Curriculum: Occupational Therapy Assistant Program

School: Health Sciences

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Course Description:

**OCT 251:** A minimum of eight weeks or 300 hours of supervised experience practicing the skills of an entry-level OTA. Students are assigned to a setting where they receive practical experience integrating and applying knowledge and skills to consumers of a variety of ages and conditions. 3 Cr. (0-9)
Pre-requisites: Successful completion of all required course work of the OTA curriculum, current CPR certification, and approval of the department.

**OCT 252:** A minimum of eight weeks or 300 hours of supervised experience practicing the skills of an entry-level OTA. Students are assigned to a setting where they receive practical experience integrating and applying knowledge and skills to a client population which offers a diversity of clinical experience from that offered in OCT 251. 3 Cr. (0-9)
Pre-requisites: Successful completion of all required course work of the OTA curriculum, current CPR certification, and approval of the department.

**Purpose of Level II Fieldwork:**
The purpose of Level II fieldwork in the educational process is to provide students with the opportunity to integrate academic knowledge, improve skills, and fine tune professional behaviors necessary to practice occupational therapy under the supervision of an occupational therapy practitioner. Level II fieldwork is only scheduled after all academic coursework is successfully completed.

During Level II fieldwork, the student will have increasing levels of responsibility and will gradually assume the role of an entry level OTA, the level at which the student is expected to be functioning at the conclusion of each placement. Please note, entry-level performance for the OTA is defined within each practice environment based on the roles and responsibilities in that particular setting. Due to the intensive nature of Level II fieldwork, it is the policy of the department that no other coursework be completed at the same time as fieldwork.

The Accreditation Council for Occupational Therapy Education (ACOTE) has created standards and guidelines to ensure that students have a well-rounded educational experience.
According to the 2011 ACOTE Standards:

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistant. 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 life span and to a variety of settings.
Level II fieldwork should be provided in traditional and/or emerging settings, consistent with the curriculum design. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. The 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.

**Course Logistics:**
Students complete two full time placements of eight weeks for a total of 16 weeks, or at least 300 hours each session for a minimum of 600 hours, and are assigned to settings where they will apply knowledge and skills to clients of a variety of ages and conditions. Some part-time opportunities may be available, but students must attend fieldwork 50% or more of a normal work week. “Normal work week” is defined by the fieldwork site. Level II fieldwork must be completed no later than 18 months following completion of academic courses in order to ensure continuity in the educational process.

**Site Selection and Scheduling:**
Placements for all Level II fieldwork is the responsibility of the OTA program. The selection of the students’ individual fieldwork educators/sites is managed by the clinical director to ensure that all students are exposed to a broad diversity of experiences throughout their Level I and Level II fieldwork. The clinical director evaluates each setting to verify that the setting can provide an experience to the students that will promote clinical reasoning, transmit values and beliefs, that reflect the curriculum, enable ethical practice, and to develop professionalism and competence. Additional factors evaluated during the site selection process are: the therapeutic programs being offered, the interventions being utilized, the staffs’ qualifications (supervisors must have at least one year of clinical experience), the compatibility of the site with the OTA program philosophy and curriculum design, the site’s current standing with their applicable regulatory agencies (e.g. Medicare, JACHO, CORF, etc.), and the current state authorization requirements for that site. In addition, the willingness of the clinical educators and the administration of the sites to provide an educational experience for the students is of primary importance.

Per the OTA program’s curriculum design, each student is required to complete one Level II fieldwork placement in a physical dysfunction setting. Arrangements for the student’s second Level II fieldwork placement will take into consideration his/her primary area of treatment interest. If a Level II placement cannot be secured in the student’s primary area of treatment interest, the Penn College clinical director will then begin a search in the student’s secondary area of treatment interest. Students are permitted to complete both of their Level II fieldwork placements in a physical dysfunction setting if they so choose. In addition, preference for geographical location will be taken into account when arranging Level II fieldwork placements, but cannot be guaranteed. Students may need to travel to destinations greater than one hour to reach their placement sites. All expenses including room, board, and transportation are the sole responsibility of the student and will not be factored in when securing the students’ fieldwork site.

