



# Occupational Therapy Assistant Program

## **Fieldwork Educator and Student Fieldwork Manual**

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## **Introduction**

This manual is designed to provide the occupational therapy assistant (OTA) students and fieldwork educators (FWE) with easily accessible information about the fieldwork program within the Casper College Occupational Therapy Assistant Program. Fieldwork is intended to compliment academic preparation by offering additional opportunities for growth, learning to apply knowledge, developing and testing clinical skills, and validating and consolidating those functions that comprise professional competence. Fieldwork experiences should be developed to offer opportunities for development of the necessary skills and abilities in the performance of the occupational therapy assistant.

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

Fieldwork educators are encouraged to consider their current workload before accepting occupational therapy assistant students for fieldwork experience, in order to ensure proper student supervision, provide protection of consumers, role model appropriate occupational therapy practice and provide frequent assessment of the student's progress (ACOTE C.1.4) . The faculty at Casper College asks that no fieldwork educator compromise their workload or the student's educational process due to over commitment. The OTA Program faculty recommend that no fieldwork educator exceeds supervising more than two OTA students at any given time.

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## Contents

MISSION.....	5
PHILOSOPHY .....	5
OTA PROGRAM OUTCOMES .....	6
DISTANCE EDUCATION .....	6
STATE AUTHORIZATION RECIPROCITY AGREEMENT (SARA) COMPLIANCE.....	7
CURRICULUM DESIGN OVERVIEW .....	8
Curriculum Design .....	8
OCCUPATIONAL THERAPY ASSISTANT CURRICULUM SEQUENCE .....	10
COURSE DESCRIPTIONS .....	11
DIGITAL LEARNING REQUIREMENTS: .....	14
GENERAL INFORMATION APPLICABLE TO COMMUNITY EXPERIENCE, LEVEL I & LEVEL II FIELDWORK .....	15
Definition of Fieldwork Levels .....	15
Community Experience and Level I Fieldwork General Information .....	15
Level II Fieldwork General Information .....	16
Fieldwork Selection Policy .....	17
Professional Behaviors: Requirements for Occupational Therapy Assistant Students .....	18
Professional Appearance .....	19
Student Fieldwork Responsibilities.....	21
Fieldwork Attendance Policy for Students .....	22
Fieldwork Evaluation Policy for Students .....	22
Automobile Insurance Requirement for Occupational Therapy Assistant Students .....	23
Inclement Weather and Traveling to Clinical Sites .....	23
Malpractice Insurance .....	23
Criminal Background Checks/Department of Family Service Screening .....	23
Health and Medical Care Requirements for Occupational Therapy Assistant Students .....	23
Accommodations.....	24
Occurrence Report .....	24
Disciplinary Action for Occupational Therapy Assistant Students.....	24
Occupational Therapy Assistant Student Financial Obligations for Fieldwork .....	24
Academic Fieldwork Coordinator's Responsibilities.....	25
Selecting New Fieldwork Sites .....	26
Fieldwork Supervision Policy .....	26
Evaluation of Fieldwork Sites by the Casper College Academic Fieldwork Coordinator .....	26
Fieldwork Facility Responsibilities .....	27
Fieldwork Educator Responsibilities.....	28
Rules for Fieldwork Clinical Experiences for Occupational Therapy Assistant Students .....	29
COMMUNITY EXPERIENCE.....	31
Community Experience .....	31
Learning Objectives .....	32
Community Experience .....	32
COMMUNITY EXPERIENCE: EVALUATION FORMS AND ASSIGNMENTS .....	34
COMMUNITY EXPERIENCE FIELDWORK EVALUATION FORM* .....	34
STUDENT FIELDWORK EVALUATION.....	35
Community Experience Time Sheet.....	37
Community Experience Preparation Worksheet Sheet .....	38
LEVEL I FIELDWORK .....	40
LEVEL I FIELDWORK .....	40
Fieldwork Placement Designation for Level I .....	41
Changing Level I Fieldwork Placement for Students .....	41
Situations Which May Require Student Removal from Level I Fieldwork by Academic Program .....	42
Learning Objectives .....	42
Level I Fieldwork .....	42
Level I Sample Objectives for Fieldwork Educators .....	44

