



Occupational Therapy Assistant Fieldwork Educator Guide



Dear Fieldwork Educator,

This manual provides you with the basic information about the Ameritech College of Healthcare occupational therapy assistant program, policies and fieldworks. This handbook serves as a guide to the fieldwork policies for Ameritech College of Healthcare occupational therapy assistant students. Questions regarding these policies should be directed to Ameritech program director, AFWC or faculty.

Thank you for your willingness to partner with us in the education of new occupational therapy assistants. We are excited to be your partner! We believe that the fieldwork experience is an integral part of the education of new occupational therapy assistants to prepare them for entry level positions. We thank you for all your hard work. Students will have a folder of information including assignments and evaluations when they arrive to fieldwork.

Fieldwork education site visits are scheduled during level II fieldwork as close to midterm as possible. This may be done remotely. Many of the questions and problems that arise can be resolved during site visits, however when immediate contact is necessary the following Ameritech faculty can be reached.

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If clinical issues arise, students are expected to first communicate with the fieldwork educator. If the issue is not resolved or the student is not comfortable discussing it with the fieldwork educator, the student will communicate with the Ameritech instructor, or the AFWC. If the issue is still not resolved or the student is uncomfortable communicating with the instructor and the AFWC, the student will communicate with the Program Director, the Dean of Academic Affairs, or the Campus Director.

Thank you again for partnering with us and for all your hard work!

Best Regards,

Ashley Brower, MOTR/L, AFWC

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Ameritech College Mission Statement

To prepare people to serve as competent professionals, to advance their careers, and to pursue lifelong learning.

Ameritech College Vision Statement

We aspire to create learning environments which will transform the lives of the people we serve, enabling them to have a greater positive impact on their communities.

INTEGRITY

We foster a culture of integrity where institutional principles of open communication, ethical decision-making, and humility are encouraged, expected, and demonstrated consistently. Not only is doing the right thing simply how we do business, but our actions reveal our commitment to truth telling and respecting the moral wholeness of every person without conditions or limitations.

EXCELLENCE

We create a culture of excellence by committing to continuous growth, improvement, and lifelong learning. We believe in a culture where transformation is embraced, and the status quo and mediocrity are not tolerated.

STUDENT-CENTERED

We promote a culture that puts students' interests first, acknowledging the student voice as central to the learning experience. We affirm and respect the uniqueness of and differences among persons, ideas, values, and ethnicities.

CARING

We support a culture of caring, demonstrated by an ability to understand the needs of others and a commitment to always act in the best interests of all stakeholders. This culture of caring considers the whole person, embraces acceptance, embodies respect, and offers inclusivity.

SERVICE

We advocate a culture of service by seeking to improve the lives of those with whom we interact and strive to contribute to the welfare of others. In service to others, we celebrate the richness of each individual, promote health, support healing, and offer hope.

The program, as guided by this mission statement, provides students with an associate level education to assist them in accomplishing their personal and professional goals. Students are educated in an environment that is supported by a strong commitment to occupational therapy standards, diversity, and individualism. The **Occupational Therapy Assistant** program prepares a therapist as a generalist at the associate level to practice using knowledge derived from the liberal arts, biological sciences, physical sciences, social sciences, and behavioral sciences. Students are exposed to the types of experiences that facilitate growth of the student, while allowing them to practice in a variety of settings.



OCCUPATIONAL THERAPY ASSISTANT PROGRAM PHILOSOPHY

The philosophy of the Ameritech College of Healthcare Occupational Therapy Assistant (OTA) Program supports its mission and goals. The program provides an education that leads to the development of knowledge, skills, attitudes, and behaviors required for professional entry-level practice as an Occupational Therapy Assistant.

Central to the Ameritech College of Healthcare Occupational Therapy Assistant (OTA) Program are concepts that are embraced by the **Occupational Therapy Assistant** program faculty and supported in the occupational therapy profession. The **Occupational Therapy Assistant** program faculty has chosen to construct the program based on the American Occupational Therapy Association's published philosophy that defines occupational therapy as a profession based on occupations and the belief that engagement in meaningful occupations is crucial for development, health and well-being across the lifespan (Christiansen, Backman, Little, & Nguyen, 1999).

PROGRAM OUTCOMES (PO)

The Ameritech College of Healthcare Associate of Science Occupational Therapy Assistant Program will:

1. Foster a healthy learning environment that will engage and inspire all persons to embody a strong professional identity and entry-level competence.
2. Promote a value system of dignity and respect for individuality and uniqueness of all people, and encourages engagement in meaningful occupations.
3. Provide a curriculum that promotes personal and professional growth of the occupational therapy assistant student, through self-evaluation.
4. Acknowledge the importance and integrate use of the *Occupational Therapy Practice Framework: Domain and Process, 3rd ed.* and the use of current evidence to facilitate sound clinical decision making.
5. Ensure ongoing program evaluation and planning processes occur and are inclusive of all faculty and students, confirming the mission of the program is being accomplished.

