in a maximum of three different settings.

This placement may occur during the summer or the fall semester after completion of academic course work. Enrollment in the OTA program does not assure a Level II fieldwork site placement within the first three months of completing academic course work. Fieldwork must be completed within 18 months after completion of academic course work.

LEVEL II FIELDWORK OBJECTIVES:

OTAC 2235: Psychosocial Fieldwork
LEARNING OUTCOMES (General)

1. Gather necessary data through observations, interviews, occupational histories, and/or consultations with other staff.
2. Administer and analyze evaluations and assessments pertaining to this population.
3. Formulate and implement appropriate treatment plans pertaining to this population.
4. Implement compensatory strategies when life tasks cannot be performed.
5. Implement interventions consistent with models of occupational performance.
6. Follow the rules and regulations that the OTA must follow when working with this population.
7. Apply the American Occupational Therapy Association (AOTA) Code of Ethics, Core of Values and Attitudes of Occupational Therapy and AOTA Standards of Practice as a means of guiding professional interactions in client treatment and employment settings.
8. Collaborate with the OT during the occupational therapy process.
9. Demonstrate informed practice decisions based on evidence based practice.
10. Adhere to assigned facilities policies and procedures.
11. Adhere to Level II fieldwork policies and procedures.
12. Interact in professional manner with colleagues, clients, families/significant others, public, supervisor and other service providers.
13. Perform assigned facilities objectives.
14. Participate responsibly in supervisory/supervisee relationship.
15. Respond constructively to feedback.

16. Demonstrate respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.
17. Perform consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.
18. Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context.
19. Demonstrate sound judgment in regards to safety of self and others and adhere to safety regulations.
20. Demonstrate therapeutic use of self during the therapeutic process.
21. 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 and environment.
22. Use technology to support performance, participation, health and well-being and teach compensatory strategies, such as use of technology and adaptions to the environment that support performance, participation, and well-being.
23. Implement intervention plans and strategies that are culturally relevant, reflective of current occupational therapy practice, and based on available evidence.
24. Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods).
25. Provide training in self-care, self-management, health management and maintenance, home management, and community and work integration.
26. Provide development, remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception).
27. Adapt environments and processes.
29. Demonstrate techniques to enhance functional mobility, enhance community mobility, including public transportation, community access.
30. Demonstrate ability to adjust mobility and adaptive equipment to meet the needs of the clients.
31. Promote the use of appropriate home and community programming to support performance in the client's natural environment and participation in all contexts relevant to the client.
32. Facilitate discharge planning by demonstrating knowledge of all available resources and identifying when it is appropriate to terminate services.
33. Work effectively with those involved in therapy process by using the teaching-learning process to educate and train clients, family, and colleagues in areas of occupation as well as prevention, health maintenance, health promotion, and safety.
34. Identify when to refer to specialists for consultation and intervention.
35. Complete documentation through-out the OT process by ensuring that the standards for reimbursement of services are met by adhering to the requirements of applicable facility, local, state, and federal reimbursement agencies.
36. Summarize the OT process, outcomes, recommendations, and referrals and effectively justify the need and rationale for OT services through written documentation.
37. Evaluate personal knowledge of course learner outcomes prior to course, at midterm and at end of course and use this information to develop a professional development plan to promote lifelong learning.
38. (ILO: 1) Interact effectively through written, oral, and nonverbal communication in a professional acceptable manner with other professionals.

OTAC 2225: Physical Health Fieldwork

LEARNING OUTCOMES (General)

1. Gather necessary data through observations, interviews, occupational histories, and/or consultations with other staff.
2. Administer and analyze evaluations and assessments pertaining to this population.
3. Formulate and implement appropriate treatment plans pertaining to this population.
4. Implement compensatory strategies when life tasks cannot be performed.
5. Implement interventions consistent with models of occupational performance.
6. Follow the rules and regulations that the OTA must follow when working with this population in the physical health setting.
7. Apply the American Occupational Therapy Association (AOTA) Code of Ethics, Core of Values and Attitudes of Occupational Therapy and AOTA Standards of Practice as a means of guiding professional interactions in client treatment and employment settings.
8. Collaborate with the OT (intra-professional) and other health professionals (inter-professional) during the occupational therapy process.
9. Demonstrate informed practice decisions based on evidence based practice.
10. Adhere to assigned facilities policies and procedures.
11. Adhere to Level II fieldwork policies and procedures.
12. Interact in professional manner with colleagues (intra and inter-professional), clients, families/significant others, public, supervisor and other service providers.
13. Perform assigned facilities objectives.
14. Participate responsibly in supervisory/supervisee relationship.
15. Respond constructively to feedback.
16. Demonstrate respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.
17. Perform consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.
18. Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context.
19. Demonstrate sound judgment in regards to safety of self and others and adhere to safety regulations.
20. Demonstrate therapeutic use of self during the therapeutic process.
21. 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 and environment.
22. Use technology to support performance, participation, health and well-being and teach compensatory strategies, such as use of technology and adaptions to the environment that support performance, participation, and well-being.
23. Implement intervention plans and strategies that are culturally relevant, reflective of current occupational therapy practice, and based on available evidence.
24. Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods).
25. Provide training in self-care, self-management, health management and maintenance, home management, and community and work integration.
26. Provide development, remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception).

27. Adapt environments and processes, including the application of ergonomic principles.
28. Demonstrate strategies with assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) to enhance occupational performance and foster participation and well-being.
29. Fabricate, apply, fit, and provide training in orthotic devises used to enhance occupational performance and participation, and training in the use of prosthetic devices.
30. Demonstrate techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices and in techniques to enhance community mobility, including public transportation, community access.
31. Demonstrate ability to adjust mobility and adaptive equipment to meet the needs of the clients.
32. Enable feeding and eating performance (including the process of bringing food or fluids from the plate or cup to the mouth, the ability to keep and manipulate food or fluid in the mouth, and the initiation of swallowing) and train others in precautions and techniques while considering client and contextual factors.
33. Promote the use of appropriate home and community programming to support performance in the client's natural environment and participation in all contexts relevant to the client.
34. Facilitate discharge planning by demonstrating knowledge of all available resources and identifying when it is appropriate to terminate services.
35. Work effectively with those involved in therapy process by using the teaching-learning process to educate and train clients, family, and colleagues in areas of occupation as well as prevention, health maintenance, health promotion, and safety.
36. Identify when to refer to specialists (intra or inter-professional) for consultation and intervention.
37. Complete documentation through-out the occupational therapy process by ensuring that the standards for reimbursement of services are met by adhering to the requirements of applicable facility, local, state, and federal reimbursement agencies.
38. Summarize the occupational therapy process, outcomes, recommendations, and referrals and effectively justify the need and rationale for occupational therapy services through written documentation.
39. Evaluate personal knowledge of course learner outcomes prior to course, at midterm, and at end of course and use this information to develop a professional development plan to promote lifelong learning.
40. (ILO: 1) Interact effectively through written, oral, and nonverbal communication in a professionally accepted manner with other professionals.

FIELDWORK RESPONSIBILITIES

This document is consistent with the American Occupational Therapy Association's Code of Ethics, the Northland Community and Technical College Fieldwork Contract, and the Northland Community and Technical College Handbook for students.

NCTC OCCUPATIONAL THERAPY ASSISTANT PROGRAM RESPONSIBILITIES

1. To assume responsibility for assuring continuing compliance with the educational standards as established in the *Standards for an Accredited Educational Program for the Occupational Therapy Assistant.*
2. To maintain the complete set of syllabi for all occupational therapy assistant courses in the Occupational Therapy Assistant program, to be available for students, and fieldwork supervisors for review in the department.
3. To maintain files of current information on fieldwork in the Occupational Therapy Assistant Program. This is the information provided by the fieldwork facilities annually and/or when major changes occur.
4. To follow due process on working with students and fieldwork facilities.
5. To establish and maintain on-going honest communication with fieldwork facilities and students
6. To schedule students for occupational therapy fieldwork and to assign only those students who have satisfactorily completed the required academic work. There will be close planning between faculty, students and fieldwork supervisors.
7. To collaborate with fieldwork facilities in defining measurable objectives for fieldwork education
8. To counsel students in fieldwork in collaboration with fieldwork supervisors
9. To visit fieldwork centers as College funding allows.
10. To evaluate the total Occupational Therapy Assistant Program regularly, including the fieldwork experiences. Fieldwork facilities are to be evaluated on submitted documented material: philosophy, purpose, learning experience available (including adequate client/patient load), measurable objectives, and curriculum vitae of supervising occupational therapy practitioners.
11. To provide liability insurance for occupational therapy assistant students assigned fieldwork placements.

FIELDWORK FACILITY RESPONSIBILITIES

1. To maintain competency in practice, keeping abreast of current theories and techniques
2. To provide the Occupational Therapy Assistant Program with current information on the educational program for occupational therapy assistant students in fieldwork. This includes philosophy, purpose, types of patient/clients, evaluation and treatment techniques, learning experiences available, measurable objectives, and policies and procedures of the facility.
3. To maintain honest communication with students and with NCTC faculty to improve practice, assist in improving academic course content and learning experiences and identify trends in occupational therapy, health care, and rehabilitation.
4. To provide meaningful learning experiences for students in fieldwork.
5. To make available to students at the beginning of fieldwork and throughout the fieldwork experience, the policies and procedures of the facility.
6. To provide supervision of students by qualified personnel.
7. To clearly define for students the channels of communication within the facility.
8. To evaluate students by midterm, discussing any problems or concerns with students as soon as

possible, and documenting the evidence of the problem. To report serious concerns to the academic fieldwork coordinator or program director. To continue consultation with the OTA Program until the problem is resolved. If the student is unable to function satisfactorily to meet the measurable objectives of the fieldwork experience, the student's fieldwork may be terminated by the facility and the Occupational Therapy Assistant Program faculty, adhering to due process throughout.

9. To notify the academic fieldwork coordinator as soon as possible of major changes in program, scheduling, etc.

STUDENT RESPONSIBILITIES

Professional behavior begins in the classroom and carries over to clinical fieldwork. An individual with appropriate professional behavior is respected by patients, family, and other members of the health care team and society. Professional behavior reflects the credibility of the profession. In the classroom, students will demonstrate professionalism by being prepared for class, paying attention and participating with relevant material in class discussion. Additionally, students will show respect for the instructor, guest lecturers, and fellow classmates. During fieldwork:

1. Students are expected to adhere to the Occupational Therapy Code of Ethics as adapted by The American Occupational Therapy Association.
2. Students are expected to maintain respect and courtesy toward their colleagues, their faculty, fieldwork supervisors, patients/clients and others with whom they come in contact.
3. Students are expected to assist in promoting honest and harmonious working relationships in the classroom and fieldwork facilities.
4. Students are expected to know and to adhere to the regulations within the agencies in which they are assigned fieldwork. Such regulations may involve dress, behavior and attendance.
5. Students are expected to maintain good health habits and regular physical examinations during both academic and fieldwork experiences. Students are encouraged to maintain appropriate health insurance during academic and fieldwork education.
6. Students are expected to engage in only those procedures in which they have achieved an appropriate level of competence.
7. Students are expected to integrate material from previous courses as they progress through the academic and fieldwork program.
8. Students are expected to take the initiative for their own learning in and required course content.
9. Students are expected to analyze the information in fieldwork manuals and to review appropriate material necessary for their assigned placement.
10. Students are expected to take the initiative for analyzing and synthesizing their perceptions of learning experiences in both the academic and fieldwork phase of their education. If a student has a concern about any phase of the learning experience, he/she will follow the appropriate channels of communication in the facility/agency.
    A. Academic: Student, Instructor, Program Director, Academic Dean. The student is encouraged to seek counsel throughout the process.
    B. Fieldwork Experience: Immediate supervisor, then through the established channels of communication at the facility/agency. Both the student and facility must communicate with the academic fieldwork coordinator throughout the process.
11. Students are expected to complete candid and constructive written evaluations of each course in which they are enrolled, including fieldwork.

FACILITY GUIDE TO WRITING LEVEL II FIELDWORK OBJECTIVES

Writing Site-Specific Fieldwork Objectives for the OTA Student

When writing objectives you are communicating to your students the expectations of entry-level practice at your facility. Objectives should include a behavioral statement or targeted behavior, a criterion statement that identifies the level of performance expected of the student, and a condition statement that identifies the expected context of the identified behavior. The Assessment of Student Performance in Level II Fieldwork is divided into sections: 1. Ethics and Safety, 2. Tenets of Occupational Therapy, 3. Screening and Evaluation, 4. Intervention, 5. Service Delivery and Management of OT Services, and 6. Professional Behavior. Below you will find basic questions to assist you in developing objectives in each category, followed by sample objectives written for a particular practice area, or objectives applicable to all practice areas.