Furthermore, preference during the selection process is given to sites where a current and fully executed memorandum of understanding exists and a previous successful working relationship between the site and the College has been established. If it is determined by the clinical director that the OTA program’s existing memorandums of understanding do not meet the current needs of the student population, the clinical director will initiate a search for new sites locations. If it is determined that a site meets the OTA program’s selection criteria, the clinical director will initiate the development of a memorandum of understanding between the two parties. At no time, will a student be permitted to start his/her fieldwork placement in a site without a current and fully executed memorandum of understanding in place.
To assist the clinical director in the fieldwork site selection process, prior to the students’ second year of the OTA program, each student will complete a Student Information Form identifying the location and setting in which he/she would prefer to complete his/her Level II fieldwork. On an as needed basis, the students will meet with the clinical director to discuss the student’s strengths, goals, learning style, area of treatment interest, and location preferences. However, the student must be aware that the primary consideration for placement at a Level II fieldwork site is based on the quality of the site and the compatibility of the site with the student’s style of learning. Additionally, in order to provide the most comprehensive and widest variety of experiences, the clinical director will strive to coordinate Level II experiences that complement, not repeat, the student’s Level I placement.

All sites are evaluated by the clinical director through verbal and written communication with the site/supervisor, onsite visits as needed, and through student feedback. All clinical fieldwork sites currently being utilized are required to complete the AOTA Fieldwork Data Form, and sign the Penn College Clinical Objectives form, or provide site-specific clinical objectives at least annually.

At midterm of each student’s Level II fieldwork placement, the clinical director completes an onsite visit or a phone call with the student and the site to evaluate how the student is progressing towards entry-level practice. The student is required to complete a mid-term self-assessment and share his/her responses with both the clinical director and his/her Level II fieldwork supervisor. The student and the Level II fieldwork supervisor should collaboratively develop a strategic plan to continue the student progression towards entry-level competence by the end of the fieldwork experience.

In addition, a midterm assessment form is completed by the clinical director for each mid-term call or onsite visit completed. If the student is not meeting the site’s clinical objectives at midterm, a learning contract is collaboratively developed between the clinical director, the student and the fieldwork site to remediate the current areas of incompetency and facilitate development of entry-level competencies. Follow-up phone calls, emails, and/or onsite visits are conducted by the clinical director as needed to facilitate and monitor the learning contract.

Lastly, upon completion of each Level II experience, all students are required to complete a Student Evaluation of Fieldwork Experience (SWEFE) form and an Academic Preparedness Survey. The SWEFE is reviewed and signed by the student and the site/supervisor on or prior to the student’s last day of his/her Level II fieldwork placement and returned to the Penn College OTA Department. The clinical director reviews all returned SWEFE’ and addresses areas of need/concern accordingly.

**Site Confirmation and Notification Process:**
All student placements will be confirmed with a site through verbal communication and/or email correspondence. An official Announcement/Confirmation Letter indicating the student’s name and placement dates will be sent to the site via US Mail approximate 6-8 weeks prior to the students’ start date. In rare incidences beyond the OTA program’s control (e.g. site cancellation), notification of a student placement may fall later than 6-8 weeks prior to the student’s start date. The student will be carbon copied on the Announcement/Confirmation Letter, and the letter will be forwarded to him/her via his/her Penn College email account.

**Student Notification Process:**
All student placement notifications will be communicated to the students via their Penn College email account.
**Student Evaluation Process:**
Each student will be formally evaluated using the AOTA Fieldwork Performance Evaluation for Occupational Therapy Assistant Students (FWPE) by the on-site supervisor at mid-term and the conclusion of the fieldwork placement. At mid-term, the student will also complete a self-assessment and share it with both the fieldwork supervisor and the clinical director. The student must receive a score of 54 or above on the FWPE to be considered passing. If the student does not demonstrate satisfactory progress, the Penn College OTA clinical director should be notified. Action will then be taken to evaluate the situation and develop a remediation plan that is beneficial to both the student and the site. This action may include a learning contract that is developed collaboratively between the student, the clinical supervisor, and the academic clinical director.

By the conclusion of fieldwork, the student must receive a minimum of 70 points on the FWPE and must score a minimum of 3 or above in the Fundamentals of Practice area to receive a Satisfactory/Passing grade, indicating that the student has achieved entry level competence for the placement.