LEVEL I FIELDWORK EVALUATION FORMS AND ASSIGNMENTS.....	46
LEVEL I FIELDWORK .....	51
TIME SHEET.....	51
LEVEL I- STUDENT EVALUATION OF FIELDWORK SUPERVISOR AND SITE.....	52
LEVEL I FIELDWORK DISCUSSION AND REFLECTION .....	53
Level I- SIS Guide to Evidence Implementation during Fieldwork.....	55
Level I- Summary of Occupational Therapy Practice Framework Findings .....	56
LEVEL II FIELDWORK .....	57
Level II Fieldwork .....	57
Fieldwork Placement Designation for Level II Fieldwork.....	58
Student Changing or Cancelling Fieldwork Experience: .....	59
The Process of Scheduling a Student for Repeat Fieldwork .....	60
Situations Which May Require Student Removal/ Failure from Level II Fieldwork by Academic Program .....	60
Situations Which May Require Student Removal/ Failure from Level II Fieldwork by Fieldwork Educator .....	61
Situations Which May Require Fieldwork Educator to Cancel or Amend Level II Fieldwork .....	61
Level II Fieldwork- Specific Learning Objectives .....	61
Sample Fieldwork Level II Weekly Outline for Fieldwork Educator.....	62
Level II- Policy Regarding Fieldwork Evaluation and Grading.....	65
Level II Fieldwork Termination Policies .....	65
Level II Fieldwork Termination Procedures .....	66
Appendix.....	67
Accreditation Council for Occupational Therapy Education (ACOTE) Standards for the Occupational Therapy Assistant Student, Effective JULY 31, 2018. ....	67
OCCURRENCE REPORT .....	70
Fieldwork Educator Resources .....	72

## **MISSION**

The Mission of the Casper College Occupational Therapy Assistant (OTA) program is to provide an environment that encourages students of diverse learning styles, ages and backgrounds an opportunity to gain mastery over their education at the associate's level through the progression of academic and experiential learning opportunities. Each semester, students gain greater confidence, cultivate critical thinking, and demonstrate enriched professionalism essential to work as a generalist occupational therapy assistant. Through the learning opportunities, students will view themselves and their clients as holistic, occupational beings and appreciate the importance of occupation-based activities to improve the lives of those they encounter. By the end of the program, students are invested in the importance of lifelong learning and stewardship of the occupational therapy profession, populations served, and their communities.

## **PHILOSOPHY**

It is the philosophy of the Occupational Therapy Assistant program that humans are self-directed, adaptive, and holistic occupational beings. Students enter the program with unique and diverse life experiences, seeking additional understanding of themselves, others and the world in which they live. Occupational engagement is central and critical to the promotion of health and wellness for self, populations and communities. The promotion and sustainability of the profession relies on the stewardship of occupational therapy practitioners both current and upcoming. The definition of stewardship to the Occupational Therapy Assistant program is the act of advocacy for self and others, ethical practice, team building and collaboration, lifelong dedication, and managing the care of others in which we are entrusted. Stewardship is gained following Bloom's Taxonomy, Schkade & Shultz's Occupational Adaptation Model, and Erikson's Stages of Psychosocial Development.

Bloom's Taxonomy progresses students' critical thinking skills from basic knowledge to generalist practitioners, emphasizing psychosocial theory and the importance of occupation-based practice. In the view of the Occupational Therapy Assistant program's curriculum, learning is the active development of knowledge through academic and experiential learning opportunities, which occurs through engagement, problem-solving, and critical thinking. Progression through the program begins with cultivating knowledge and comprehension, advancing towards application and analysis, followed by synthesis and evaluation, and ending with in vivo fieldwork experience. At conclusion of the program, students will have mastered the ability to make informed decisions with sound judgement necessary for generalist clinical practice.

The Occupational Therapy Assistant program utilizes Occupational Adaptation to guide and develop students into their new professional role as an occupational therapy assistant. Upon entry into the program, students encounter new academic, occupational, and environmental challenges. The curriculum and cultural environment of the program encourages active engagement, mastery of academic skills, cultivation of professionalism and self-advancement. It is through student engagement with meaningful learning opportunities that students develop adaptation and mastery over these challenges. The academic environment is designed to challenge and support the diverse learning styles, ages and background of students.

Erikson's psychosocial developmental theory is used to support and progress students from trust to ego identity. The OTA program understands that students come from diverse life experiences with unique learning styles, and of different ages and backgrounds. However, most students will still follow the psychosocial stages throughout their academic career as this is a new and challenging experience. As stated in the Occupational Adaptation model above and in

support of Erikson's psychosocial stages of development, the program creates a supportive and trusting environment by understanding that students learn differently, as well as handling challenging situations in diverse ways. The OTA program understands this and helps students to develop their autonomy through the progression of the program. This transformation of personal and professional growth is guided by following and mastering Erikson's psychosocial stages of development. Graduates will demonstrate the professional identity as an occupational therapy assistant and a sense of integrity regarding their role and stewardship in the profession and communities served.