Ethics and Safety: What will be your measure of whether the student is practicing in a safe and ethical manner?

All: Consistently follows facility guidelines for patient confidentiality in written and personal interactions with clients, staff members, and family
Mental Health: Consistently monitors sharp objects at all times and follows facility precautions for elopement.
Physical Health: Consistently uses safety belt as indicated during patient transport and transfers
Children: Consistently follows facility policies regarding entering and leaving school settings and transportation of students

Tenets of OT: What will show you that the student understands and can explain the basic values and beliefs of OT? To whom and how will they communicate this?

Mental Health: Can clearly explain to treatment team members how OT services will assist clients to participate more effectively in social, work and leisure occupations
Physical Health: Can clearly explain to family members and significant others how participation in occupational therapy will assist clients to regain participation in ADL and IADL occupations
Children: Can clearly explain during IEP process how purposeful activities used will allow students to engage successfully in their educational process

Screening and Evaluation: What background information should be gathered regarding the occupational functioning (occupational profile) of clients at your facility? What sources should be utilized to obtain information? What specific assessments/screening tools are used: how will you measure competency in assessment selection and administration? How should evaluation results be reported? How should evaluation results influence the treatment plan?

Mental Health: Through chart review and client interview gathers historical data on client functioning in ADL's, IADL's, leisure and work, clearly articulating differences between client report and actual client performance.
Physical Health: Will gather medical information from chart as well as client interview to identify client pattern of participation in relevant areas of occupation prior to present hospitalization including client priorities for participation.
Children: Accurately completes record reviews, interviews, general observations, and checklists to gather information regarding client, parent and teacher perspectives of occupational function
Mental Health: Accurately administers standardized assessments chosen by the occupational therapist and interviews client to assist the occupational therapist in determining client level of occupational function and factors which support and hinder function with 7 days of client admission.
Physical Health: Accurately completes standardized OT evaluation assessments for assigned clients and reports and assists occupational therapist in interpretation of data collected to establish treatment plan.

Children: Accurately completes standardized assessments of sensory-motor skill handwriting ability, fine/gross motor skills and collaborates with occupational therapist in interpretation of data collected to establish treatment intervention.
All: Documents evaluation results according to standard format and accurately and thoroughly reports assessment information in team planning conference
All: Utilizes assessment information to establish a treatment plan in collaboration with the occupational therapist that considers client lifestyle, strengths, needs and discharge status.

Intervention: What interventions (preparatory, purposeful and occupation-based) do you expect the student to be competent in using by the end of the fieldwork experience and how can competency in intervention use be measured? How will you determine whether interventions selected are appropriate? How do you expect collaboration between the therapist and the client to occur during the intervention process? What will demonstrate to you that the student can adapt activities and modify interventions when appropriate? How can the student demonstrate competency in documentation of services?

Mental Health: Will effectively utilize group activities and therapeutic group process to encourage client social participation and leisure skills
Physical Health: Will demonstrate ability to utilize principles of Neuro-Developmental Treatment approach during self-care occupations with CVA clients as appropriate
Physical Health: Will confidently fabricate a resting hand splint, following policies of the facility, and provide instruction to client in regard to splint wear and care.
Children: Provide sensory-integrative therapy according to established protocol; modifying task approach and environment as necessary.
All: Consistently selects intervention activities that incorporate the desired occupations of the client
All: Uses professional literature and accepted resources to guide intervention selection
Mental Health: Will complete daily progress notes, clearly identifying client potential for caring for self in a community environment
Physical Health: Completes progress notes on a weekly basis, clearly indicating client potential for return to anticipated discharge disposition.
Children: Accurately reviews client progress in relation to established IEP goals

Professional Behaviors: What do you expect of a student in regard to essential work skills and behaviors of a health care professional at your facility? What would demonstrate to you that the student possesses the essential professional verbal, nonverbal, and written communication skills required at your facility?

All: Participates responsibly in the supervisory process; utilizing available resources, communicating assertively and respectfully, and responding appropriately to constructive feedback
All: Follows through on all assigned duties and responsibilities; seeks out additional learning opportunities
All: Demonstrates respect for lifestyle choices of clients
All: Demonstrates ability to be flexible, modifying approach and expectations as the situation warrants
All: Clearly and effectively communicates observations during treatment intervention to occupational therapist and provides regular and thorough written and verbal updates to relevant family and treatment team members regarding treatment progress.
All: Demonstrates ability to modify language according to needs of intended audience whether third-party-payers, family members or treatment team members.
All: Interacts with others in such a way that invites client collaboration and respect for OT services

If you design your objectives to match these categories, you will find it easier to clarify your expectations of students from the beginning of the rotation and objectives developed will be consistent with the OT Practice Framework and the NCTC curriculum design. In addition, you will be able to more efficiently monitor and evaluate the student's performance

throughout the fieldwork experience. Although you do not necessarily have to have an objective for each item on the Assessment, you will want to address the general questions for each category.

Please feel free to use and modify any of the above objectives to reflect the particular competencies expected of students at your facility. Please be aware that the above list is not comprehensive, but it is intended to give you a good start on writing objectives which match the competencies unique to your site.

Some of the above items have been adapted from "The Essential Guide to Occupational Therapy Fieldwork Education", edited by Donna Costa, MS, OTR/L, available at AOTA Press, ISBN # 1-56900-195-2.

SAMPLE OBJECTIVES

OTA Student Fieldwork Objectives (Example)
Level II
Physical Health Setting

I. Fundamentals of Practice:

1. **Ethics: Adheres consistently to the AOTA Code of Ethics and site's policies and procedures**
   a. Becomes familiar with policies and procedures that pertain to occupational therapy
   b. Becomes familiar with the Occupational Therapy Association Code of Ethics
   c. Follows the OT Code of Ethics, and the policies/procedures related to specific work site.
   d. Respect individual goals, wishes, and expectations of patient
   e. Demonstrate respect for client confidentiality by protecting written documentation from other people's view and select private spaces to discuss client information with supervisor or other team members
   f. Demonstrate honesty in billing for time/interventions

2. **Safety: Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents**.
   a. Consistently follows universal precautions at all times
   b. Monitors client's vital signs before, during, and after interventions
   c. Reviews facility's fire drill/tornado plan
   d. Participates in drills/events and responds according to procedure

3. **Safety: Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.**
   a. Consistently evaluates environmental set up for safety before providing interventions with clients, including but not limited to transfer setup, shower safety, and level of environmental stimuli.
   b. Consistently follows equipment safety protocols
   c. Always ensure client's safety and comfort especially when specialized equipment is involved (wheelchairs, computers, and walkers).
   d. Adheres to facility policy regarding use of modalities, use of sharps, and operating equipment in the OT clinic
   e. Chooses activities that are safe, age appropriate, and appropriate for cognitive, emotional, and physical capabilities of clientele.

II. Basic Tenets of Occupational Therapy

4. **Occupational Therapy Philosophy: Clearly communicates the values and beliefs of OT, highlighting the use of occupation to clients, families, significant others, and service providers.**
   a. Clearly explains the purpose of occupational therapy to patients
   b. Clearly define the role of OT and relate it to the activity that the patient is participating in.
   c. Explain the value of activity chosen with respect to clients own life activities/occupations
   d. Define the OT process in an effective manner that is understandable to clients
   e. Clearly communicates the values and beliefs of occupational therapy with other disciplines within the treatment team meeting structure as well as informally outside of the team

5. **Occupational Therapist/Occupational Therapy Assistant Roles: Communicates the roles of the occupational therapist and occupational therapy assistant to clients, families, significant others, and service providers.**
   a. Clearly communicates the roles of occupational therapist and the occupational therapy assistant to treatment team members
   b. Clearly explains the roles of the occupational therapist and occupational therapy assistant to patients.

6. **Evidence-Based Practice: Makes informed practice decisions based on published research and relevant informational resources.**
   a. Reviews available journals, textbooks, in planning treatment sessions
   b. Uses available resources to help make decisions about patient care.
   c. Consistently discusses the rationale of intervention strategies with supervisor and team members, citing relevant resources from the literature.

III. Evaluation/Screening

7. **Gathers Data: Under the supervision of and in cooperation with the occupational therapist and/or occupational therapy assistant, accurately gathers relevant information regarding a client's occupations of self care, productivity, leisure, and the factors that support and hinder occupational performance.**
   a. Gathers data by reviewing the medical record, listening in treatment teams and interacting with the patient
   b. Assists in the accurate identification of clients' areas of occupational strengths and challenges
   c. Obtains information that supports and/or hinders the patient's occupational performance (self care, work, and leisure; performance skills and patterns; contexts and client factors).

8. **Administers Assessments: Establishes service competency in assessment methods, including by not limited to interviews, observations, assessment tools and chart reviews within the context of the service delivery setting**
   a. Accurately completes the ADL/mobility assessments using the Functional Independence Measure (FIM) scale after establishment of service competency.
   b. Reviews the procedure with supervisor prior to administering an assessment
   c. Under supervision from an occupational therapy practitioner, administers assessments (POG, Pinch, CAM, ROM measurements, Test of Visual Perceptual skills, etc)

d. Gathers pertinent data from the chart review.
e. Gathers pertinent data from patient/family interview.

9. Interprets: Assists with interpreting assessments in relation to the client's performance and goals in collaboration with the occupational therapist.

a. Based on the evaluation results, assists with identifying the education needs for the client, family, and significant others to support discharge

10. Reports: Reports results accurately in a clear, concise manner that reflects the client's status and goals.

a. Verbally reports the results of assessments to an occupational therapy practitioner.
b. Writes a clear, concise report of assessment results within a timely manner.

11. Establishes Goals: Develops client-centered and occupation-based goals in collaboration with the occupational therapist.

a. Assists in setting goals based on evaluation results, client's goals and desires, and discharge environment.

IV. Intervention:

12. Plans Intervention: In collaboration with the occupational therapist, establishes methods, duration and frequency of interventions that are client-centered and occupation-based. Intervention plans reflect context of setting.

a. Consistently identifies realistic goals for intervention based on client's needs, preferences, abilities, and the stage of recovery, in collaboration with the OT.
b. Plans interventions that are occupation-based and client-centered using the resources available.

13. Selects Intervention: Selects and sequences relevant interventions that promote the client's ability to engage in occupations

a. Identifies and uses appropriate intervention strategies that promote the client's participation desired occupations on discharge
b. Determines the patient's anticipated discharge environment to assist in prioritizing needs
c. Selects relevant interventions that promote the patient's ability to engage in occupations
d. Shares intervention ideas with the occupational therapy practitioner prior to implementation
e. Logically sequences interventions to assist patient in meeting the treatment goal

14. Implements Intervention: Implements occupation-based interventions effectively in collaboration with clients, families, significant others and service providers.

a. Consistently selects intervention activities that encompass the full scope of activities the patient will participate in on discharge.
b. Implements interventions that support the client's identified goals and needs
c. Provides education to patient, family, significant others and service providers to their level of understanding
d. Recognizes patient abilities and assists only when necessary

15. Activity Analysis: Grades activities to motivate and challenge clients in order to facilitate progress.

a. Completes activity analyses as assigned.
b. Chooses activities that are at the skill level of the patient, and will assist the client in reaching maximum potential and reaching goals established.
c. Continual progress toward established goals is noted in weekly notes that indicate appropriate level of challenge for the patients.

16. **Therapeutic Use of Self: Effectively interacts with clients to facilitate accomplishments of established goals**
    a. Effectively varies approach, taking into consideration the patient's age, level of understanding, and treatment needs
    b. Offers positive feedback when patient meets expectations.
    c. Engages in effective "in the moment" interactions during intervention sessions to ensure safety and maximize functional outcomes of patients.
    d. Routinely assesses approach with patients and modifies own behavior as needed to promote therapeutic interactions

17. **Modifies Intervention Plan: Monitors the client's status in order to update, change, or terminate the intervention plan in collaboration with the occupational therapist.**
    a. Accurately identifies when client has positive or negative response to interventions and initiates revision of short-term goals in collaboration with the OT.
    b. Reports recommended changes to occupational therapy practitioner before implementing change
    c. Prepares the patient for changes in the intervention plan

V. Communication

18. **Verbal/Nonverbal Communication: Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, services providers, and the public**
    a. Shows initiative in sharing pertinent observations with occupational therapy practitioner following each treatment session. Contributes ideas/observations regarding patient care during team meetings.
    b. Uses a non-threatening, accepting approach when interacting with patients. Displays an engaging demeanor while maintaining professional boundaries.
    c. Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public demonstrating congruency between actions and words
    d. Shares pertinent information during team meetings, family conferences, etc, representing occupational therapy in a professional manner

19. **Written Communication: Produces clear and accurate documentation according to site requirements. All writing is legible using proper spelling, punctuation, and grammar.**
    a. All written documentation is legible, with correct spelling punctuation, and grammar.
    b. All written requirements are completed in a timely manner.
    c. Patient progress notes address the assigned short term goals
    d. Accurately completes all paperwork within departmental guidelines.