OTA Program Course Descriptions

General Education Course Descriptions

BIO 210 ANATOMY & PHYSIOLOGY

This course provides a solid foundation and understanding of key concepts of human anatomy and physiology with an appreciation for the intricacies and interdependence of the various systems of the human body, and to provide an overview of how the human body functions, what happens when the normal function of the body is compromised, and how the body reacts to changes in either the internal or external environment.

ENG 220 ENGLISH COMPOSITION



This course provides the student with knowledge of basic writing skills, emphasizing language usage, proofreading and spelling. Composition, researching information, and preparing reports are stressed as the basis of written communication.

TRM 102 MEDICAL TERMINOLOGY

This course will prepare students for the study of the discipline of nursing and medicine through the learning of medical terms with their definitions. Medical and nursing terminology will be introduced and reviewed throughout the course.

PSY 212 INTRODUCTION TO PSYCHOLOGY

This course is a basic overview of human psychology with emphasis on the factors influencing human psychosocial development throughout the lifespan. The science of modern psychology with relevant terms, definitions, research, and theories will be explored as a foundation to understanding normal and abnormal human thought and behavior.

MAT 105 COLLEGE MATHEMATICS

This course includes basic math concepts of whole numbers, fractions, decimals, proportions, percentage calculations, and basic geometry.

SOC 212 INTRODUCTION TO SOCIOLOGY

This course examines how societal forces such as race, culture, class, and gender influence social groups and cause social change. Students will discuss the variety of processes in society that have an impact on people, groups, and countries and learn how to apply a worldwide perspective to societal problems.

OTA Program Course Descriptions

OTA 100 INTRODUCTION TO OCCUPATIONAL THERAPY

This course introduces the student to the profession of occupational therapy and the role of the occupational therapy assistant, including the professional relationship between the OT and OTA. An introduction to occupational therapy treatment settings, models of practice, frames of reference and current and emerging practice areas will be brought into focus. Occupational therapy topics include the history, philosophical principles and values of the profession, ethics, and *the Occupational Therapy Practice Framework: Domain and Process, 3rd ed.* This course includes a review of the lifespan and a detailed examination of activity analysis including adaptation, and gradation of activities.

OTA 110 THE OTA PROFESSIONAL

This course mentors the student to develop professional behaviors and presents resources necessary for success as students and professionals in the field of OT. Skills taught include setting goals, study skills, learning styles, and stress management. This course also introduces documentation methods using a SOAP note format, electronic medical records, evidence-based practice and research. Other topics covered are expectations of fieldwork experiences, the US healthcare system and reimbursement.

OTA 120 OCCUPATIONS OF CHILDHOOD AND ADOLESCENCE

This is the first course in a series examining occupational role change throughout the lifespan, specifically exploring occupational performance during the lifespan from infancy to adolescence. This course



presents normal development through physical, psychosocial, and cognitive change. A review of commonly treated diagnoses, conditions, and circumstances for this period of human development, is explored. In depth application of the theoretical frameworks, interventions, and utilization of the Occupational Therapy Practice Framework: Domain & Process, 3rd. ed. to the pediatric population is presented.

OTA 130 Pediatric Skills

This course provides the students the opportunity to solidify their knowledge, clinical and professional skills necessary to work with the pediatric population in a variety of settings. The emphasis of this course is to allow students the opportunity to gain the skill set necessary to be a competent entry-level occupational therapy assistant.

BIO 215 KINESIOLOGY AND FUNCTIONAL MOVEMENT

This course focuses on exploring components of body movement and connecting movement to function. Emphasis is placed on biomechanics and the muscular requirements for movement. Topics include understanding of development of movement across the lifespan in a functional capacity, analysis of normal and abnormal movement, and the impact of movement on occupational performance.

OTA 150 OCCUPATIONS OF ADULTHOOD

This is the second course in a series examining occupational role change throughout the lifespan specifically exploring occupational performance through adulthood. This course presents the normal aging process and physical dysfunction, addressing how aging impacts the adult population through physical, psychosocial, and cognitive change. A review of commonly treated diagnoses, conditions, and circumstances for this period of human development, is explored. In depth application of the theoretical frameworks, interventions, and utilization of the Occupational Therapy Practice Framework: Domain & Process, 3rd ed. is presented, to the adult population is presented.

OTA 170 Adulthood Skills

This course provides the students the opportunity to solidify their knowledge, clinical and professional skills necessary to work with the adult population and physical dysfunction in a variety of settings. The emphasis of this course is to allow students the opportunity to gain the skill set necessary to be a competent entry-level occupational therapy assistant.

OTA 180 Foundations of Engagement

This course presents an overview of occupational therapy foundations and of common interventions and engagement in the realm of physical disability for adults. This course presents an in-depth application of occupations, activity analysis, interventions, and utilization of the Occupational Therapy Practice Framework; Domain & Process, 3rd ed., with focus on adults with impairments in cognition, perception and sensation. An occupational lens approach is used to address health promotion and wellness for the client and the practitioner, work rehabilitation, driving and community mobility. The lab portion will allow student to develop skills in the areas



of: observation, assessment, documentation, home and workplace modification for adults with physical impairments.