A score of less than 70 points and/or a score less than a 3 in the Fundamentals of Practice area will result in a grade of Unsatisfactory/Failing for that fieldwork experience, which means the student did not demonstrate entry level competence and will need to repeat the course by completing another 8 week fieldwork placement. Please refer to the Repeat and Withdrawal Procedure for information and guidelines regarding this situation.

In addition to a passing score on the FWPE, the student must complete and submit ALL assignments and ALL paperwork to the OTA clinical director in order to successfully complete OCT 251/252. Grades will not be changed from an incomplete to passing grade without receipt of all required paperwork. Faxed, or scanned and emailed documents followed by receipt of the hard copies are acceptable.

In conclusion, Fieldwork II is graded with Satisfactory/Passing or Unsatisfactory/Failing. These grades do not affect the student’s GPA.

**Site Evaluation Process:**
All students will complete a Student Evaluation of Fieldwork Experience (SEFWE) form at the conclusion of each of their Level II fieldwork rotations. The SEFWE form will be reviewed with the student’s fieldwork supervisor(s) on or prior to the student’s last day of fieldwork. The student and the student’s supervisor will sign the SEFWE form to acknowledge that the form has been reviewed by both parties. The OTA clinical director will also review all SEFWE form to ensure site continues to meet the OTA program’s need.

**Clinical Objectives/Course Competencies:**
Upon completion of OCT 251 and OCT 252, the Occupational Therapy Assistant student will be capable of performing these skills and assuming the role of an entry-level OTA practitioner.

The student:
1. adheres consistently to the American Occupational Therapy Association Code of Ethics and site’s policies and procedures.
2. adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.
3. uses sound judgment in regard to safety of self and others during all fieldwork-related activities.
4. clearly communicates the values and beliefs of occupational therapy, highlighting the use of occupation of clients, families, significant others, and service providers.
5. communicates the roles of occupational therapist and occupational therapy assistant to clients, families, significant others, and service providers.
6. makes informed practice decisions based on published research and relevant informational resources.
7. 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.
8. establishes service competency in assessment methods, including but not limited to interviews, observations, assessment tools, and chart reviews within the context of the service delivery setting.
9. assists with interpreting assessments in relation to the client’s performance and goals in collaboration with the occupational therapist.
10. reports results accurately in a clear, concise manner that reflects the client’s status and goals.
11. develops client-centered occupation-based goals in collaboration with the occupational therapist.
12. 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.
13. selects and sequences relevant interventions that promote the client’s ability to engage in occupations.
14. implements occupation-based interventions effectively in collaboration with clients, families, significant others, and service providers.
15. grades activities to motivate and challenge clients in order to facilitate progress.
16. effectively interacts with clients to facilitate accomplishment of established goals.
17. monitors the client’s status in order to update, change, or terminate the intervention plan in collaboration with the occupational therapist.
18. clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.
19. produces clear and accurate documentation according to site requirements. All writing is legible, using proper spelling, punctuation, and grammar.
20. takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.
21. responds constructively to feedback.
22. demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.
23. demonstrates effective time management.
24. demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.
25. demonstrates respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.

**Student Supervision:**
Supervision is a shared process and has been identified as the most influential aspect of a student’s professional development. The relationship is influenced by the supervisor’s commitment to teaching and learning, positive attitude, consistent expectations and collaborative approach.

**Clinical Educator Requirements:**
- The student shall be supervised by an occupational therapy practitioner; an occupational therapist or occupational therapy assistant or a combination of the two.
- The occupational therapy practitioner must meet state regulations and **have a minimum of one year of practice experience**, subsequent to the requisite initial certification.
- Commitment to teaching and mentoring future OTA practitioners.
- Willingness to pursue professional development activities related to student supervision.
Supervision Guidelines:
The curriculum design of the Penn College OTA program builds a broad foundation of knowledge that expands with each semester and clinical experience. Basic knowledge is called forth as learning becomes more complex and is applied to develop clinical skills necessary for entry level competence. Learners are presented with information and then guided to experiment with concepts and clinical application. The program feels strongly that for optimum learning to occur, the learner must feel safe. We do not advocate the “sink or swim” approach of throwing a student into a situation without preparation. It is recommended that the fieldwork program be structured to allow students to feel safe to approach supervisors and staff with questions, safe to know that they don’t need to have all the answers right away, and safe to try new ideas or approaches within accepted guidelines.