VI. Professional Behaviors:

20. **Self-Responsibility: Takes responsibility to attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others**
    a. Locates, effectively uses, and initiates discussion about resources being used to guide own learning.
    b. Seeks out other team members to learn another perspective to patient care
    c. Engages in clinical reasoning conversations with occupational therapy practitioner following treatment interventions to enhance learning experience.
    d. Demonstrates independent problem solving by checking resources before asking the occupational practitioner. Suggests options for solving the problem

21. **Responds to Feedback: Responds constructively to feedback**
    a. Notice and respond to feedback in a way that would encourage an open exchange of ideas and develop entry-level skills in an effective way.
    b. "Hear" and act upon constructive feedback from supervisor by making suggestions as to what could have been or needs to be changed
    c. Demonstrate an active and positive attitude evidenced by body language and use of voice
    d. Verbalize understanding of feedback and develop effective and measurable goals for improvement as needed
    e. Demonstrate change in behavior that shows an understanding of feedback and movement towards acquiring professional behaviors

22. **Work Behaviors: Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.**
    a. Plans treatment sessions in advance, making sure needed supplies and equipment are readily available
    b. Prepares an alternative plan in case original plan does not go as intended
    c. Recognizes opportunities and volunteers to help
    d. Takes initiative to collaborate with occupational therapy practitioner with treatment intervention ideas.

23. **Time Management: Demonstrates effective time management**
    a. Arrives to work, treatment sessions, and meetings on time
    b. Completes assignments on time. Initiates discussing difficulties with work load (too much, too little) with occupational therapy practitioner
    c. Manages schedule. Initiates discussing difficulties with work load with occupational therapy practitioner.

24. **Interpersonal Skills: Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.**
    a. Discusses with occupational therapy practitioner any personal or professional situations that may be disruptive to work performance
    b. Displays an approachable demeanor
    c. Respects others and their space/belonging in a shared office and work area.

25. **Cultural Competence: Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.**
    a. Through formal or informal interview, determines a patient's values
    b. Considers a patient's values in planning/implementing treatment sessions
    c. Consistently selects occupations that "fit" with client's values and beliefs

OTA STUDENT FIELDWORK OBJECTIVES (Example)
Psychosocial Setting
LEVEL II

I. Fundamentals of Practice

1. **Ethics:** Adheres consistently to the American Occupational Therapy Association Code of Ethics and site's policies and procedures.
    a. Becomes familiar with policies and procedures that pertain to occupational therapy.
    b. Becomes familiar with the Occupational Therapy Association Code of Ethics.
    c. Follows the OT Code of Ethics, and the policies/procedures related to specific work site.

2. Safety**:** Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.
    a. Becomes familiar with the safety issues related to patient care in a mental health facility (ex. safe use of keys, tools and equipment; guidelines for taking patients off the unit).
    b. Reviews the fire drill/tornado plan.
    c. Participates in drills/events and responds according to procedure.

3. **Safety:** Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.
    a. Considers safety in the selection of activities.
    b. Engages patients in safe activities.
    c. Immediately reports to the occupational therapy practitioner any observed unsafe activity.
    d. Recognizes when a patient is becoming agitated and uses sound judgment in responding to the patient's behaviors.

II. Basic Tenets of Occupational Therapy

4. Occupational **Therapy Philosophy:** Clearly communicates the values and beliefs of occupational therapy, highlighting the use of occupation, to clients, families, significant others, and service providers.
    a. Clearly communicates the values and beliefs of occupational therapy with other disciplines within the treatment team meeting structure as well as informally outside of team.
    b. Clearly explains the purpose of occupational therapy to patients.

5. Occupational **Therapist/Occupational Therapy Assistant Roles:** Communicates the roles of the occupational therapist and occupational therapy assistant to clients, families, significant others, and service providers.

a. Clearly communicates the roles of occupational therapist and the occupational therapy assistant to treatment team members.
b. Clearly explains the roles of occupational therapist and occupational therapy assistant to patients.

6. **Evidence-based Practice:** Makes informed practice decisions based on published research and relevant informational resources.
   a. Reviews available journals, textbooks, activity books, etc. in planning treatment sessions.
   b. Uses available resources to help make decisions about patient care.

III. Evaluation/Screening

7. **Gathers Data: Under** the supervision of and in cooperation with the occupational therapy practitioner, accurately gathers relevant information regarding a client's occupations of self care, work, and leisure, and the factors that support and hinder performance.
   a. Gathers data by reviewing the medical record, listening in treatment teams, and interacting with the patient.
   b. Obtains information that supports and/or hinders the patient's occupational performance (self care, work, and leisure; performance skills and patterns; contexts and client factors).

8. **Administers Assessments:** Uses assessment methods effectively and accurately, including but not limited to interviews, observations, assessment tools, and chart reviews, within the context of the service delivery setting.
   a. Reviews the procedure with supervisor prior to administering an assessment.
   b. Under supervision from an occupational therapy practitioner, administers assessments (ex. KELS, KTA, initial screening).

9. Interprets**:** Assists with interpreting assessments in relation to the client's performance and goals in collaboration with the occupational therapy practitioner.
   a. With guidance from occupational therapy practitioner, interprets results of assessment, including patient's performance and therapist's recommendations.

10. Reports**:** Reports results accurately in a clear, concise manner that reflects the client's status and goals.
   a. Writes a clear, concise report of assessment results within a timely manner.
   b. Verbally reports the results of assessments to (a) clinical team members, or (b) occupational therapy team representative, who will share with the patient's treatment team.

11. **Establish Goals:** Develops client-centered and occupation-based goals in collaboration with an occupational therapy practitioner.
   a. With guidance from the occupational therapy practitioner, develops patient goals that are client-centered and occupation-based.
   b. Writes treatment plans as assigned using the outline provided.

IV. Intervention

12. P**lans Interventions:** In collaboration with the occupational therapy practitioner, establishes methods, duration and frequency of interventions that are client-centered and occupation-based. Intervention plans reflect context of setting.
    a. With direction from the occupational therapy practitioner, establishes methods, duration, and frequency of intervention. Include this information in weekly treatment plans.
    b. Plans an intervention that is occupation-based and client-centered, using the resources available to the unit.

13. **Selects Intervention:** Selects and sequences relevant interventions that promote the client's ability to engage in occupations.
    a. Determines the patient's anticipated discharge environment to assist in prioritizing needs.
    b. Selects relevant interventions that promote the patient's ability to engage in occupations.
    c. Shares intervention ideas with the occupational therapy practitioner prior to implementation.
    d. Logically sequences interventions to assist patient in meeting the treatment goal.

14. **Implements Intervention:** Implements occupation-based interventions effectively in collaboration with clients, families, significant others and service providers.
    a. Prepares the patient for initial and on-going treatment by explaining the OT setting, expectations, and routine at the patient's level of understanding.
    b. Attends to the specified goals of both the individual patient and the group as a whole.
    c. Recognizes patient abilities and assists only when necessary.

15. **Activity Analysis:** Grades activities to motivate and challenge clients in order to facilitate progress.
    a. Completes activity analyses as assigned using outline provided.
    b. In treatment sessions, chooses activities (a) at the skill level of the patient, (b) that will assist the patient in reaching maximum level of success, and (c) that will assist the patient in reaching established goals.

16. **Therapeutic Use of Self:** Effectively interacts with clients to facilitate accomplishments of established goals.
    a. Effectively varies approach, taking into consideration the patient's age, level of understanding, and treatment needs.
    b. Offers positive feedback when patient meets expectations.
    c. Deals effectively with behaviors that are not within expectations, maintaining a non-judgmental, firm, consistent approach.
    d. Routinely assesses approach with patients and modifies own behavior as needed to promote therapeutic interactions.

17. **Modifies Intervention Plan:** Monitors the client's status in order to update, change, or terminate the intervention plan in collaboration with the occupational therapy practitioner.
    a. Monitors the need for program changes (ex. need for a different level of group, change of focus in treatment sessions).

b. Reports recommended changes to occupational therapy practitioner before implementing change.
c. Uses sound judgment in modifying the intervention plan.
d. Prepares the patient for changes in the intervention plan.

V. Communication

18. **Verbal/Nonverbal Communication:** Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.
    a. Uses a non-threatening, accepting approach when interacting with patients. Displays an engaging demeanor while maintaining professional boundaries.
    b. Shares pertinent information in team meetings (ex. contributes to MTP/MTPR discussions, shares OT assessment results, relates specific patient assets and limitations that impact treatment such as memory changes, needs eyeglasses, hard of hearing, etc.). Represents occupational therapy in a professional manner.
    c. Shows initiative in sharing pertinent observations with occupational therapy practitioner following each treatment session. Contributes ideas/observations regarding patient care during OT staff meetings.

19. **Written Communication:** Produces clear and accurate documentation according to site requirements. All writing is legible, using proper spelling, punctuation, and grammar.
    a. All written documentation is legible, with correct spelling, punctuation, and grammar.
    b. All written requirements are completed in a timely manner
    c. Patient progress notes address the assigned short term goals
    d. Subjective data included in patient documentation will be substantiated by specific, measurable observations.

VI: Professional Behaviors

20. **Self Responsibility:** Takes responsibility to attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.
    a. Demonstrates independent problem solving by checking resources before asking the occupational therapy practitioner. Suggests options for solving the problem.
    b. Utilizes on-site resources (ex. library, IVN).
    c. Engages in clinical reasoning conversations with occupational therapy practitioner following group sessions to enhance learning experience.
    d. Increases knowledge base by asking what's available.
    e. Seeks out other team members to learn another perspective to patient care.

21. **Responds to Feedback:** Responds constructively to feedback.
    a. Is open to feedback.
    b. Attempts to modify behavior.

22. **Work Behavior:** Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.
    a. Recognizes opportunities and volunteers to help.

b. Has treatment sessions planned in advance, making sure needed supplies and equipment are readily available.
c. Has an additional/alternate plan in place in case original plan does not go as intended.
d. Takes the initiative to collaborate with treatment group co-leaders (to plan, organize, implement, etc.).

23. **Time Management:** Demonstrates effective time management.
    a. Arrives to work, treatment groups, and meetings on time.
    b. Completes assignments on time. Initiates discussing difficulties with work load (too much, too little) with occupational therapy practitioner.
    c. Manages schedule. Initiates discussing difficulties with work load with occupational therapy practitioner.

24. **Interpersonal Skills:** Demonstrates positive interaction skills including but not limited to cooperation, flexibility, tact, and empathy.
    a. Discusses with occupational therapy practitioner any personal or professional situations that may be disruptive to work performance.
    b. Displays an approachable demeanor.
    c. Respects others and their space/belongings in a shared office and work area.

25. **Cultural Competence:** Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.
    a. Through formal or informal interview, determines a patient's values.
    b. Considers a patient's values in planning/implementing treatment sessions.
    c. Assertively addresses cultural diversity if conflict arises during a group session.

SUGGESTIONS FOR LEVEL II FW ASSIGNMENTS

The following suggestions were posted on the AOTA Clinic and Academic Fieldwork Educators Listserv during 2003: (This information was published in *The Essential Guide to Occupational Therapy Fieldwork Education: Resources for Today's Educators and Practitioners.*

- Present an in-service to OT staff on the *Occupational Therapy Practice Framework,* using whatever materials were used when it was taught to them in the classroom
- Present a case study completing each section of the *Framework* with information obtained/observed about the specific patient
- Have students develop patient education materials on specific diseases, symptoms, and/or treatments
- Perform literature searches on assessment and intervention techniques to support evidence-based practice
- Develop documentation formats for staff supervision, treatment consultation, and/or monitoring
- Design a needs assessment for a given population
- Perform background research for a potential new program (i.e. driving program, teen parenting program, etc)
- Compile resources for staff that are reflective of occupation-based practice.
- Fabricate a treatment medium to leave at the facility.
- Present a research/educational project that would help staff and/or patients

- Present articles of interest to staff, or conference proceedings
- Make a piece of therapeutic equipment such as dressing board with layers of shirts with various kinds of closures
- Create a notebook/brochure of available community resources, such as self-help groups, crisis/hot lines, social service agencies, and other community service providers
- Organize an OT month display/celebration/event for the entire facility
- Create a reality orientation board, or memory notebook for elderly residents
- Bring in items for cognitive rehabilitation training, such as train/bus schedules, coupons, grocery store circulars, community maps, local newspapers, etc
- Make a presentation to a support group on a topic of interest to that the group's participants- such as crisis/hot lines for members of a depression support group, or energy conservation techniques for an arthritis or fibromyalgia support group.