OTA 190 PSYCHOSOCIAL ASPECTS OF OCCUPATION

This course examines psychosocial factors that impact occupational performance throughout the lifespan. A review of commonly treated psychosocial diagnoses and other conditions affecting psychosocial functioning is explored, including approaches to applying theoretical frameworks, interventions, and the Occupational Therapy Practice Framework: Domain & Process, 3rd ed. This course also includes an examination of various strategies the OTA may employ to meet clients' specific psychosocial needs.

OTA 200 OCCUPATIONS OF LATER ADULTHOOD

This is the third course in a series examining occupational role change throughout the lifespan, specifically exploring occupational performance in the older adult. This course presents the normal aging process and how it impacts the aging population through physical, psychosocial, and cognitive change. A review of common diagnoses, conditions, and circumstances for this period of human development, is explored. In depth application of the theoretical frameworks, interventions, and utilization of the Occupational Therapy Practice Framework: Domain & Process, 3rd ed. to the geriatric population is presented.

OTA 230 Later Adulthood Skills

This course provides the students the opportunity to solidify their knowledge, clinical and professional skills necessary to work with the geriatric population in a variety of settings. The emphasis of this course is to allow students the opportunity to gain the skill set necessary to be a competent entry-level occupational therapy assistant.

OTA 250 PROFESSIONAL TOPICS FOR THE OTA

This course examines issues that are essential to the everyday practice of the occupational therapy assistant such as lifelong learning, scholarship, and health literacy. Collaboration between the OTA, OT, and the interdisciplinary team is discussed, including supervision requirements. Exploration of the OTA's role as a manager in traditional and non-traditional settings is introduced. This course also facilitates the opportunity for students to expand their knowledge in a chosen practice area through completion of a capstone experience, with mentoring of an OTA advisor.

OTA 270 FIELDWORK II-A

This course is the first of two final clinical internships prior to the student entering the profession as an entry level clinician. The focus of this course is to provide a guided practice experience in which the student will implement use of the Occupational Therapy Practice Framework; Domain and Process, 3rd ed. to provide appropriate interventions to a diverse population of persons in a healthcare, education or community site. Faculty or clinical educators are present to assist with guiding the student's learning experiences and clinical decision making. This course is at an off-campus location, students are responsible for their own transportation.



OTA 280 FIELDWORK II-B

This course is the second of two final clinical internships prior to the student entering the profession as an entry level clinician. The focus of this course is to provide a guided practice experience in which the student will implement use of the Occupational Therapy Practice Framework: Domain & Process, 3rd. ed. to provide appropriate interventions to a diverse population of persons in a healthcare, education or community site. Faculty or clinical educators are present to assist with guiding the student's learning experiences and clinical decision making. This course is at an off-campus location, students are responsible for their own transportation.

OTA 290 NBCOT REVIEW

This course will assist students to prepare for taking the NBCOT examination by utilizing review of material and engaging in class online discussions. Students will learn test-taking techniques to increase their comfort with the mechanics of the licensure exam. As part of this course, students will be assessed for readiness to take the NBCOT through completion of practice tests and individual assistance will be offered for test preparation as student needs are identified.

OTA Program Curriculum Design

The curriculum is logically structured to achieve identified individual and program outcomes. The Ameritech College of Healthcare Occupational Therapy Assistant Program builds upon a foundation of the arts, sciences, and humanities. The curriculum is designed to prepare students as generalists who demonstrate the knowledge, skills, and dispositions necessary to become competent, occupational therapy assistants. The primary threads that run through the program are critical components necessary to develop students with the essential skills, professional attitudes and practice competencies required to become OTA professionals, as stated in our mission.

Program Threads

1. Occupation
 - a. As both means and ends when designing and delivering services to individuals, groups or for population-based services
 - b. As the driver for choosing, designing and implementing therapeutic intervention
2. Critical Thinking
 - a. Problem solving process
 - b. Multi-faceted Clinical reasoning
 - c. Use of evidence in making practice decisions
 - d. *The Occupational Therapy Practice Framework: Domain and Process, 3rd ed.* as an organizing framework
 - e. Collaboration with consumers, their support systems, and colleagues
3. Professionalism
 - a. Connection to professional organizations
 - b. Lifelong learning
 - c. Ethical reasoning and decision-making
 - d. Communication skills
 - e. Self-assessment

The OTA program is a 5 semester (20 month) program that is designed employing to employ adult



learning theory principles and beliefs as a means of guiding the faculty in implementing varied elements of the teaching-learning processes. Through a student-centered active learning program, students are provided the opportunity to develop into independent, self-directed learners by graduation. This process is facilitated through a personalized environment reinforcing individual strengths, collaborative teamwork, clinical knowledge and skill development, all grounded in the context of occupation as a foundation to practice.