Supervision:
- Should provide protection of consumers and opportunities for appropriate role modeling of ethical occupational therapy practice.
- Should foster learning and innovation, not discourage experimentation and educational curiosity.
- Should initially be direct, and then decrease to less direct supervision as is appropriate for the setting, the severity of the client’s condition, and the ability of the student.
- Should promote clinical reasoning through learning activities appropriate to the role of the OTA.
- Should include observation of the student’s performance with timely constructive feedback to allow for growth toward entry level competencies.
- In sites without occupational therapy services, certain criteria must be met regarding supervision.
- Contact the Penn College clinical director with questions or concerns regarding student performance.

Responsibilities of the Supervisor:
- Establish regular times for supervisory meeting
- Identify specific responsibilities for the student
- Establish performance expectations for the assigned responsibilities
- Provide learning opportunities
- Educate others about roles and responsibilities of the student
- Provide an environment of acceptance, security, and enthusiasm
- Complete a written midterm and final evaluation using the AOTA FWPE.
- Contact the Penn College clinical director with questions or concerns regarding student performance.

Responsibilities of the Supervisee:
- Meet with supervisor and be prepared with questions
- Seek clarification
- Recognize limitations and ask for assistance
- Identify learning needs and areas of concern
- Follow through on learning opportunities
- Be responsible and accountable
- Seek feedback to improve performance
- Follow the policies and procedures of the facility

Site Requirements:
The fieldwork agency must be in compliance with standards by external review bodies (ex.: JCAHO, CARF, Department of Health).
Student Requirements:
In addition to any other site-specific requirements, the College mandates the following.
A. Liability Insurance
   • Students are required to obtain personal liability insurance and to provide evidence of insurance to the fieldwork site.
   • Sites with a current Memorandum of Understanding with the College receive a certificate of liability insurance annually through the Penn College Financial Operations Department.

B. Health Insurance
   • Students are required to maintain proof of health insurance on file in the program office.

C. Clearances
   • Students complete an annual Pennsylvania Criminal Background Check, FBI Fingerprint Background Check, and Child Abuse Clearance and submit a copy to the program office.

D. Health Screening/Immunizations
   • Students are responsible for maintaining health and immunization records.
   • Students complete a drug screening prior to admittance in the OTA program.

E. Confidentiality and Safety
   • Protecting the privacy of patients and patient information is of the utmost importance and is protected by federal law. Students must adhere to the AOTA ethical guidelines and HIPAA regulations during fieldwork. AOTA has documented “HIPPA Guidelines for Fieldwork”.
   • Students receive training in HIPAA and Standard Precautions and must successfully complete a post-test prior to placement in fieldwork.
   • Students must maintain current CPR certification while in the program.
   • BREACH OF CONFIDENTIALITY OR REPEATED, DOCUMENTED EVIDENCE OF UNSAFE PRACTICE WILL RESULT IN IMMEDIATE FAILURE OF THE FIELDWORK EXPERIENCE.

Attendance Policy:
Level II fieldwork requires two full time placements of eight weeks for a total of 16 weeks, or at least 300 hours each session for a minimum of 600 hours of supervised experience practicing the skills of an entry-level OTA.

Regular attendance at fieldwork is considered to be a demonstration of professional behavior. It is expected that the student will make every effort to be present in the facility on regular working days or as assigned unless there is an EXTREME EMERGENCY (such as a death in the family or serious illness.) Students with repeated absences may be required to submit documentation; for example, a doctor’s excuse.

To comply with the requirements for Level II fieldwork, any absence over two (2) days MUST BE MADE UP either during the regular session with added hours, Saturdays, etc., or at the end of the affiliation at the convenience of the fieldwork supervisor. Any extended absence (over two days) must be reported to the clinical director at the Pennsylvania College of Technology (570) 320-2400, ext. 7571 and may result in a failure of this course.

The student will inform the student supervisor IMMEDIATELY upon realizing that he/she will be absent from clinic and give the reason for the absence. To ensure continuity of care for the patients involved, the student is also responsible for informing the supervisor about the status of all patients that are assigned to the student and the treatment plan for the day of absence.