Some additional ideas for assignments include:

- Practice analysis whereby the student examines the population, assessments, or interventions commonly seen in the fieldwork setting. The student could examine the typical diagnoses or conditions seen, the gender distribution, age distribution, typical occupational roles, average duration of services, average frequency of services typical disposition destination and common reimbursement sources of the fieldwork site. By understanding the demographics of the clients served, it will assist in the implementation of occupation-based services to the populations served.
- Students could also categorize the assessment tolls and /or interventions that they observe in practice to determine the relationship to occupation. This assignment could help identify possible ways to enhance occupation-based services.
- Students could develop and implement a group for the population served at the facility. The student must provide a protocol for the group, occupations addressed by the group, objectives and goals for the group. Step by step instructions along with a list of necessary equipment and supplies and time frames for each step would assist in a successful implementation of the group in the future. The headings included in the Activity Demands category of the *Framework* can serve as an excellent guide for completing this assignment.
- Students could develop "intervention kits" which could facilitate efficient implementation of meaningful occupation-based interventions. Activities such as hand sewing, cutting coupons, caring for nails, shaving, applying make-up, wrapping packages, doing carpentry, plumbing, mechanical skills, paying bills, crossword or word search puzzles, would all lend themselves to being included in intervention kits.

NORTHLAND OTA PROGRAM POLICIES RELATED TO FIELDWORK

POLICIES FOR ESTABLISHING FIELDWORK SITES

Policy on Level I Facility Qualifications

Level I fieldwork introduces students to types of services provided and the various client populations. This experience provides the student with an opportunity to further develop their professional behavior. Level I fieldwork is included as part of a course and includes experiences to enrich their classroom learning through directed observation and participation in the occupational therapy process. Fieldwork experiences are selected to correlate with the content of the coursework. Students complete Level I experiences in facilities with the focus on children and adolescent psychological and social factors and in facilities with the focus on children and adolescent physical health as well as in facilities with the focus on adult psychological and social factors and adult physical health at the same time as they are presented in the curriculum. Fieldwork sites are selected to provide students with a range of experiences across practice environments.

Fieldwork sites may fall in one of the following categories: acute, sub-acute, long term care, rehabilitation, community or hospital based.

In accordance with Standards for An Accredited Educational Program for the Occupational Therapy Assistant, 2011; qualified personnel for supervised Level I fieldwork include, but are not limited to, occupational therapy practitioners initially certified nationally, graduates of an OT or OTA program, psychologists, physician assistants, teachers, social workers, counselors, nurses and physical therapists.

Policy on Level II Facility Qualifications

Fieldwork sites are selected to provide students with a range of experiences across practice environments. The criteria for selection of Level II fieldwork centers include:

1. Staff attitude toward students
2. Compliance with ACOTE OTA Standards concerning supervision
    I. Supervisor must be currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the supervision of an occupational therapist) who has a minimum of 1 year full-time (or its equivalent) of practice experience subsequent to initial certification and who is adequately prepared to serve as a fieldwork educator.
    II. The supervising therapist may be engaged by the fieldwork site or by the educational program.
3. Projected number of individuals seen for services during the specified time period
4. Qualifications of staff supervising
5. Opportunity for continuing education i.e., in-services
6. Willingness to collaborate with OTA faculty

In addition to the above, the following methods and standards are used to approve a facility for fieldwork that is not approved by a recognizing agency.

1. Level II supervision must be from an Occupational Therapy Practitioner who is certified.
2. The facility's mission and philosophy are clear and are in congruence with that of the Northland Community and Technical College.

3. Staff roles are clearly defined by the facility fieldwork coordinator.

Policy on a non-traditional level II site:

1. Supervision in a facility with no occupational therapy must include the following:
    a. A documented plan for provision of occupational therapy assistant services and supervision by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the direction of an occupational therapist) with at least 3 years' full-time or its equivalent of professional experience.
    b. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience.
    c. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours.
    d. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

Policy on International Placements:

There are currently no international fieldwork placement opportunities within the NCTC OTA Program. However, international placements can be considered as they become available, providing they meet ACOTE guidelines and NCTC institutional policies.

Policy on Establishment of New Fieldwork Experiences: College Generated

Fieldwork experiences may be initiated by the facility or the Occupational Therapy Assistant Program at the College. Once contact has been made, the process is as follows:

1. The academic fieldwork coordinator will complete a preliminary screening of a fieldwork site via telephone or e-mail to see if the facility meets the minimum requirements for a fieldwork experience.
2. The academic fieldwork coordinator will then submit a request with the Dean to work with the fieldwork site in getting a signed contract between the two entities.
3. The academic fieldwork coordinator will provide the fieldwork site with information regarding the program and its fieldwork requirements, including the website for information about the program that includes a section on fieldwork.
4. The academic fieldwork coordinator will send an electronic version of the AOTA Fieldwork Data Form (also available on the website) for the facility to complete and email back for the OTA program's records.
    A. This form requests information on the philosophy of the fieldwork experience, the number and diagnostic categories of the patients as well as the evaluation and treatment procedures used in the occupational therapy program at the facility.
5. Upon receipt of the information, it is reviewed by the academic fieldwork coordinator to determine whether the facility meets the NCTC Occupational Therapy Assistant Program established criteria for Level II fieldwork settings. This information may also be reviewed by the program director, and further information may be requested or the facility may be requested to modify some aspects of the experience to meet the criteria.
6. Once the facility has been approved as a fieldwork site, the sites information is then sent to the Administration at Northland Community and Technical College and they send the site a contract to set

up a memoranda of understanding. The Administration Office takes care of all site contracts and keeps all contracts on file. Once the contract is approved, the Administration Office notifies the Academic Fieldwork Coordinator and then the site information is added to the fieldwork data base and the site is listed as a possible choice for students when choosing Level II fieldwork

Policy on Establishment of New Fieldwork Experiences: Student Generated

When a student is interested in doing a Level II fieldwork placement in a facility that does not have an agreement with Northland Community and Technical College the student must:

1. Send a filled out request form to the academic fieldwork coordinator stating the reasons for wanting to complete a fieldwork experience at a new site. The OTA faculty will review the request for approval or denial. The letter must be received by the academic fieldwork coordinator by February 1st of the year the fieldwork selections are being made.
2. If the request is approved, the student will need to contact the facility to determine if they are willing to accept a new contract and an OTA student. The student will give the name of the facility, contact persons name and phone number to the academic fieldwork coordinator. The academic fieldwork coordinator will contact the facility to complete a preliminary screening of the site. If the facility meets the minimum requirements for a fieldwork experience, then the necessary paperwork to establish a new contract will be completed as noted above in #6.
3. The facility must meet AOTA and NCTC's minimal criteria and must agree to accommodate the student during the specific time frame requested.
4. The selection process for fieldwork will be done the end of April prior to the year the student will be doing their placement. If a new contract has been established by this time, the student's name will be dropped from the selection list. If a new contract has not been secured by selection time, the student will need to decide if they want to continue to pursue a new placement or be part of the regular selection process. If the student continues to pursue a new placement, they will automatically forfeit their number in the selection process.
    a. Keep in mind that it can take up to 12 months to secure a contract with a new site and NCTC may be legally constrained in its ability to agree to the contractual terms and conditions of a site. There is a straightforward contract process with the site accepting the NCTC contract language with no modifications. NCTC cannot agree to use the following language in contracts: "hold harmless" or indemnification, non-Minnesota state law, and arbitration clauses. The state constitution and college policy prohibits this wording in our fieldwork agreements.
    b. There are no guarantees when securing a new placement and students need to realize that fieldwork placements are difficult to find. IF a student chooses to pursue a new placement and the process fails, their name will be placed at the bottom of the selection list.
    c. Fieldwork must be completed within 18 months after completion of academic course work. Successful completion of fieldwork is required for graduation from the OTA program.

Policy on Continuation of Fieldwork Site Experiences

The standards for Accredited Educational Program demand excellent communication with fieldwork sites, and to accomplish this, NCTC faculty maintain contact through email and phone. If possible the academic fieldwork coordinator visits sites as well.

In addition, the academic fieldwork coordinator asks each facility to update their Fieldwork Data Forms annually. The facility fieldwork educator is expected to complete and return these forms to the Occupational Therapy Assistant Program. These forms serve to update the faculty and students as to experiences currently offered at each facility. Feedback from the students who have completed fieldwork at a facility are also considered in reviewing whether the facilities fieldwork program meets the educational needs of the students.

Reviews of fieldwork facilities will be ongoing and will take into account all of the above considerations. If the facility is discontinued by NCTC, they will be informed of the reasons for such a decision, and if the facility chooses to withdraw from offering fieldwork experiences, they are also expected to notify NCTC Occupational Therapy Assistant Program of this decision and rationale. The information concerning that facility will then be removed from the fieldwork data base and be placed in an inactive file.

POLICIES FOR CHOOSING AND COMPLETING FIELDWORK PLACEMENTS

Policy on Selection of Fieldwork Placements

The academic fieldwork coordinator meets with all of the Occupational Therapy Assistant Students in the first full semester in the occupational therapy assistant program. At that time, the coordinator will talk with the students about the purpose of the fieldwork experience and present guidelines to assist students in making fieldwork choices.

At this time, students will be given access to a handout which lists the facilities where NCTC presently sends students for fieldwork experiences. Students are given a listing of those fieldwork settings with which we have reservations and the date of the reservations.

Fieldwork placements are selected in the spring semester of the first year. Students will have the opportunity to view the fieldwork data base prior to the placement selection. Many students have obligations such as young children or a job that will hinder their ability to travel outside the driving area for a fieldwork experience. Due to the number of students in this situation and the limited number of placement sites, placements are selected through a lottery system. Students draw a number to determine the order for selecting a site. A new number is drawn for each placement selection. There is no guarantee a student will be placed at their preferred site. Students must complete a prioritization form and submit it to academic fieldwork coordinator by the designated date. If it is not submitted by that date, student will forfeit their order in the selection process and go to the end of the line. The academic fieldwork coordinator reviews priority, criteria of facility, and matches students with settings appropriate to meet the student's academic goals. Efforts are made to assign students to settings on their priority form, but no guarantees are made. By the end of spring semester, students will receive a letter notifying them of their Level I and Level II placements.

If a student is failing an OTA course they forfeit their order in the selection process, and will not be placed in a fieldwork site, until after the grades have been entered for the spring semester. This is required in order to ensure the student passes and will be continuing with the program in the fall semester. This helps to avoid placing a student at a site and then having to cancel that placement if the student does not pass an OTA course.

Many centers have reservations about accepting students for a Level II fieldwork unless the student has successfully completed a Level I fieldwork at the facility or has successfully completed an interview with OT personnel at the facility. This serves a dual purpose. It gives the OT personnel at the facility the opportunity to

determine whether the student can meet their expectations and gives the student the opportunity to learn whether he/she will be able to function within the facilities learning environment and whether that facility meets his/her education goals. If the student feels the fieldwork does not meet their educational goals, he/she initiates the process to change the fieldwork experience.

Currently, many fieldwork facilities are requiring proof of immunizations, drug testing, fingerprints, and/or criminal background checks. NCTC completes a Minnesota background check once admitted into the OTA program. The student is also required to complete a National Background check. It is the responsibility of the student to check facility information in the manuals to ensure that requirements for both Level I and Level II fieldwork have been met. The Occupational Therapy Assistant Program at Northland College is not responsible for payment of these requirements nor is the program a clearing house for these records.

Policy on Changing or Canceling Fieldwork Placements.

1. Student generated

Once a fieldwork site has been selected, changes are only considered in extreme emergencies. A student may request changes by writing a letter to the academic fieldwork coordinator requesting the change. The Occupational Therapy Assistant Program Faculty will make a decision whether to approve the request. The academic fieldwork coordinator will contact the student and inform the student as to the decision of the faculty. If the request is approved, the academic fieldwork coordinator will contact the agencies involved and will work with the student to find a fieldwork placement. Unless an extreme emergency has been established, all placements are final as of two months prior to the placement.