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Section 2

Fieldwork Policies



Site Orientation

Students are oriented to the site the first week of fieldwork. The orientation should be conducted by the Fieldwork Educator and include institutional and departmental policies. Students will comply with all policies of the fieldwork site. Failure to do so will result in disciplinary action.

Related Employment

Fieldwork is an Ameritech educational opportunity. Fieldwork should not be misunderstood or interpreted as employment. Any agreement for employment (work for compensation) is solely between the student and the site and cannot replace or interfere with assigned fieldwork hours.

Professional Performance Standards

The faculty members of the Associate of Science Occupational Therapy Program believe that professional behavior is an integral component of being an occupational therapy assistant and expect students to adhere to the standards of professional conduct. Students will be held accountable for learning and acting in accordance with the following guidelines and standards:

- American Occupational Therapy Association. (2015). Standards of practice for occupational therapy. *American Journal of Occupational Therapy*, 69(Suppl. 3), 6913410057.

<http://dx.doi.org/10.5014/ajot.2015.696S06> American Occupational Therapy Association. (2015).

Occupational therapy code of ethics. *American Journal of Occupational Therapy*, 69(Suppl. 3).

- American Occupational Therapy Association. (2004). Policy 5.3.1: Definition of occupational therapy practice for state regulation. *American Journal of Occupational Therapy*, 58, 694–695.

- American Occupational Therapy Association. (2015). Enforcement procedures for the Occupational Therapy Code of Ethics. *American Journal of Occupational Therapy*, 69, 13(Suppl. 19).

- Utah Administrative Code: Occupational Therapy Practice Act Rule:

<http://www.rules.utah.gov/publicat/code/r156/r156-42a.htm>

Unprofessional behavior is defined in Section R156-42a-502 of the Utah Occupational Therapy Practice



Act. Students are responsible for maintaining professionalism at all times. Standards of conduct include, but are not limited to:

1. **Confidentiality:** Students will respect the privacy of clients and privileged information. No identifying information about clients (as defined by federal privacy guidelines) will be removed from the fieldwork site. Students will not share information about clients with others except as appropriate for learning. No information is to be photocopied or printed at the fieldwork site for any reason. Photographs should not be taken at the fieldwork site. No reference to fieldwork experiences should be made on social media sites (such as Facebook). This is considered a HIPAA violation and the student may face dismissal from the program.
2. **Accountability:** Students are answerable for their actions to themselves, the program, the institution, and the fieldwork site. Students will promptly report errors in the fieldwork site to their fieldwork educator, academic fieldwork coordinator and instructor and be responsible for the consequences of any mistakes. Resources such as computers, technical equipment, and other materials will be used appropriately.
3. **Responsibility:** The student will only perform duties as defined by their student role as appropriate. The student will not act in the student role outside of specified fieldwork experiences.
4. **Adherence to Fieldwork Site Policies and Procedures:** It is the responsibility of all students to read and adhere to the fieldwork site's policies and procedures. Students are representing Ameritech and are expected to act in a professional manner at all times. If a student is asked by the fieldwork site to leave the site due to unprofessional, unsafe, or insubordinate behavior, the student must meet immediately with the Program Director. Consequences of being dismissed from the fieldwork site may include failure of the course and/or dismissal from the Associate of Science Occupational Therapy Assistant Program without the right of readmission.
5. **Honesty:** Students should practice fairness and straightforwardness of conduct, moral excellence and truthfulness at all times. Cheating, plagiarism, or other dishonest conduct is unacceptable and will be grounds for dismissal from the program. Students who are aware of dishonest behavior on the part of other students must immediately report this behavior to their instructor, the Program Director, or to a Student Services representative. Students who report dishonest behavior will have their names kept confidential.
6. **Punctuality:** Students must be prompt at all times, meaning that they are present and prepared to begin the session at the scheduled start time. Assignments must be completed on time.
7. **Respect:** The learning atmosphere is dependent on student, faculty, and staff treatment of each other with consideration and courtesy at all times. Sexual harassment, mockery of others, or any behavior that demeans another person or group will not be tolerated at Ameritech. Students must treat their instructors as well as fellow students with respect during learning sessions. This is done by giving full attention to the session and not distracting others, sleeping, or using electronic devices (except as approved by the instructor). Property of the campus, fieldwork site, and other persons should also be respected and not stolen, used without permission, damaged, or vandalized. Students who are not following the above guidelines may be asked to leave the fieldwork. If a student is dismissed fieldwork, it will count as an absence for the day and the student may be required to meet with the Associate of Science Occupational Therapy Assistant Program Director prior to returning to the next class session.
8. **Legal:** All students must operate within the standard of care related to the student Occupational Therapy Assistant role and may not function outside that role for any reason (even if they function beyond the student role in their employment). Students will not use, possess, transfer,



or sell illicit drugs at any time and are subject to drug screenings as outlined in the Ameritech catalog.