All changes of fieldwork dates need approval from the Penn College Clinical Director. Fieldwork must be completed within 18 months of completing academic coursework.
Extension of Fieldwork:
Occasionally, students demonstrate progress toward fieldwork but not at a rate which will allow for successful completion within the eight week schedule. Following collaboration with the on-site supervisor and the clinical director, the student may be required to develop and sign a learning contract stating specific daily or weekly objectives. Students should be aware that completing this additional time is not a guarantee of a successful outcome. Student performance and achievement of objectives during the additional time will be the indicator for success.

Withdrawal Procedure:
During Level II Fieldwork, a student has the option to withdraw from the clinical placement. Withdrawal may occur only once during the entire Fieldwork II process (i.e., if student withdraws from the first site, student may not withdraw from the second site). Reasons for withdrawal may include:

Student performance below expectation – at any point during the Level II Fieldwork placement a student may choose to leave the clinical placement due to failure to demonstrate satisfactory progress toward achieving objectives of fieldwork.

Personal reasons – at any point during the Level II Fieldwork placement a student may choose to leave the clinical placement for personal reasons.

Immediate withdraw and failure of the fieldwork course will also be considered for:
- Inability to attend assigned fieldwork due to prohibited criminal background as determined by the FBI Fingerprint (Cogent) Check, a Pennsylvania State Police background check, and a Pennsylvania Department of Welfare or Department of Education child abuse clearance before the start of clinical/field rotations
- A potentially life-threatening incident
- An incident contributing to the injury of another
- Repeated failure to follow through on accepted guidelines for safe clinical practice (e.g., adherence to standard precautions, adherence to guidelines for safe patient handling, adherence to specific limitations for a patient per doctor’s orders or supervisor’s treatment plan, etc.)
- Incident(s) in violation of the AOTA Code of Ethics. [Link to AOTA Code of Ethics]
- Breach of patient confidentiality in a public area, on a social media site, to a friend, family member, or an OTA student from another class section or course.
- A conviction for a prohibitive offense contained in Act 169 of 1996 as amended by Act 13 of 1997 while currently in the program.

Prior to withdrawing and leaving the placement for failing/unsatisfactory performance or for personal reasons, a conference with the clinical director must occur. The student will assume financial responsibility to repeat the course/placement. In addition, the student will be required to develop goals and objectives to address areas of need to facilitate satisfactory performance in future placements. Specifically, the student will:
- provide written evidence of a plan for remediation;
- meet with the clinical director for approval of the plan and to discuss its implementation; and,
- implement additional steps to address the areas of need as required by the clinical director which may include, but are not limited to, additional coursework, independent study, or professional counseling/therapy.

Once the above requirements are satisfied, the student may continue to the next fieldwork placement or be rescheduled at another site. The student will have less flexibility in site choice and timing of repeat placements.
Failure of the second fieldwork placement (following a withdrawal) will result in termination from the OTA Program (see Repeat Procedure).

Extenuating circumstances – occasionally, unrelated to the student’s knowledge, skills, professional attitudes, and behaviors, a student may be withdrawn from a Level II Fieldwork experience by the clinical director prior to completion of the placement (i.e., personnel change at the clinical site with resultant lack of adequate supervision, or documented medical reason requiring extended leave). This situation will not be considered as a failure. The clinical director will collaborate with the student to extend or replace the Level II Fieldwork placement.

Repeat Procedure:
During the entire Level II Fieldwork process, only one repeat fieldwork placement is allowed. The Level II Fieldwork process is defined as OCT 251 and OCT 252.

Following one withdrawal or one failure (failure = “no pass” on the FWPE) of a Level II Fieldwork placement, the student may repeat the placement/course. The student will be financially responsible to repeat the three-credit course. In addition, the student will be required to develop goals and objectives to address areas of need to facilitate satisfactory performance in future placements or to address personal issues interfering with performance on fieldwork. Specifically, the student will:

- provide written evidence of a plan to address areas of need;
- meet with the clinical director for approval of the plan and to discuss its implementation; and
- implement additional steps to address the identified areas as required by the clinical director, which may include, but are not limited to, additional coursework, independent study, professional counseling/therapy, and medical services.