2. Facility generated

Due to the unique arrangement for OTA fieldwork education, one student is generally assigned to one supervisor per placement. Facilities agree to provide placements based on the information available at the time of the request. The future is unpredictable and sometimes the potential fieldwork supervisor leaves for another job, gets sick, goes on maternity leave or leaves the setting for unspecified reasons. When this happens, the facility may choose to cancel the placement. This may happen the week before a placement is to occur. If this happens, the academic fieldwork coordinator will contact the student and will work to find a fieldwork site replacement. The assigned fieldwork replacement may be in a different geographical area and in a different time period, but will be within the 18 months following completion of academic courses. The academic fieldwork coordinator will assure that the replacement site meets the NCTC and AOTA requirements for fieldwork education.

Policy on Level II Part Time placement

If a student requests part time placement and a facility can accommodate the request, a part time placement may be arranged. The placement shall not exceed sixteen weeks and may not be less than half-time as defined by the fieldwork site. The fieldwork must be completed within 18 months of completion of academic courses.

C.1.12. Length of Level II Fieldwork Document a required minimum of 16 weeks' full-time Level II fieldwork. Documentation must specify if part-time completion is available as agreed upon by the site and the program. The length of the part-time program must be equivalent in length to a minimum of 16 weeks full-time Ensure that the student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.

Policy on Level II No On-Site Occupational Therapy

When a facility is interested in providing a Level II fieldwork experience and an occupational therapy practitioner will not be on site, the academic fieldwork coordinator will approach available Occupational Therapy practitioners regarding the possibility of providing at least eight hours a week of direct on-site supervision for the student for an eight-week period and be available for the student during all working hours. If this is not possible to arrange, students will not be placed at the site for a Level II experience.

C.1.16. Fieldwork Supervision Where No OT Services Exist Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy assistant services and supervision by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the direction of an occupational therapist) with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

Policy on choosing an optional third Level II fieldwork placement

All students wishing to complete an Optional Level II fieldwork placement must successfully complete both Level II fieldwork experiences. Students that request an optional fieldwork must do so in writing to the academic fieldwork coordinator at least three months prior to scheduling of the fieldwork placement. The student must include in their request educational and career goals related to their requested placement. These optional fieldwork placements will be processed in the order they are received.

Policy on Level II FW Hours

All students are scheduled to complete eight full weeks of fieldwork, which is consistent with AOTA's policy. The expectation of the program is that all students will complete a minimum of 288 hours to fulfill this requirement. The student will be scheduled for hours based on the facility working hours. Any student request for time off from these scheduled hours must be presented in writing to both the fieldwork site supervisor and the academic fieldwork coordinator. Time off must be approved by both the fieldwork site supervisor and the academic fieldwork coordinator. If the student should miss any days for any reason during the fieldwork, the student is expected to make arrangements with the supervisor to make up those days. If a student is placed in a school system or other facility does not meet the minimum hours in the regularly scheduled work hours, the student will be informed that they may have to complete more than 8 weeks to reach the 288 hour requirements or make other arrangements with the approval of both the fieldwork site supervisor and academic fieldwork coordinator to fulfill the missing hours. Furthermore, drive time is not counted in the 288 hours, unless the student is riding with their fieldwork site supervisor and discussing patient care or other items concerning fieldwork.

Policy on Post Withdrawal from Level II Fieldwork

The student who has been withdrawn from fieldwork or who has failed a fieldwork experience may petition to repeat a fieldwork experience. The petition must be in written form and sent to the academic fieldwork coordinator requesting consideration of a second fieldwork placement. A unanimous decision must be made

from the Northland Community and Technical College Dean of Academic Affairs and the Occupational Therapy Assistant Program faculty supporting a repeat experience is required. Repeating fieldwork is dependent upon fieldwork site availability. The college will require a plan for successful completion of Fieldwork be completed prior to the repeated fieldwork experience. If unanimous affirmation is not received the student will be terminated from the OTA program and their registration canceled. If approved, the student will be assigned a placement during the next available fieldwork session. This may be the following summer or fall semester. This also may not be in a student preferred geographical location.

Upon anticipation of restarting a fieldwork experience the new fieldwork site/facility must be informed that it is a repeat fieldwork experience. The fieldwork site/facility is given the opportunity to interview the student prior to committing to a fieldwork experience with that student.
A student may not repeat fieldwork after two fieldwork withdrawals and/or failures.

Students must complete all required fieldwork within 18 months of completion of academic coursework. If a student is unable to complete fieldwork within this time frame, the student must retake pertinent academic coursework prior to the fieldwork assignment.

Policy on Students with Disabilities

OTA Department Policy on ADA Accommodations: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 requires NCTC to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustment or accommodations must self-identify with the Academic Success Center. Appointments may be made at: 218-683-8561. After meeting with the Academic Success Center and based on their recommendations, students are encouraged to meet with their instructors to discuss their needs, and if applicable, any fieldwork concerns related to their disabilities.

- The academic fieldwork coordinator seeks reasonable accommodation and accessibility with fieldwork sites for students with disabilities. Students are encouraged to identify their needs as soon as possible and share them with the fieldwork coordinator.
- The academic fieldwork coordinator is available to consult with the student and advise the student as they plan for a successful fieldwork experience. Expectations should be the same for students regardless of abilities; however, strategies to achieve entry-level competencies may differ.

POLICIES REGARDING FIELDWORK EVALUATIONS/GRADES

Policy on Grading Student Performance: Level I

The official documentation for evaluation of the student's performance on Level I fieldwork will be the Northland Community and Technical College Occupational Therapy Assistant Program Level I Fieldwork Student Evaluation.

Points for the Level I experience will be divided between assignments from the instructor of the course and the evaluation from their fieldwork educator. The evaluation form is intended to be a feedback mechanism for the student, not a grading form. The fieldwork experience is a pass/fail experience with the student receiving all of the points if they pass, regardless of the total score of the form, and none of the points if they fail. It is possible for the student to receive passing grades on their written assignments and fail the fieldwork experience.

The student must complete the required hours of the Level I fieldwork and receive a "P" for the experience. In order to receive a "P" or passing grade for the experience, the student is allowed to receive no more than one score below a 2 or no more than two items scored below a 3. If the student does not pass the Level I fieldwork experience, they will not be able to pass the OTA course in which they are enrolled and will not be allowed to continue on through the OTA program.

Policy on Evaluation of Level I Fieldwork Site

The academic fieldwork coordinator will review the objectives and purpose of Level I fieldwork with the representative from the facility. The representative from the facility will provide feedback to the academic fieldwork coordinator regarding the facilities ability to provide opportunities to facilitate the Level I objectives.

After a Level I experience, students will complete a Student Evaluation of Level I Fieldwork form. Students will also provide verbal evaluation of the fieldwork site on the first day of class following fieldwork. Instructor of the course will compare the feedback from the students with the objectives of the course and the purpose of Level I fieldwork.

Prior to contacting facilities regarding arranging a fieldwork experience at the facility, the academic fieldwork coordinator and the course instructor will meet and determine facilities that are continuing to provide a valuable experience.

Policy on Grading Student Performance: Level II Midterm Evaluation

The official documentation for evaluation of the student's performance on Level I fieldwork will be the Northland Community and Technical College "Assessment of OTA Student Performance in Level II Fieldwork" form. This form was developed based on ACOTE Accreditation standards, the AOTA FW accreditation tool, and feedback from fieldwork site supervisors.

Purposes of student midterm evaluation

1. Help students identify strengths and weaknesses
2. Stimulate desire for improved performance
3. Identify specific educational needs
4. Recognize barriers to performance
5. Provide a forum for discussion for ways in which performance can be improved
6. Develop a plan with the student for improving identified areas of weakness
7. Certify competence and signify a rite of passage

All students on Level II fieldwork must receive a midterm evaluation from the fieldwork educator at or directly after four weeks. It is suggested that the fieldwork educator and the student independently complete the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student at midterm. Using this process, the supervisor gets an understanding of where the students see themselves.

Once this form is completed, the student and fieldwork educator should collaboratively develop a plan which would enable the student to achieve entry-level competence by the end of the fieldwork experience. This plan

should include specific objectives and enabling activities to be used by the student and fieldwork educator to achieve the desired competence.

The fieldwork educator must contact the academic fieldwork coordinator when:

1. A student exhibits unsatisfactory behavior in a substantial number of tasks
2. A student's potential for achieving entry-level competence by the end of the affiliation is in question.

At midterm, FW Site supervisors should ensure that the student is starting to take on more clients so that by the end of the fieldwork the student is able to demonstrate the ability to manage a full-time case load as appropriate for the setting, the severity of the client's condition, and the ability of the student. Also, during your midterm evaluation please evaluate the amount of supervision that the OTA student is requiring, as they should be requiring less and less supervision throughout the 8 weeks as is appropriate for the setting and client's condition.

If it is felt by the fieldwork educator that the student is at risk for not passing at midterm or any time during the fieldwork experience, the student and the college must be informed. The student will be involved in writing a plan and will receive a written plan using the "Occupational Therapy Assistant Program Student Performance Plan" form to address problem areas and give an opportunity for remediation.

Policy on Grading Student Performance: Level II Final Evaluation

In order to pass Level II Fieldwork, the student must earn a passing score on the Assessment of OTA Student Performance in Level II Fieldwork. The student must also earn a score of 3 or higher on all items in the ethics and safety section. Additionally, the student must earn a score of 2 or higher on all other item in the assessment.

The fieldwork supervisor must ensure that both the Assessment of OTA Student Performance I Level II Fieldwork and Student Evaluation of Fieldwork are sent to the academic fieldwork coordinator promptly at the end of the Level II Fieldwork.

Students are enrolled in fieldwork for credit as listed in the Course Curriculum. In addition to the Evaluation provided by the fieldwork supervisor, the student will also have weekly discussions and various assignments in the Desire2Learn (D2L) system through Northland Community and Technical College.

Students are to contact the academic fieldwork coordinator on a weekly basis through the discussion board on D2L regarding their fieldwork experience. Students also have various assignments that are submitted via D2L. These discussions and assignments must be completed in order to pass they Level II Fieldwork. The student is responsible for ensuring all assignments are completed on a timely basis. Please refer to Level II Grading Scale for information on determine the final grade for Level II Fieldwork.

Level II Fieldwork grades will be awarded by the Academic Fieldwork Coordinator and sent to the Registrar's Office to be recorded on the student's transcript once the Assessment of OTA Student Performance I Level II Fieldwork and Student Evaluation of Fieldwork are received from the fieldwork site supervisor.

It is the Occupational Therapy Assistant Program's expectation that students will not experience major difficulties and will successfully complete all fieldwork requirements. Should the student experience difficulties in meeting the performance standards of the facility, the fieldwork educator at the facility will contact the academic fieldwork coordinator to discuss a suitable course of action to remedy the situation. In the event that

this remedial plan proves unsuccessful, or if the student exhibits behaviors in the clinical setting which are deemed by the responsible supervisor to be unprofessional or unsafe to the mental, emotional or physical welfare of clients, staff, self or others, the student may be terminated from their fieldwork placement.

Policy on Evaluating Level II Fieldwork Sites

Northland Community and Technical College Occupational Therapy Assistant Program have implemented a method to evaluate fieldwork facilities. Evaluation is done to determine whether fieldwork settings are equipped to provide application of principles learned in the academic program and appropriate to the learning needs of the student, and to ensure that all aspects of the fieldwork program are consistent with the curriculum design of the NCTC Occupational Therapy Assistant Program.

The evaluation process begins with a paper review which includes but is not limited to the facilities philosophy statement, objectives, learning experiences, and AOTA Fieldwork Data Form. This review is conducted by the academic fieldwork coordinator, who then routes the form back to the facility for further clarification or information. After providing their input, the facility will forward the form back to the NCTC OTA Program where a decision will be made upon unanimous approval of the NCTC OTA Program faculty. Final evaluation results will be sent to the facility and a copy placed in the facility fieldwork manual. This process might also be supplemented through telephone or e-mail exchange, and may involve curriculum updates, student evaluations of the fieldwork site and fieldwork visits.

Facilities who are not approved as fieldwork sites will be provided specific rationale as to the decision made, and will be provided with suggestions should they wish to pursue approval as a fieldwork site in the future. Conversely, if a fieldwork facility chooses to withdraw from offering fieldwork experiences to NCTC students, they are also expected to notify the academic fieldwork coordinator of this decision and the reasoning behind it. The information concerning that facility will then be removed from the fieldwork data base and placed in an inactive file.

Data will be gathered in the areas of evaluation and assessment, primary treatment conditions, interventions, client participation, student resources for learning, facility expectations, and consistency with the NCTC OTA Program objectives for fieldwork.