9. **Safety:** It is vital that students prevent or minimize risks to themselves or others for physical, psychological, or emotional injury or damage. Weapons are NOT permitted at any time on the Ameritech campus or at fieldwork sites. Students must not report to fieldwork sites if they are unable to safely practice due to the influence of alcohol, drugs, or other substances or if they have a physical or psychological condition that would impair their ability to safely perform the duties of a professional therapist. Students should keep their well-being as well as the best interest of the patient in mind when lifting, transferring, or assisting patients and always get the help and equipment necessary to do so in a safe and effective manner. If a student believes that an unsafe condition exists in the fieldwork site, they must report it to their instructor or to Ameritech administration immediately.
10. **Civility:** All students in the Ameritech College of Healthcare Associate of Science Occupational Therapy Assistant Program are expected to contribute to a positive learning environment. Each student in the Occupational Therapy Assistant program is expected to be reflective, courteous, respectful, and empathetic to classmates, instructors, and other college staff supporting student learning. Comments, gestures, or other communication that is rude, profane, sarcastic, demeaning, or in any way offends others is never acceptable.

STUDENTS WHO FAIL TO ADHERE TO THE STANDARDS OF PROFESSIONAL CONDUCT WILL FACE DISCIPLINARY ACTION THAT MAY INCLUDE BUT ARE NOT LIMITED TO: LOSS OF COURSE CREDIT, A FAILING GRADE, OR DISMISSAL FROM THE PROGRAM AND WILL NOT BE ELIGIBLE FOR READMISSION.

Professional Boundaries

Students will maintain a professional therapist-client relationship. There should be no sharing of personal information between student and client, including but not limited to: phone numbers, home addresses, and details about personal life not pertinent to the care of the client. Students that find themselves becoming inappropriately involved with a client should immediately consult with their faculty member.

Students providing occupational therapy care strive to inspire the confidence of clients. Students must act respectfully at all times when dealing with clients, visitors, and other healthcare professionals. The student should never obtain personal gain from their relationship with clients and their families. It is inappropriate for students to initiate any type of business relationship with clients, receive money or other gifts from clients and families, or benefit personally in any other way.

Attendance

Fieldwork hours must be completed in their entirety. Students must not schedule vacations and other events during times when they are expected to attend fieldwork. Absences should occur only in the case of true illness or emergencies, and students are responsible for contacting their fieldwork educator and the academic fieldwork coordinator at Ameritech College of Healthcare to report the absence as soon as possible. Students are responsible for obtaining any information and turning in assignments from the day they were absent. Fieldwork educators are NOT permitted to "excuse" absences. If a student misses all or part of a fieldwork experience, the student must make up the entire day by the end of the semester, regardless of the reason for the absence. If the hours are not made up, the student will fail the course.



Dress Code

1. **SHIRT:** A black or red polo shirt with the Ameritech Occupational Therapy Assistant Program logo embroidered on the front left side of the shirt. No other color is acceptable. Students may wear shirts of other colors under their black polo and a white lab coat may be worn over the black polo. Other color lab coats are not acceptable.

PANTS: Blue, black, tan or dark green "Dockers" style pants. Other colors are not acceptable. Your clothing must be clean and in good repair at all times.

2. **ID Badges:** An ID badge must be worn at all times while at the fieldwork site. Some fieldwork sites will have an additional ID badge to be worn only while at that facility. ID badges must have the name and picture visible and it must be worn above the waist.

3. **Shoes:** Students must wear shoes with a closed toe and heel. It is recommended you wear supportive, athletic type shoes.

4. **Jewelry/body art:** Students need to maintain a clean, conservative, and professional appearance and must adhere to the following standards:

a. One pair of post earrings only. For safety, no hoop or dangle earrings should be worn. Students should not wear any other kind of jewelry at these times with the exception of a wedding ring and a watch (students should be wearing a waterproof or water-resistant watch with a second hand). Some fieldwork experiences may request the removal of post earrings, watch, and/or wedding ring. Students should not wear bracelets, necklaces (visible or hidden), or other jewelry.

b. Body jewelry must be removed from any other areas, including multiple ear piercings, tongue, eyebrow, or nose piercings, or other types of visible piercings. Students are not to wear ear "gauges" while attending the Associate of Science Occupational Therapy Assistant Program.

c. Visible tattoos must be covered while attending fieldwork, lab and SCE. Students are discouraged from obtaining a tattoo in a prominent location (such as hands, face, wrists, neck, arms).

5. **Personal appearance:**

a. Nails must be trimmed and clean with NO artificial nails or acrylic wraps and clear nail polish only.

b. No hats or caps may be worn.

c. Hair that is shoulder length or longer (men and women) MUST be pulled up off the collar and neatly secured while at fieldwork. Hair should always be kept neat and clean and styled conservatively (i.e. no extreme colors or hair styles, etc.).

d. Facial hair is permitted but must be kept neat and trimmed at all times. Some fieldwork sites may require modifications regarding facial hair (consult the clinical instructor for guidance).

e. Students should take baths and showers as needed and wear deodorant. Students should NOT wear strong perfumes or colognes. Some fieldwork sites may prohibit any perfume or cologne.