Once the above requirements are satisfied, the student may continue to the next fieldwork placement or be rescheduled at another site. The student will have less flexibility in site choice and timing of repeat placements.

Failure (failure = “no pass” on the FWPE) of two Level II Fieldwork placements results in termination from the OTA Program. (Please note: A withdrawal is considered a failure; refer to the Withdrawal Procedure.)

Fieldwork Termination Procedure:
A. Termination for Unsafe Clinical Practice
The safety of the patients/clients, staff, and oneself is of extreme importance and cannot be compromised. Termination for unsafe practices may occur at any time during a Level II Fieldwork placement and is based on unsafe behavior demonstrated by the student, as determined by the on-site supervisor and clinical director. Examples of unsafe practice include, but are not limited to:

- A potentially life-threatening incident.
- An incident contributing to the injury of another.
- Repeated failure to follow through on accepted guidelines for safe clinical practice (i.e., adherence to standard precautions, adherence to guidelines for safe patient handling, adherence to specific limitations for a patient per doctor’s orders or supervisor’s treatment plan, etc.).

B. Termination for Unprofessional Behavior
Conducting oneself in a professional manner at all times is expected of all students. Behavior which may be considered grounds for termination includes, but is not limited to:

- Failure to abide by the Procedures of the Pennsylvania College of Technology and the OTA Department (refer to College Student Handbook and OTA Student Manual).
- Failure to abide by the Policies and Procedures of the clinical agency.
- Failure to practice within the guidelines of AOTA and applicable licensure laws.
• Breach of confidentiality (refer to http://www.aota.org/education-careers/fieldwork/supervisor/hipaa.aspx.)
• Breach of the Patient’s Bill of Rights.
• Failure to adequately prepare for clinical learning experiences.
• Failure to report unsafe practices of self/peers.
• Failure to respond to guidance from clinical supervisor and clinical director.

A termination for unsafe clinical practice or unprofessional behavior will result in a failure of that placement/course. Refer to the Repeat Procedure for information.

**Extension Procedure:**
Occasionally, students demonstrate progress toward fieldwork objectives but not at a rate which will allow for successful completion within the eight week schedule. Following collaboration with the on-site supervisor and the clinical director, the student may be required to develop and sign a learning contract stating specific daily or weekly objectives. Students should be aware that completing this additional time is not a guarantee of a successful outcome. Student performance and achievement of objectives during the additional time will be the indicator for success.

**Procedure for Problematic Situations:**
The Penn College clinical director serves as a liaison between the clinical site and the student. The clinical director will either call or visit each placement near midterm. Occasionally, difficulties or problems occur during the fieldwork placement. If this situation occurs:
• Discuss the problem with the supervisor or student – be honest and open.
• Provide specific examples of the problem (e.g., Student: “I’m receiving mixed messages from the staff on the procedure for reporting at team meeting.” or Supervisor: “Progress notes for your patients have been late for the past two weeks.”).
• State expectations related to the problem (e.g., Student: “I need to know what my role is in team meeting.” or Supervisor: “Patient notes need to be completed each Friday on all your patients.”)
• Brainstorm to develop solutions to the problem.
• Document the above session.

If problems persist or cannot be resolved through the above process, contact the Penn College clinical director at (570) 320-2400, ext. 7571 or send an email to jmk1@pct.edu. If you require immediate attention and the Clinical Director is not available, please ask for ext. 7444, the Occupational Therapy Program secretary, who will take a message and contact the clinical director immediately. Your call will be returned as soon as possible.

Evaluation and final disposition of the situation is to be made by the Pennsylvania College of Technology Occupational Therapy Assistant Program.