Information collected will be used to:

1. Assist student in the fieldwork selection process
2. Inform fieldwork facilities of curriculum content, expectations and learning experiences currently offered in the NCTC Occupational Therapy Assistant Program curriculum
3. Determine whether fieldwork facilities are offering learning experiences compatible with those presented in the NCTC Occupational Therapy Assistant Program curriculum
4. Provide NCTC OTA Program a method of objectively evaluating existing fieldwork facilities
5. Provide the NCTC Occupational Therapy Assistant Program an instrument to guide faculty in selecting new fieldwork facilities in an objective manner.

RESOURCES FOR FIELDWORK EDUCATORS

AOTA Position Paper

- **Occupational Therapy Fieldwork Education: Value and Purpose:** *The American Journal of Occupational Therapy*, 2016, Vol. 70(Supplement_2), 7012410060p1–7012410060p2. https://doi.org/10.5014/ajot.2016.706S06
- https://research.aota.org/ajot/article/70/Supplement_2/7012410060p1/6239/Occupational-Therapy-Fieldwork-Education-Value-and

AOTA Fieldwork educators certificate workshop

- **Advance your skills as an occupational therapy fieldwork educator with the fieldwork educator certificate program.**
- https://www.aota.org/education/fieldwork/fieldwork-educators-certification-workshop

Books

- **The Essential Guide to Occupational Therapy Fieldwork Education, 2nd Edition,** ISBN: 9781569003664, Publisher: AOTA Press (2015). https://myaota.aota.org/shop_aota/product/900366

- **Fieldwork Educator's Guide to Level I Fieldwork,** ISBN 9781630919627, Publisher: Slack, Incorporated (2022). https://www.routledge.com/Fieldwork-Educators-Guide-to-Level-I-Fieldwork/Hanson-DeLuliis/p/book/9781630919627

- **Fieldwork Educator's Guide to Level II Fieldwork,** ISBN 9781630919658, Publisher: Slack, Incorporated (2022). https://www.routledge.com/Fieldwork-Educators-Guide-to-Level-II-Fieldwork/DeLuliis-Hanson/p/book/9781630919658

Additional AOTA Resources: Available at: https://www.aota.org/education/fieldwork/fieldwork-educators

- Benefits of being a Fieldwork Educator
- COE Guidelines
- Competency Assessment
- Start a Program
- Supervision Requirements
- Inclusive Teaching and Learning for Occupational Therapy Experiential Education
- ACOTE Standards for Fieldwork Education

Northland Community and Technical College
OTA Program
Fieldwork Forms

The following pages contain forms that will be used by students, faculty, and fieldwork educators in securing and completing Level I and Level II Fieldwork opportunities.

Northland Community and Technical College
Occupational Therapy Assistant Program
Fieldwork Facility Initial Contact Form

Name of Facility:
Address:
Contact Person:
Phone Number:
Fax:
Email:

Type of FW Students: Level I Level II Both Level I and II

CRITERIA	COMMENTS
Population served	
Client Population	
Age range of population	
Staff attitude toward students	
Compliance with ACOTE OTA Standards concerning supervision	
Projected number of individuals seen for services during the specified time period	
Qualifications of staff supervising student. Supervision must be from an Occupational Therapy Practitioner who is licensed by the state.	
Opportunity for continuing education i.e., in-services	
Willingness to collaborate with OTA faculty	
The facility's mission and philosophy are clear and are in congruence with that of the Northland Community and Technical College.	
Staff roles are clearly defined by facility fieldwork coordinator	
Current OT Programs	

ADDITIONAL COMMENTS:

Signature of Academic FW Coordinator:

Northland Community and Technical College
Occupational Therapy Assistant Program
Student Evaluation of Level I Fieldwork

Student Name _____
Facility Name _____
Facility Supervisor _____
Dates of FW _____ to _____ Placement # _____ of _____
Type of Fieldwork _____
Age Range of Population _____

1. Overall rating of your Level I Fieldwork experience (please circle one)

1 2 3 4 5
I do not recommend site I strongly recommend site

Comments:
_____
_____
_____

2. Overall rating of facility as a learning environment (please circle one)

1 2 3 4 5
I do not recommend site I strongly recommend site

Comments:
_____
_____
_____

3. Overall rating of supervision/staff meeting your needs as a Level I student (please circle one)

1 2 3 4 5
very poor poor fair good excellent

Comments:
_____
_____
_____

4. My experience was (please circle one)

1 2 3 4 5
No hands on, All observation 50/50 hands on/ observation all hands on

5. Therapeutic interventions you observed and/or participated in:

Observed: Participated in:

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

6. Assessments you observed and/or participated in:

Observed: Participated in:

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

7. What would you have liked to have been taught in the class room before going out for this experience?

8. How did this experience provide meaning to you in your future role of OTA?

9. Describe briefly the types of experiences that had a major impact on you

10. What were the positive and negative aspects of this experience?

STUDENT EVALUATION OF FIELDWORK EXPERIENCE

THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION, INC.

Purpose: This form is important feedback for your fieldwork educator, your faculty, and other students at your school.

Directions: Complete this Student Evaluation of Fieldwork Experience (SEFWE) form in ink prior to your final meeting with your fieldwork supervisor. Your supervisor, too, will have completed your student performance evaluation for review at this meeting. Share the completed SEFWE with your supervisor, and the form should be co-signed. One copy remains with the fieldwork site and one copy is returned to your educational program.

Part I: IDENTIFYING INFORMATION

Academic Program _____

Agency Name _____

Agency Address _____

Placement Dates: from _____ to _____

Order of Placement: 1 2 3 4 *out of* 1 2 3 4

Type of Fieldwork: _____
Specialty/Practice Area

Living Accommodations: *(include type, cost, location, condition)*

Part II: STRUCTURE OF FIELDWORK EDUCATION PROGRAM

A. Student Orientation

1. Was a formal orientation provided? Yes ____ No ____

2. If yes, indicate your view of the orientation by *checking* "satisfactory" (S) or "Needs Improvement" (I) regarding the three factors of adequacy, organization, and timeliness.

TOPIC	Adequate		Organized		Timely		NA
	S	I	S	I	S	I	
a. Staff introductions							
b. Physical facilities							
c. Agency/Department mission							
d. Organizational structure							
e. Agency services							
f. Agency/Department policies and procedures							
g. Role of Occupational Therapy services							
h. Role of other team members							
i. Documentation procedures							
j. Safety and emergency procedures							
k. Confidentiality							
l. Student fieldwork objectives							
m. Student supervision							
n. Community resources for service recipients							
o. Department model of practice							
p. Quality management program							
q. Requirements/assignments for students							
r. OSHA - Standard precautions							
s. Other							

3. Comments or suggestions regarding your orientation to this fieldwork placement:

B. Written and Oral Assignments

1. Indicate whether the following assignments were required by *checking* "Yes" or "No".

   If required, indicate the approximate number you did; also indicate their value to your learning experience by *circling* the appropriate number with #1 being least valuable and #5 being the most valuable.

	REQUIRED Yes	No	HOW MANY	EDUCATIONAL VALUE
a. Client/patient screening				1 2 3 4 5
b. Client/patient evaluations *(Use specific names of evaluations)*				
				1 2 3 4 5
				1 2 3 4 5
				1 2 3 4 5
				1 2 3 4 5
				1 2 3 4 5
				1 2 3 4 5
				1 2 3 4 5
				1 2 3 4 5
				1 2 3 4 5
c. Written treatment/care plans				1 2 3 4 5
d. Discharge summary				1 2 3 4 5
e. Team meeting presentation				1 2 3 4 5
f. Inservice presentation				1 2 3 4 5
g. Case study				1 2 3 4 5
h. Quality/Outcome/Efficacy study				1 2 3 4 5
i. Activity analysis				1 2 3 4 5
j. Supervision of: aides, OTAs, Level I students, and volunteers				1 2 3 4 5
k. Other				1 2 3 4 5

2. Comments or suggestions regarding assignments:

C.. Caseload Description

1. *List* approximate number of each age category in your caseload.

Age	Number
0-3 years old	
3-5 years old	
6-12 years old	
13-21 years old	
22-65 years old	
>65 years old	

2. *List* approximate number of each primary condition/problem/diagnosis in your caseload.

Condition/Problem	Number

3. *List* major therapeutic interventions frequently used and indicate whether it was provided in group, individually, Co-Tx, or consultation. List other professionals involved.

Therapeutic Interventions	Group	Individual	Co-Tx	Consultation

4. Suggestions for change that would improve your learning experience.

_____

_____

_____

5. Ending student caseload expectation: _____ # of clients per week or day
   Ending student productivity expectation: _____ % per day (direct care)

PART III: SUPERVISION

A. *List* fieldwork educators who participated in your learning experience.

Name	Title	Frequency	Individual	Group
A.				
B.				
C.				
D.				

B. *Indicate the number* which seems descriptive of each fieldwork educator. Please make a copy of this page for each individual.

FIELDWORK EDUCATOR:	1 = Strongly Disagree 2 = Disagree 3 = No opinion 4 = Agree 5 = Strongly agree				
	1	2	3	4	5
Approachable and interested in students					
Made student feel comfortable and part of the department					
Provided a positive role model of professional behavior in practice					
Taught knowledge and skills to facilitate learning process					
Presented clear explanations and expectations					
Encouraged student self-directed learning					
Facilitated student's clinical reasoning					
Reviewed written work in a timely manner					
Provided feedback in a timely manner					
Provided positive feedback regarding student's strengths					
Used constructive feedback to promote student development					
Adjusted responsibilities to facilitate student's growth					
Supervision changed as fieldwork progressed					
Encouraged student to provide feedback to fieldwork educator					
Model occupation-centered practice					

C. General comments on supervision: _____

_____

_____

_____

_____

_____

_____

PART IV: PROFESSIONAL RELATIONSHIPS

A. *Check* categories which were available during your experience, referring to the code.

	1 = Rarely 2 = Occasionally 3 = Frequently 4 = Consistently 1	2	3	4
Collaboration between OT/OTA				
Networking with other professionals				
Networking with other OT students				
Networking with students from other disciplines				
Team approach to care				
Role modeling therapeutic relationships				
Additional educational opportunities (*specify)* _____ _____				
Expand knowledge of community resources				

B. Describe how any of the above professional relationships affected your learning experience.

PART V: ACADEMIC PREPARATION

A. Rate the relevance and adequacy of your academic coursework relative to the needs of **THIS** fieldwork placement, *circling* the appropriate number. (Note: may attach own course number)

General Education/Basic Science Coursework	Adequacy for Placement Low High 1 2 3 4 5
	Relevance for Placement Low High 1 2 3 4 5

Media/Skills Coursework	Adequacy for Placement Low High 1 2 3 4 5
	Relevance for Placement Low High 1 2 3 4 5

Occupational Therapy Theory and Concepts Coursework	Adequacy for Placement Low High 1 2 3 4 5
	Relevance for Placement Low High 1 2 3 4 5

Level I Fieldwork	Adequacy for Placement Low High 1 2 3 4 5
	Relevance for Placement Low High 1 2 3 4 5

B. What are the strongest aspects of your academic program relative to the needs of **THIS** Level II Fieldwork Experience? Be specific and include course references as appropriate.

C. Please give examples of how you were able to apply academic knowledge, such as theories or concepts, and/or skills to the practical application in this fieldwork setting.

D. What changes would you recommend in your academic program relative to the needs of **THIS** Level II Fieldwork Experience?

PART VI: SUMMARY

A.

1 = Strongly disagree
2 = Disagree
3 = No Opinion
4 = Agree
5 = Strongly agree

	1	2	3	4	5
Expectations of fieldwork experience were clearly defined					
Expectations were challenging but not overwhelming					
Experiences supported student's professional development					
Experiences matched student's expectations					
Supervisor supported student's professional development					
Supervisor explained clinical applications of knowledge					

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

C. Overall, what changes would you recommend in this Level II Fieldwork Experience?

PART VII: ADDITIONAL COMMENTS

Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this center.

We have mutually shared and clarified this Student Evaluation of Fieldwork Experience report.

_____	_____
Student's Signature	FW Educator's Signature
_____	_____
Student's Name *(Please Print)*	FW Educator's Name *(Please Print)*
_____	_____
Name of the Educational Program	Date

AOTA Commission on Education, Fieldwork Issues Committee
Amended and Approved by FWIC 11/99 and COE 3/00
Amended 4/00
(fieldwork\miscell\sefwe.42000)

Northland Community and Technical College
Occupational Therapy Assistant Program
Level I Fieldwork Student Evaluation

Rate the student on each of the following performance factors using the following scale:

Unsatisfactory	Student performance is below standards. Used when there is a concern about performance
ement Needed	Student performance is occasionally below standards, student makes effort to incorporate feedback
tory	Student performance consistently meets expectations of facility
verage	Student performance occasionally exceeds expectations of facility
Outstanding	Student performs consistently beyond expectations of facility.