Site Rotation

Students must be supervised while at the site. Students cannot replace paid personnel. The academic fieldwork coordinator must approve any changes to the schedule this will be done through email or written approval. It is the student's responsibility to contact the fieldwork educator to arrange for the schedule change. Each request will be reviewed for approval depending on the student's needs, ability or any other circumstance.

Student site supervision

While at the site the students are supervised by the appointed fieldwork educator. The fieldwork educator is responsible for documenting student attendance and orientation, development of skills,



providing instruction and guidance, direct and indirect supervision, procedural competency testing, and evaluation of technical and effective skills. Student supervision prior to competency testing will be direct.

Student Supervision & Medicare Requirements

[https://www.cms.gov/Medicare/Quality-Initiatives-Patient-Assessment-Instruments/Nu\[...\]171-
Replacement-Manual-Pages-and-Change-Tables_October-2019.pdf](https://www.cms.gov/Medicare/Quality-Initiatives-Patient-Assessment-Instruments/Nu[...]171-Replacement-Manual-Pages-and-Change-Tables_October-2019.pdf)

“Medicare Part A—Therapy students are not required to be in line-of-sight of the professional supervising therapist/assistant (**Federal Register**, August 8, 2011). Within individual facilities, supervising therapists/assistants must make the determination as to whether or not a student is ready to treat patients without line-of-sight supervision. Additionally, all state and professional practice guidelines for student supervision must be followed.

Time may be coded on the MDS when the therapist provides skilled services and direction to a student who is participating in the provision of therapy. All time that the student spends with patients should be documented.

- Medicare Part B—The following criteria must be met in order for services provided by a student to be billed by the long-term care facility:
 - The qualified professional is present and in the room for the entire session. The student participates in the delivery of services when the qualified practitioner is directing the service, making the skilled judgment, and is responsible for the assessment and treatment.
 - The practitioner is not engaged in treating another patient or doing other tasks at the same time.
 - The qualified professional is the person responsible for the services and, as such, signs all documentation. (A student may, of course, also sign but it is not necessary because the Part B payment is for the clinician’s service, not for the student’s services.)
 - Physical therapy assistants and occupational therapy assistants are not precluded from serving as clinical instructors for therapy assistant students while providing services within their scope of work and performed under the direction and supervision of a qualified physical or occupational therapist.”

See additional resources section for more information on student supervision.

OT/OTA Student Supervision & Medicare Requirements - pdf - - See more at:

<http://www.aota.org/Education-Careers/Fieldwork/StuSuprvsn.aspx#sthash.OCDFFatG.dpuf>

Practice Advisory: Services Provided by Students in Fieldwork Level II Settings - pdf, 54 kb - See more at:

<http://www.aota.org/Education-Careers/Fieldwork/StuSuprvsn.aspx#sthash.OCDFFatG.dpuf>

On-site Visits

On-site visits for level I fieldwork will be on an as-needed basis. On-site visits for level II fieldwork will take place during week 4 or 5. The AFWC reserves the right to visits sites at any time during fieldwork.

CPR/Immunizations

CPR - Students must maintain certification through American Heart Association (AHA) Basic Life Support



for the Healthcare Provider. No other CPR cards will be accepted including CPR instructor cards.

All Occupational Therapy Assistant students are required to maintain a set of health records while they are in the program. This information can/will be submitted to our fieldwork facilities each semester. All health records must either be documented on the facility letterhead or be stamped on the student's personal immunization card by the facility. Handwritten information is not acceptable.

If the fieldwork site requires additional health requirements, students assigned to those facilities will be required to meet those obligations and supply appropriate documentation prior to the first fieldwork day.

TB Skin Test (2 Step) or Chest X-Ray *There must be documentation of one of the following:*

- Proof of 2 tests within the past year
- Negative Quantiferon Gold Blood Test (lab report required)
- If the results are positive a clear Chest X-Ray (with lab report) is required. If you have documentation of INH Prophylaxis treatment, submit this as well.

Tetanus, Diphtheria & Pertussis (Tdap) *There must be documentation of a Tdap booster within the past 10 years.*

- If a Td was given within the past 2 years, the Tdap must be completed after the 2 year period.

Varicella (Chicken Pox) *There must be documentation of one of the following:*

- 2 vaccinations
- Positive antibody titer (lab report required)

Measles, Mumps & Rubella (MMR) *There must be documentation of one of the following:*

- 2 vaccinations
- Positive antibody titers for all 3 components (lab reports required)

Hepatitis B *There must be documentation of one of the following:*

- 3 vaccinations
- Positive antibody titer (lab report required)

Influenza

- Flu shots are required for all clinical students during flu season. Date are established by the fieldwork sites.

Background check/Drug Screen

Background Check – submitted prior to acceptance into the Occupational Therapy Assistant program.

Drug Screen – submitted prior to acceptance into the Occupational Therapy Assistant program.