**Professional Development:**
An important ingredient in development of professional and ethical behavior is maintaining confidentiality, following standard safety procedures, and responding positively to supervisory feedback. While clinical supervisors and other staff members provide guidance and direction in this area, students are responsible for following through with professional development. Fieldwork is a period of transition from an academic environment to a clinical work setting. As part of ongoing professional development, students are expected to adopt high standards and commit to the following behaviors.
**Student Code of Ethics:**
The student will:
1. review identified goals/expectations for fieldwork with supervisor and modify as needed.
2. demonstrate responsible, professional behavior which reflects positively on the student, the OTA Program, the College, and the profession.
3. be accountable for behavior at all times during the fieldwork experience.
4. be an active participant and respond positively to the supervisory process.
5. identify the need for supervision in difficult or unfamiliar situations and seek appropriate supervision before proceeding.
6. assume responsibility for self-directed learning.
7. make appropriate decisions based on safety, clinical reasoning, and the individual needs of the client.
8. respect the rights of patients/clients and maintain confidentiality at all times.
9. respect, cooperate, and collaborate with members of the health care team.
10. complete all written communication accurately, honestly, and timely.
11. recognize that the facility is primarily a treatment environment and secondarily is an educational environment.
12. practice within the guidelines of AOTA and applicable licensure laws.
13. adhere to the rules, regulations, and procedures of the fieldwork center.

**Cell Phone or Other Electronic Device Usage:**
The student must check with his/her fieldwork supervisor for facility specific rules regarding the use of cell phones and other electronic devices prior to the first day of fieldwork. If the facility does not have a policy regarding the use of cell phones and other electronic devices, then any cell phones or other electronic devices taken to the FW sites must be turned off upon arrival in the facility and only utilized during lunch break or after FW is completed.

**Dress/Personal Appearance:**
Clothing and appearance contribute to the professional image of healthcare workers, influencing how the worker is perceived. First impressions are lasting impressions, and many times, fair or not, students are initially judged by their outward appearance. For this reason, the occupational therapy assistant student is expected to follow the guidelines below and wear the PCT OTA polo shirt and PCT ID badge, unless otherwise instructed by the onsite supervisor. During the 3rd semester, some sites may require the student to wear a white lab coat or scrubs. Remember, you are representing the College and the OTA program as well as yourself.

**Acceptable:** Casual Professional
- Tops/shirts long enough to cover the abdomen even when reaching upward
- Dress slacks, casual slacks (e.g. “Dockers”)

**NOT Acceptable:**
- The “No B” rule applies – No bellies, butts, breasts, boxers, briefs, or bras should be visible
- Tee shirts, halter, tank, spaghetti strap, low cut tops, or sweatshirts
- Blue jeans, rib leggings, sweat pants, yoga pants, shorts, or other recreational clothing
- Headwear such as hats, caps, visors, sweatbands, or bandanas inside the building, except for religion based caps or turbans
- Sun-glasses inside the building, unless needed for a documented medical condition
- Clothing that is skin tight fitting, stained, or torn
- Sandals, flip flops, open-toed, or high heel shoes

**If a student is not dressed appropriately, the fieldwork site may opt to send the student home.**
In addition, the personal appearance policies at some sites may also limit:

- Jewelry – students may be required to cover or remove jewelry from eyebrows, nose, tongue, etc.
- Hair color - sections of different colored hair, streaks, etc.
- Hair style including extensions (e.g. natural or synthetic hair and/or other adornments) – students may be asked to pull back hair away from face/shoulders
- Appearances of tattoos - students may be asked to cover tattoos
- Length of fingernails and use of artificial nails (e.g. wraps, gels, acrylics, etc.) Evident based literature verifies that these type of nails harbor bacteria which can be spread to patients.

Course Guidelines:

Your connection to the College during level II Fieldwork includes the following:

- PLATO – course OCT 251 & 252,
- Clinical Director’s email address ead6@pct.edu,
- Clinical Director’s office phone number (570) 320-2400, ext. 7602 (Monday – Thursday 7:30 a.m. to 4:30 p.m.)

This course has additional course information posted on the PLATO or via email, and will be updated throughout your fieldwork placement. Information will include, but is not limited to:

- course syllabi
- announcements, weekly emails
- evaluation forms
- licensure and certification information
- job postings

Instructions to access PLATO are:
1. Go to www.pct.edu
2. On the Penn College home page select:
   - Academic Services
   - PLATO
   - Login - Enter your Penn College ID and password. They are the same as your Penn College network and student email login.

Assignments:

1. Weekly Check-in Postings
   Students will submit a weekly posting to the clinical director though PLATO with a brief summary of the week’s events. This is the student’s opportunity to let the clinical director know about his/her progress, ask questions, share a concern, receive encouragement, problem solve, etc. If the student has an immediate question or concern, he/she must send the clinical director a High Priority email to ensure a prompt response.