Performance	Unsatisfactory	Improvement needed	Satisfactory	Above Average	Outstanding
Time management skills, organization Consider: Arrives on time, sets priorities, follows through with responsibilities, meets deadlines, and makes constructive use of unscheduled time.					
Initiative, motivation Consider: Seeks out opportunities from a variety of sources, seeks out information regarding facility and services provided, performs consistent work behaviors including preparedness, dependability, and work site maintenance.					
Use of safety precautions Consider: Adheres to infection control standards, universal precautions and awareness of contraindications in interactions with individuals, adheres to work site policy regarding use of modalities, sharps and equipment, immediately reports to supervisor any observed unsafe activity					
Personal Presentation Consider: Adheres to facility dress code, clothing clean, neat and repaired, jewelry and nails adhere to facility policy; clothing appropriate to facility; considerate of others sensitivity to odors.					
Written communication skills Consider: Demonstrates writing ability to meet standards of department, completes written assignments using appropriate terminology, all written documentation legible with correct spelling, punctuation and grammar.					
Interpersonal skills Consider: Displays cooperation, tact, empathy, and flexibility when relating to others, displays an approachable demeanor, respects others and their space/belongings in shared office and work area, and establishes rapport with individuals and facility staff.					
Verbal Communication skills Consider: Uses a non-threatening, accepting approach when interacting with individuals, demonstrates congruency between actions and words, contributes ideas/observations regarding individuals with supervisor, shares relevant information, asks appropriate questions, expresses self clearly and concisely, discusses behavioral observations of interventions.					

Performance	Unsatisfactory	Improvement needed	Satisfactory	Above Average	Outstanding
Respect for Diversity Consider: Displays positive respectful attitude toward individuals and facility personnel, recognizes individual's prevailing norms and the social conditions affecting beliefs about life, mental health and physical health, and suggests occupations that incorporate individual's values and beliefs.					
Ethical Behavior Consider: Conducts self ethically and with appropriate boundaries, follows confidentiality policy, protects written documentation, discusses client information privately on a need to know basis, is familiar with policies and procedures related to specific work site.					
Standards of Practice Consider: Displays and communicates the roles of OT and OTA, clearly explains the purpose of occupational therapy, explains the concept of occupation and the occupational therapy process, can articulate or describe the frame of reference/theory used to guide the intervention in the setting.					
Values and Attitudes Consider: Displays empathy, respect, nonjudgmental, fair, truth, collaboration, encourages independence.					
Intervention Process: Consider: Provides treatment according to the treatment plan developed by the clinician, identifies main therapeutic characteristics of activity, able to state primary rational for use of activity with patient or group, ability to develop a treatment plan based on patient goals and evaluation data, ability to identify when the use of adaptive equipment/materials/skills is appropriate or not, and understands the reasons for recommendation/use for adaptive equipment/materials/skills and can articulate/document reasons for it.					
Receives and responds to feedback Consider: Accepts constructive criticism, displays an active and positive attitude evidenced by body language and use of voice, verbalizes understanding of feedback, and demonstrates change in behavior that shows an understanding of feedback and movement towards acquiring professional behaviors.					

Each **"Improvement Needed"** or **"Unsatisfactory"** should be documented with examples and if possible recommendations for improvement in those areas. Students will meet with their academic instructor for the areas needing improvement and create an action plan incorporating the suggestions.

1. Area in need of improvement or unsatisfactory:

a. Example:

b. Recommendation:

2. Area in need of improvement or unsatisfactory:

a. Example:

b. Recommendation:

Overall Evaluation Comments/Suggestions:

Student: _____ Supervisor: _____

Facility: _____ Fieldwork Dates _____ to _____

Practice area: _____ Hours Completed _____

Client age range _____ Placement # _____ of _____

Requirements for passing:

- No more than one item below "Improvement Needed" OR No more than two items below "Satisfactory"

( ) Pass ( ) Fail

_____ _____

Student Signature/Date Supervisor Signature/Date

Please review with students and give them a copy of the evaluation.
Please email/fax/mail a copy of the evaluation with signatures to:
Geralyn Peterson, OTA Academic Fieldwork Coordinator
Northland Community and Technical College
2022 Central Ave NE
East Grand Forks, MN 56721
geralyn.peterson@northlandcollege.edu
Phone: 218-793-2582
Fax: 218-793-2842

Assessment of OTA Student Performance in Level II Fieldwork

Northland Community and Technical College OTA Program

Student Name: _____

FIELDWORK SETTING:

Facility Name: _____

Facility Address: (street) _____

(city)_____ (state)_____ (zip)_____

Type of Fieldwork (circle one):

Adult Physical Adult Psychosocial Pediatric Physical Pediatric Psychosocial

Other: _____

Dates of Placement: From _____ to _____

Total Hours Completed: _____

This assessment should be completed at the fieldwork midterm and the end of the fieldwork. It is expected that the student will continue to grow throughout the fieldwork, and this is typically reflected in the progression of rating from midterm to final.

Midterm Assessment:

- There is no specific passing grade required at the midterm assessment.
- If the student scores below 70, it is recommended that a formal professional development plan be considered.
- If the clinical fieldwork supervisor suspects that the student is at risk of failing the fieldwork, a formal professional development plan should be initiated.

Final Assessment:

- The passing score required at the final assessment is 90 or above.
- A score below 90 is a failing score.
- If the student earns a score of 1 on any item in this assessment, the student fails the fieldwork.
- If the student earns a score of 1 or 2 in any item in the ethics and safety section, the student fails the fieldwork.

The following rating scale should be used when filling out the assessment:

4 – Excellent. The student demonstrates skills and knowledge that are above average for an entry level OTA. The student consistently performs at this level, and it is considered a strength for the student.

3 – Good. The student demonstrates skills and knowledge at a level that is common for an entry level OTA. The student typically performs at this level.

2 – Emerging. The student demonstrates skills and knowledge that are below the level that is common for an entry level OTA, but the student is growing in this area and is close to entry level skills. Or the student inconsistently performs at the level of an entry-level OTA.

1 – Unacceptable. Student demonstrates skills and knowledge that are significantly below the level of an entry level OTA. The student typically performs at this level and/or this level interferes with the student's ability to effectively and safely treat patients/clients.

Ethics and Safety (the student must earn a score of 3 or higher on each item in this section to pass.)

1. **Follows all pertinent rules and regulations, including the AOTA Code of Ethics, all federal and state regulations, and all facility regulations and policies.** Consider Medicare and Medicaid regulations, HIPAA privacy rules, regulations set forth by JHACO, CARF, or any other regulatory agencies.

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

2. **Demonstrates knowledge and understanding safety requirements and consistently adheres to them.** Consider hand hygiene, infection control precautions, fire and weather safety policies, appropriate knowledge of safety equipment.

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

3. **Demonstrates critical thinking skills and sound judgement in maintaining safety for self and others.** Consider use of appropriate body mechanics, following patient-specific precautions such as surgical precautions, appropriate use of safety equipment with patients/clients, ability to assess potential hazards and limit the impact on self and others.

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

Midterm Comments:

_____

_____

_____

_____

_____

Final Comments:

_____
_____
_____
_____
_____

Tenets of Occupational Therapy

4. **Consistently and accurately explains to others the role of occupational therapy in promoting health and wellness and preventing disease and disfunction.** Consider the explanation of the distinct nature and value of occupational engagement, the role of the occupational therapist and the occupational therapy assistant to patients/clients, families, caregivers, colleagues, other professionals, and/or the public.

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

5. **Consistently and accurately explains to others the distinct nature of occupation, its role in promoting health and wellness and preventing disease and disfunction.** Consider the explanation of the use of occupations and purposeful activity to address participation and engagement and to further the development of performance skills and performance patterns to patients/clients, families, caregivers, colleagues, other professionals, and/or the public.

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

Midterm Comments:

_____
_____
_____
_____
_____

Final Comments:

_____
_____
_____
_____
_____

6. **Gathers appropriate information from multiple sources to contribute to the occupational profile.** Consider gathering information related to patient/client roles and meaningful occupations, as well as factors that support or hinder occupational engagement. Information may be obtained from the patient/client, family, caregivers, chart review, interviews, or skilled observation.

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

7. **Establishes service competency in administering screenings and assessments as delegated by the occupational therapist.** Consider standardized assessments, non-standardized assessments, interviews, skilled observations, chart reviews, etc.

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

8. **Contributes appropriately to the interpretation of assessment information by the occupational therapist.** Consider the ability to provide appropriate assessment results; relate results to strengths, weaknesses, occupational performance, and client factors; provide additional observational information, etc. to better inform the OTR as they interpret the assessment information.

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

9. **Provides appropriate and accurate verbal report and written documentation of assessment results.** Consider documentation in the medical chart, explanation of assessments to the OTR, the patient/client, family/caregivers, colleagues, and other relevant parties, etc.

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

10. **Uses evaluation information to appropriately collaborate with the OTR in the development of client-centered, occupation-based intervention plans and goals.** Consider providing input on initial intervention plan and/or updating intervention plans and goals following re-evaluation.

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

Midterm Comments:

_____

_____

_____

_____
_____

Final Comments:

_____
_____
_____
_____
_____

Intervention

11. **Plans and implements interventions that are client-centered and culturally relevant.** Consider the ability to take into account the values and preferences of the patient/client and/or family and caregivers and avoiding use of the same activities with all patients.

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

12. **Plans and implements interventions that are occupation-based and/or directly promote enhanced performance in occupation.** Consider appropriate use of occupation-based interventions, purposeful activity, and interventions to support occupations.

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

13. **Plans and implements interventions that appropriately address the patient's/client's strengths, weaknesses, and goals as defined in the OT intervention plan.**

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

14. **Plans and implements, in collaboration with the OT, interventions that are based on current evidence-based practice and the theory, models, and frames of reference that guide the intervention plan**.

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

15. **Appropriately grades and modifies intervention activities in response to patient/client needs and response to treatment.** Consider the use of activity analysis to implement the intervention plan, and the ability to assess pt safety, status, motivation, and needs and adjust the session accordingly.

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

16. **Demonstrates appropriate therapeutic use of self to facilitate patient/client participation and progress.** Consider use of personality, insights, and judgments, empathy, authenticity, appropriate sharing, verbal and non-verbal communication.

    c. **Midterm** 1 2 3 4

    d. **Final** 1 2 3 4

17. **Provides appropriate information and collaborates with the OT to determine modifications to the intervention plan.** Consider collaboration with re-evaluation, updating goals, and collaboration with discharge planning.

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

18. **Appropriately and accurately documents treatment sessions and patient/client responses to interventions in a manner that clearly conveys the effectiveness of interventions.** Consider that information is presented in a clear, concise manner, and that it clearly demonstrates the need for skilled occupational therapy.

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

Midterm Comments:

_____
_____
_____
_____
_____

Final Comments:

_____
_____
_____
_____
_____

19. **Appropriately and accurately documents treatment sessions in a manner that clearly conveys the need and rationale for skilled occupational therapy services.**

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

20. **Demonstrates knowledge of reimbursement systems and funding mechanisms and accurately addresses these in documentation.** Consider the ability to produce documentation in accordance with third party payor requirements, appropriate use of diagnosis codes and DME codes (i.e. CPT, ICD, DSM, HCPCS codes.)

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

21. **Demonstrates and understanding of legal and ethical aspects of supervision of occupational therapy assistants.** Consider the understanding of supervision as a student and as a COTA.

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

22. **Meets productivity requirements effectively.**

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

Midterm Comments:

_____
_____
_____
_____
_____

Final Comments:

_____
_____
_____
_____
_____

23. **Collaborates Effectively with others.** Consider ability to work in groups, intra-professional collaboration, and inter-professional collaboration.

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

24. **Takes responsibility for learning.** Consider independently seeking learning experiences, actively participating in learning experiences, use of downtime for further learning, etc.

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

25. **Responds constructively to feedback.** Consider appropriate verbal and non-verbal response, appropriate self-reflection, and ability to make appropriate changes in response to feedback.

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

26. **Demonstrates consistent and acceptable work behaviors.** Consider preparedness for the day and for treatment sessions, dependability, taking responsibility for actions, maintaining appropriate professional dress and grooming, demonstrating flexibility, etc.

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 .4

27. **Demonstrates time management.** Consider ability to meet timelines/deadlines, effectively prioritizing tasks, using free time productively, avoiding procrastination, etc.