Injury/Medical insurance

Any injury to client while on fieldwork, no matter how slight is to be reported immediately to the fieldwork educator and to the academic fieldwork coordinator. Appropriate forms must be completed per site policy and procedure; a copy of the report is to be given to the Ameritech College of Healthcare director and the academic fieldwork coordinator.

Ameritech College of Healthcare expects that all students carry their own healthcare insurance.



Occupational Therapy Assistant students are exposed to the usual risks of illness and accidents while in their student role.

1. While students are participating in any academic or clinical learning experience, they have limited coverage by the Student Accident Insurance Policy. They are not covered in any activity outside of school requirements. Student accident insurance coverage is secondary to the student's primary coverage.
2. If a student is injured during a fieldwork experience (including a needle stick or exposure to bodily fluids) or while on campus, an Ameritech College of Healthcare accident insurance form and verification of other insurance coverage must be completed. Completed forms are submitted to the Associate of Science Occupational Therapy Assistant Program Director for signature and then forwarded according to campus procedure.
3. Students are responsible for their own transportation and vehicle insurance to and from fieldwork sites.
4. Ameritech College of Healthcare provides malpractice insurance for students enrolled in the Occupational Therapy Assistant Program.

Smoking

Smoking during fieldwork hours must comply with the fieldwork site policy. Smoking paraphernalia should not be visible on the student's person.

HIPAA Guidelines for Fieldwork

Per HIPAA guidelines, students **CANNOT** report this information in clinical assignments:

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

The following **CAN** be shared for written reports

- Age (age 90 and older must be aggregated to prevent the identification of older individuals)
- Race
- Ethnicity
- Marital Status
- Codes (random codes may be used to link cases, as long as the code does NOT include, or be a derivative of, the person's date of birth, social security number, phone/fax numbers, etc.)



HIPPA guidelines still allow students and other professionals to keep “working files” in their desks as long as the information is locked when not in use and shredded when no longer needed.

Health/Universal Precautions

In circumstances of student illness, injury, or other health limitations, both the fieldwork site and the college health policies must be upheld. The faculty member will determine a student’s ability to give adequate occupational therapy care and will determine if the student can remain and/or return to the fieldwork experience, regardless of a physician’s approval for return.

Social Networking

Students are asked not to “friend” their fieldwork educators on social media. If the student and fieldwork educator mutually decide to “friend” each other it is recommended that this occur after fieldwork hours are complete.

Students are **NOT** to “post” about fieldwork experiences, fieldwork educators, or site information on social media. It is a HIPPA violation to post client/patient information even if the PHI is avoided, if the person could be identified. The consequences for these violations are severe. For more information, visit: <http://www.aota.org/Educate/EdRes/Fieldwork/Supervisor/HIPPA/39883.aspx>

“Friending” a client/patient on social media is **NOT** allowed.

The link below is a story of how Facebook is reaching further than just the contact in our phones to suggest friends.

<http://fusion.net/story/339018/facebook-psychiatrist-privacy-problems>

Discipline Procedure

Students are expected to follow the regulations, policies and procedures established by the fieldwork site and Ameritech. Disciplinary action resulting from not following regulations, policies and procedures is the responsibility of Ameritech. Disciplinary action will be initiated upon request from the fieldwork educator and/or when Ameritech faculty observes inappropriate actions or conduct.

Fieldwork Performance Intervention

Occasionally, a student may have difficulties on fieldwork. Patient/client care is the primary concern and Ameritech will intervene if problems arise. We encourage early intervention if the student has extenuating circumstance or if there is a failure to perform. The emphasis will be of collaboration for problem solving to assure a successful fieldwork performance by the student. Each case will be reviewed on an individual basis and follow Ameritech procedure on retaking courses.

Grievance/Appeals policy

Please see student services for Ameritech College of Healthcare Grievance and Appeals policy.

Evaluation

Evaluation & Grading Criteria Methods:

- Level I: AOTA LEVEL I FIELDWORK COMPETENCY EVALUATION FOR OT AND OTA STUDENTS
- Level II: AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student



Accommodation Requests

Fieldwork educators and fieldwork site supervisors are not employees of Ameritech College of Healthcare and students are not employees of the fieldwork site. Fieldwork educators serve in this capacity as a means of giving back to their profession. Ameritech employees (or anyone associated with Ameritech) are not permitted to disclose and will not disclose to the fieldwork educator, fieldwork site supervisor or anyone associated with the fieldwork site, information pertaining to any student's disability health condition or use of ADA accommodations during the classroom portion of the program. It is the student's responsibility to disclose this information to the fieldwork educator or fieldwork site supervisor, if they choose to do so. The fieldwork educator will determine what, if any, accommodations are made once the student discloses their desire for ADA accommodations related to level II fieldwork. If accommodations are requested and granted they will begin after the request is made and will not be retroactive. Students complete the AOTA Personal Data Sheet prior to level II fieldwork. This information is shared with the fieldwork educator, fieldwork site supervisor, fieldwork coordinator at the placement site and other fieldwork site personnel at the discretion of the fieldwork educator. No information about the student is added to this form by Ameritech faculty, employees or the AFWC.