2. Class “Pinterest” Board: Post a question or respond to other student posts on the discussion board. Use this site to ask for ideas on treatment interventions, peer feedback, etc.

3. Fieldwork Data Form and Clinical Behavior Objectives:
   Please check with your fieldwork supervisor to make sure he/she or the site’s Fieldwork Coordinator has returned both documents to the Occupational Therapy Assistant Program office:
   Pennsylvania College of Technology – DIF 16
   One College Avenue
   Williamsport, PA 17701
   Elizabeth A. Dixon, OTR/L; OTA Clinical Director
4. **Midterm** - Complete the Self-assessment at Midterm form on PLATO website and submit it in the corresponding drop box.

5. **Academic Preparation Survey**
   For each Level II FW, complete the Academic Preparation Survey of your coursework at Penn College located on PLATO, and submit it.

6. **Student Evaluation of the Fieldwork Experience (SEFWE)**
   Students must complete a Student Evaluation of the Fieldwork Experience evaluation for each of their placements. The form is posted PLATO, and can be downloaded and printed. This form should be completed prior to your last day; shared with your supervisor; and signed and returned to the Clinical Director within one week of completion of your fieldwork placement.

7. **OCT 252 ONLY: FINAL FOCUS GROUP**
   Attendance at the final focus group **TBD** is mandatory. In the event, the student is not able to make it due to his/her fieldwork site not permitting him/her from missing a clinic day, or the distance does not allow you to travel here, please notify the Clinical Director via phone or e-mail AS SOON AS POSSIBLE and provide written documentation verifying the reason for the absence.

**FIELDWORK EVALUATION PROCESS:**
Level II fieldwork will consist of two 3 credit courses and are evaluated independently, that is, performance in one fieldwork placement is not dependent upon the performance in the other. The AOTA Fieldwork Performance Evaluation (FWPE) is not designed to measure levels or grades of competence. It assesses entry level competence. The student earns a satisfactory or unsatisfactory grade for each placement.

- The AOTA Fieldwork Performance Evaluation for Occupational Therapy Assistant Students is used to evaluate if the student has achieved entry-level competence. This form is **not available electronically**; it has been mailed to your fieldwork supervisor with your fieldwork placement confirmation letter.

- **Midterm** –
  - By the end of week 4, the clinical educator should complete the FWPE and reviews it with the student.
  - The student should complete a separate midterm self-assessment form located on PLATO, and takes it to his/her midterm meeting with his/her supervisor to discuss the results. Once reviewed with his/her supervisor, the student should submit the form to the Clinical Director in the corresponding drop-box on PLATO.
  - The midterm review should provide both the student and the supervisor with an opportunity to give constructive feedback to each other to facilitate optimal performance and maximize the experience for the remainder of the fieldwork.
  - When completing the FWPE, the clinical supervisor should refer to the student’s learning objectives and compare the student’s performance with the expectations for each item.
  - The FWPE does not need to be signed or mailed to the college unless the student is **not achieving a passing score**. If the clinical educator has concerns about the student’s ability to achieve entry level competence by week 8, the Penn College Clinical Director should be notified as soon as this concern is recognized. A grade of 54 and above is considered satisfactory/passing at midterm; a grade of 53 or below is considered unsatisfactory/failing.
Final –
  o During week 8, the clinical educator should complete the FWPE and review the results with the student on or near the last day.

  o The FWPE must be signed by both the student and the supervisor. The student’s signature only indicates that the evaluation has been read. It does not signify that he/she is agreement with the content.

  o The Student Evaluation of Fieldwork Experience (SEFWE) form must be completed by the student and reviewed with the supervisor. The SEFWE must be signed by both the student and the supervisor.

  o The student and the supervisor should each keep a photocopy of both forms for their records. The original forms should be returned to Pennsylvania College of Technology Occupational Therapy Assistant Program office within one week of completing the fieldwork experience placement.

Pennsylvania College of Technology – DIF 16
One College Avenue
Williamsport, PA 17701

Attn. Elizabeth A. Dixon, OTR/L;
OTA Clinical Director