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

28. **Manages Relationships effectively.** Consider use of respectful verbal and nonverbal communication, approaching conflicts and disagreements professionally and respectfully, respecting the knowledge and experience of supervisors and educators, etc.

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

29. **Demonstrates respect for the diversity of others.** Consider cultural awareness, willingness to seek accurate and unbiased information about other cultures, consideration of cultural differences in treatment planning and intervention. This includes diversity of culture, gender, sexual expression, socioeconomic status, family structure, etc.

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

30. **Demonstrates professional communication skills.** Consider quality of written documentation, appropriate use of professional language and medical terminology, the ability to adjust language to match the listener, use of appropriate non-verbal communication, respectful tone, etc.

    a. **Midterm** 1 2 3 4

    b. **Final** 1 2 3 4

Midterm Comments:

_____
_____
_____
_____
_____

Final Comments:

_____
_____
_____
_____
_____

Midterm Summary

Ethics and Safety
1._____
2._____
3._____
Foundations of Occupation
4._____
5._____
Screening and Evaluation
6._____
7._____
8._____
9._____
10._____
Intervention
11._____
12._____
13._____
14._____
15._____
16._____
17._____
18._____
Service Delivery and Management of OT Services
19._____
20._____
21._____
22._____
Professional Behaviors
23._____
24._____
25._____
26._____
27._____
28._____
29._____
30._____

MIDTERM TOTAL: _____

Professional Development Plan Recommended? Yes_____ no_____

Final Summary

Ethics and Safety
1._____
2._____
3._____
Foundations of Occupation
4._____
5._____
Screening and Evaluation
6._____
7._____
8._____
9._____
10._____
Intervention
11._____
12._____
13._____
14._____
15._____
16._____
17._____
18._____
Service Delivery and Management of OT Services
19._____
20._____
21._____
22._____
Professional Behaviors
23._____
24._____
25._____
26._____
27._____
28._____
29._____
30._____

FINAL TOTAL: _____

PASS _____ **FAIL** _____

(90 points or higher is required to pass)

Midterm Summary:

_____
_____
_____
_____
_____

Final Summary:

_____
_____
_____
_____
_____

SIGNATURES:

Midterm Assessment:

Clinical Fieldwork Supervisor: _____ **Date:** _____

I have had the opportunity to review this performance assessment and ask any questions that I have.

Student: _____ **Date:** _____

Final Assessment:

Clinical Fieldwork Supervisor: _____ **Date:** _____

I have had the opportunity to review this performance assessment and ask any questions that I have.

Student: _____ **Date:** _____

Resources

The Accreditation Council for Occupational Therapy Education. (2018b). 2018 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide. North Bethesda.

The Accreditation Council for Occupational Therapy Education. (2023). 2023 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide. North Bethesda.

AOTA. Fieldwork Performance Evaluation (FWPE) for the occupational therapy assistant. https://www.aota.org/~/media/Corporate/Files/EducationCareers/Fieldwork/Fieldwork-Performance-Evaluation-Occupational-Therapy-Assistant-Student.pdf

Mahle, Amy J, & Ward, Amber L. (2022). Adult Physical Conditions Intervention Strategies for Occupational Therapy Assistants (2nd ed.). F.A. Davis Company.

STUDENT COUNSELING FORM
OCCUPATIONAL THERAPY ASSISTANT
LEVEL II FIELDWORK STUDENT
NORTHLAND COMMUNITY & TECHNICAL COLLEGE
EAST GRAND FORKS

This form is to be completed by the student's immediate supervisor in conjunction with the mid-term field evaluation and a copy is to be sent to the OTA fieldwork coordinator at Northland Community & Technical College along with the student's final fieldwork evaluation form.

This form should also be used to record counseling sessions with the students dealing with specific problems arising during the fieldwork experience. When the form is used for this purpose, copies from each session should be forwarded immediately to the OTA fieldwork coordinator at Northland Community & Technical College.

I. Review facilities level II fieldwork objectives with student.

Was this completed?

_____ Yes

_____ No

II. Identify student's strengths and areas that need strengthening in meeting the fieldwork objectives:

Strengths:

Areas that Need Strengthening:

III. Identify specific problems student is demonstrating in fieldwork performance (if applicable)

IV. Indicate extent and nature of personal assistance/counseling being offered:

a. Have the problem areas been clearly identified for the student?

_____ Yes

_____ No

rationale:

b. What suggestions have been offered to aid the student in improving performance?

V. Describe student's reaction to problem(s):

a. Has the student attempted to deal with the problem(s) by utilizing his/her own resources?

b. Has the student implemented suggestions satisfactorily?

VI. Identify and explain students attitude toward counseling

_____ Responsive to constructive criticism
_____ Defensive
_____ Indifferent
_____ Negative
_____ Able to adapt behavior(s) appropriately

Please give reason(s) for your assessment of the student's attitude

_____ I have read this form and agree with the statements and recommended actions as stated.
_____ I do not agree with the statements and recommended actions in this form and request a meeting between my immediate supervisor, my academic fieldwork coordinator, and myself.

_____
Student's Signature

_____
Supervisor's Signature

NORTHLAND
COMMUNITY & TECHNICAL COLLEGE

Occupational Therapy Assistant Program Student Performance Plan

Student _____ Date_____

Faculty_____ _____ Course_____

Fieldwork Supervisor _____

☐ **Documentation of Verbal Notice/counseling**
Low Acuity

☐ **Written Warning**
Moderate Acuity

☐ **Notice of Unsatisfactory Performance**
High Acuity/Potential Failure

Issue/Concern: Include objective findings with examples

Action Plan: Develop a plan for performance improvement/remediation

Student comments:

Follow-up date: _____

Student signature indicates the student has read and discussed this document with program faculty and/or Fieldwork Supervisor. A copy of this document will be placed in the student program file.

Student Signature_____ Date_____

Faculty Signature_____ Date _____

FW Supervisor Signature_____ Date _____

PERSONAL DATA SHEET
FOR STUDENT FIELDWORK EXPERIENCE

PERSONAL INFORMATION

Name _____

Permanent Home Address _____

_____

Phone number and dates that you will be available at that number

Phone Number _____ Dates _____

Name, address, and phone number of person to be notified in case of accident or illness:

_____

_____

_____

EDUCATION INFORMATION

1. Expected degree *(circle one)*

   OTA:
   Associate Baccalaureate Masters Doctorate Certificate

   OT:
   Baccalaureate Masters Doctorate Certificate

2. Anticipated year of graduation _____

3. Prior degrees obtained _____

4. Foreign languages read _____ spoken _____

5. Do you hold a current CPR certification card? Yes _____ No _____
   Date of expiration _____

HEALTH INFORMATION

1. Are you currently covered under any health insurance? Yes _____ No _____

2. If yes, name of company _____
   Group # _____ Subscriber # _____

3. Date of last Tine Test or chest x-ray: _____
   (*If positive for TB, tine test is not given*)

PREVIOUS WORK/VOLUNTEER EXPERIENCE

_____

_____

_____

Over. . .

PERSONAL PROFILE

1. Strengths: _____

2. Areas of growth: _____

3. Special skills or interests: _____

4. Describe your preferred learning style: _____

5. Describe your preferred style of supervision: _____

6. Will you need housing during your affiliation? Yes _____ No _____

7. Will you have your own transportation during your affiliation? Yes _____ No _____

8. *(Optional)* Do you require any reasonable accommodations (as defined by ADA) to complete your fieldwork? Yes _____ No _____. If yes, were there any reasonable accommodations that you successfully used in your academic coursework that you would like to continue during fieldwork? If so, list them. To promote your successful accommodation, it should be discussed and documented before each fieldwork experience.

_____

FIELDWORK EXPERIENCE SCHEDULE

	CENTER	TYPE OF FW SETTING	LENGTH OF FW EXPERIENCE
Level I Exp.			
Level II Exp.			

ADDITIONAL COMMENTS

AOTA Commission on Education (COE) and Fieldwork Issues Committee (FWIC)
Amended and Approved by FWIC 11/99 and COE 12/99
fieldwork\misc\tpersdatasheet 1299

Northland Community and Technical College
Occupational Therapy Assistant Program
Student Program and Fieldwork Contract

This contract is between the student and the faculty of the OTA Program.

The purpose of this contract is to set forth the guidelines and criteria established by the program and to identify the policies and procedures to be followed for successful completion of all/any of the program curriculum. Students are encouraged to improve their current skills and develop new ones through appropriate participation in the program requirements. Instructors and fieldwork site supervisors help to clarify program needs and goals expected of OTA students.

I shall:

1. Dress appropriately and practice good hygiene as required by the OTA program, clinical facilities, and fieldwork sites.
    - Failure to comply will result in a reprimand.

2. Use my own knowledge to do paperwork and assignments. I shall not copy another's work. I shall not cheat.
    - Failure to comply will result in failure of that fieldwork experience or course.

3. Respect others and their opinions. I shall not insult, slur or degrade other students, clients, consumers, instructors or health professionals. It is my responsibility to raise questions and request clarification, and to modify the manner in which the question or clarification is brought forth.
    - Failure to comply will result in a reprimand and/or failure of the course or fieldwork experience.

4. Not mutilate, deface, damage, remove, or withhold property resources for my own use. I shall maintain resources/equipment in good working order. I shall maintain classroom, lab and fieldwork sites in good order.
    - Failure to comply will result in a reprimand or a failure.

5. Complete the required course work and fieldwork requirements, and display good time management. I shall participate constructively, appropriately and with respect for others. I shall complete all assignments by the scheduled date and time or will make satisfactory arrangements with the appropriate person for an extension. Additional time outside of the fieldwork site may be, and usually is, required (to do homework). I shall not expect to receive equal consideration unless such arrangements are made.
    - Failure to comply will result in a reprimand.

6. Observe all safety procedures when working in class, at a fieldwork site, or a patient's home. I shall not endanger the safety and welfare of clients, coworkers, and myself.
    - Failure to comply will result in a reprimand and/or failure.

7. Respect the confidentiality of patient information regardless of the source (patient, therapist, records, charts). I shall not repeat confidential information outside of the classroom, or fieldwork site. I shall not prepare written reports outside the fieldwork site in which any part of the patient's name appears except initials.
    - Failure to comply will result in a reprimand and/or failure.

8. Work in cooperation with others and be an active member of the interdisciplinary team and not interfere with or obstruct the rendering/delivery of services provided by others in the classroom, lab, or fieldwork site.
    - Failure to comply will result in a reprimand.

9. Be sensitive to the needs of individuals and develop professional relationships with a diverse population.
    - Failure to comply will result in a reprimand.

10. Attempt to initiate on my own and seek out learning experiences to improve my skills and knowledge beyond the required assignments.
    - Failure to comply will result in a reprimand.

11. Be punctual and present for classes, fieldtrips, volunteer work, job shadowing and fieldwork experiences. I shall meet the required time frames for fieldwork sites (evening, weekend, etc.). I shall call in for illness, unforeseen tardiness, absence and make up the time as required and/or deemed necessary by the site and school guidelines.
    - Failure to comply will result in a reprimand and/or failure.

12. Accept direction and supervision, exhibit professionalism, self-control, maturity and respect for self and others. I shall accept constructive feedback, follow directions without complaining, not be flippant, aggressive or rude. I shall control expression of emotions: verbal, postural, gesture, facial. I shall openly and constructively work to resolve conflict.
    - Failure to comply will result in a reprimand and/or failure.

13. Comply with the alcohol and drug policy for Northland Community and Technical College and the fieldwork sites.
    - Violations of these policies will result in disciplinary action up to and including expulsion from school, the OTA program, the fieldwork site, or termination of employment. Illegal violations will be reported to local law enforcement. (See NCTC student handbook for full details.)

14. Use good judgment and develop appropriate methods and solutions to situations or problems that occur in the classroom or at fieldwork sites. I shall use information appropriately from the original learning context and apply it to a variety of learning experiences and situations.
    - Failure to comply will result in a reprimand and/or failure.

15. Observe all policies and procedures established by the OTA program and the fieldwork sites. I shall not disregard any policy or procedure without specific written permission signed by a faculty member or fieldwork supervisor.
    - Failure to comply will result in a reprimand, failure or dismissal from that fieldwork experience (failing grade).

By signing this document, I acknowledge that I have read, understand and agree to assume responsibility for the information. I understand that failure to follow the articles and program policies will result in a reprimand or failure of a particular course or fieldwork, withdrawal from the semester and/or withdrawal from the OTA program.

Student (print name): _____
OTAS Signature: _____ Date: _____
Instructor (print name): _____
Instructor Signature: _____ Date: _____

contract/09.30.04
Based on Fox Valley Technical College
OTA Program
Student Program and Fieldwork Contract