Section 3

Facility Forms & Information

Section 4

OTA Fieldwork Level I Objectives & Forms



Level I objectives

Level I fieldworks are designed as observation rotations to introduce the student to the fieldwork process and to support didactic learning with emphasis on experiential learning.

Sample Fieldwork I schedule

- Week 1
 - Orientation to building and staff
 - Orientation to the therapy room
 - Observation of COTA/OTR with clients
 - Observation of fieldwork educator with clients (non-traditional)
 - Write daily observations for each client seen
- Week 2
 - Continue observation of COTA/OTR with clients
 - Observation of fieldwork educator with clients (non-traditional)
 - Keep daily records for clients seen
 - In SOAP format
 - Submit idea for facility specific project
- Week 3
 - Continue observation of COTA/OTR with clients
 - Observation of fieldwork educator with clients (non-traditional)
 - Keep daily records for clients seen
 - In SOAP format
 - Create an intervention for a client you have been observing
- Week 4
 - Continue observation of COTA/OTR with clients
 - Observation of fieldwork educator with clients (non-traditional)
 - Keep daily records for clients seen
 - In SOAP format
 - Review the intervention planed with COTA/OTR
 - Review the intervention plan with Fieldwork Educator (non-traditional)
 - Present facility specific project
 - Evaluation of student

Assignments

- Fieldwork reflection paper
 - Include the benefit OT would bring to this setting (non-traditional)



- Facility specific project
 - Submit pictures and a 1-page description of your project
- Journal entries

Section 5

OTA Fieldwork Level II Objectives & Forms



Level II objectives

Level II fieldworks are designed to prepare the student for entering the profession as an entry level clinician. They include observation and guided practice for the application of occupational therapy process where there is a pediatric, adolescent, adult, geriatric or psychiatric rehabilitation specialty receiving occupational therapy services at a healthcare, education or community site. Faculty or clinical educators are present and assist with guiding the student's learning experiences.

Please ensure that supervision provides protection of consumers and opportunities for appropriate role modeling of occupational therapy practice. *Initially, supervision should be direct and then decrease to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student.*

Sample Fieldwork II schedule

- Week 1
 - Orientation to site and staff
 - Orientation to therapy gym
 - Observation with OT/OTA
 - Observe OT evaluation
 - Initiate Case Study
 - Chart reviews
 - H&P
 - OT notes
 - 1 client for treatment (with direction of OT/OTA)
 - Practice completing treatment note
- Week 2
 - 2 new clients (along with 1 client from week 1, 3 total)
 - Begin writing formal notes in charts
 - Observe with PT & ST
 - Observe MBS if possible
 - Submit topic for in-service
 - Begin working on in-service
 - Complete weekly review
- Week 3
 - Begin scheduling patients
 - Managing 25% of caseload



- Writing formal notes in charts
- Begin reporting on clients at care conferences
- Complete weekly review
- Week 4
 - Work in collaboration with FWE to develop a site-specific project
 - Begin working on project
 - Managing 50% of caseload including paperwork
 - Full responsibility of scheduling
 - Coordinates co-treatments with PT and ST as appropriate
 - Complete weekly review
 - Complete mid-term evaluation (FWPE)
- Week 5
 - Managing 75% of caseload including paperwork
 - Continue with all above projects, assignments and responsibility
 - Complete weekly review
- Week 6
 - Managing full caseload including all paperwork
 - Continue with all above projects, assignments and responsibility
 - Complete weekly review
- Week 7
 - Managing full caseload including all paperwork
 - Present site-specific project
 - Complete weekly review
- Week 8
 - Complete final evaluation
 - Continue to manage full caseload including all paperwork
 - Present in-service

Student Assignments

- Facility Specific Project
- In-service
- Case Study
- Fieldwork Reflection Paper



Additional Resources



OT/OTA Student Supervision & Medicare Requirements:

<https://www.aota.org/~media/Corporate/Files/Secure/Advocacy/Reimb/Coverage/ot-ota-student-medicare-requirements.pdf>

Practice Advisory: Services Provided by Students in Fieldwork Level II settings:

<https://www.aota.org/~media/Corporate/Files/EducationCareers/Educators/Fieldwork/StuSuprvsn/Practice%20Advisory%20Services%20provided%20by%20students%20in%20FW%20Level%20II%20final.pdf>

Transitioning from Clinician to Fieldwork Educator:

<https://www.aota.org/Publications-News/SISQuarterly/Education/5-16-transition.aspx>

The American Occupational Therapy Association Self-Assessment Tool for Fieldwork Educator Competency:

[https://www.aota.org/~media/Corporate/Files/EducationCareers/Educators/Fieldwork/Supervisor/Forms/Self-Assessment%20Tool%20FW%20Ed%20Competency%20\(2009\).pdf](https://www.aota.org/~media/Corporate/Files/EducationCareers/Educators/Fieldwork/Supervisor/Forms/Self-Assessment%20Tool%20FW%20Ed%20Competency%20(2009).pdf)