### **OTA PROGRAM OUTCOMES**

The Occupational Therapy Assistant Program will graduate students who:

1. demonstrate adaptation and mastery over academic challenges as demonstrated by successfully completing their education at the associate level to earn their Associate of Science degree in Occupational Therapy Assistant,
2. demonstrate mastery of academic and experiential learning and apply this knowledge to successfully pass the National Board of Certification of Occupational Therapy exam,
3. demonstrate professionalism and lifelong learning by obtaining and maintaining licensure in the state of Wyoming and/or their chosen state of practice,
4. demonstrate integrity and professionalism while following the American Occupational Therapy Association's Occupational Therapy Code of Ethics, which is essential to work as a generalist occupational therapy assistant,
5. appreciate and implement evidence-based practice through client centered, occupation-based activities when serving the needs of a person, population and community,
6. are self-directed, adaptive, and holistic generalist practitioners,
7. are lifelong learners and demonstrate stewardship to the occupational therapy profession, populations served and their communities.

### **DISTANCE EDUCATION**

The OTA program is not a distance education program. Two prerequisite courses are offered completely online, face to face, or hybrid (a combination of the two), including OTH 2000- Introduction to Occupational Therapy and COTA 2300- Fieldwork Integration I. This gives students flexibility to explore the OTA program. Once a student is admitted into the OTA program, there are several hybrid courses and two distance education courses, which allow students to primarily be on campus only three days a week. Upon academic completion, students will complete COTA 2500 - Fieldwork A, COTA 2550- Fieldwork B and COTA 2600 Fieldwork Options (optional course), using Moodle, the Learning Management System, in conjunction with the fieldwork assignments to facilitate communication between the academic fieldwork coordinator (AFWC) and students. All distance learning courses are password and email protected through Moodle. The OTA program requires all students to complete proctored testing in either the Casper College Testing Center, or through the use of Respondus Lockdown Browser when not testing in the classroom. Both of these testing options require proof of student identification in order to test. The faculty utilizes Moodle to house learning materials for students and enhance classroom instruction. Technical support and training are available to any student using Moodle.

**LEARNING MANAGEMENT SYSTEM:** The OTA Program uses Moodle, the Learning Management System, to house learning materials for students, enhance classroom instruction, and for testing. All distance learning courses are password and email protected through Moodle. The OTA program requires all students to complete proctored testing in either the Casper College Testing

Center, or through the use of Respondus Lockdown Browser when not testing in the classroom. Technical support and training are available to any student using Moodle through the Casper College Digital Learning Center. Students are encouraged to bring their laptop with them to access and participate in all course related assignments/ learning activities.

#### **STATE AUTHORIZATION RECIPROCITY AGREEMENT (SARA) COMPLIANCE**

Casper College is required to comply with any state regulations before educational courses can take place within that state. The regulations for any state and Casper College's ability to comply with these regulations will determine whether a student may enroll in a course. Courses that are regulated include offering online and/or campus-based courses, as well as fieldwork experiences. Casper College participates in the [National Council of State Authorization Reciprocity Agreement \(NC-SARA\)](#). Once a student has graduated from the Occupational Therapy Assistant Program, the student will be eligible to take the national exam through the [National Board for Certification in Occupational Therapy \(NBCOT\)](#). Students earning national certification will make the students eligible to apply for occupational therapy assistant jobs in the United States. Each state has their own licensure requirements. The Wyoming Board of Occupational Therapy is available here: <https://occupationaltherapy.wyo.gov/>.

#### **STUDENT CERTIFICATION AND LICENSURE**

Upon successful completion of both academic and fieldwork education, a student is eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) exam administered by the [National Board for Certification of Occupational Therapy](#) (NBCOT). After successful completion of the NBCOT exam, the graduate will be a Certified Occupational Therapy Assistant (COTA). All 50 states within the United States requires licensure to practice and state licensure is usually based on the results of the NBCOT certification examination. Check with the State Licensing Board for each state's requirements.

States have similar requirements for obtaining a license, but not identical. It is recommended that students look at the specific state licensure requirements and always refer to the state occupational therapy regulatory agency. Please refer to [AOTA's website](#) for further questions.

To earn a state license, the student will need to:

1. Successfully graduate from Casper College's accredited OTA program.
2. Apply for and pass the OTA [NBCOT Certification Exam](#).
3. Apply for a license within the state of interest and pay a licensure fee.

The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-6611 and the web address is: <https://acoteonline.org/>. The program was initially accredited in 1997, reaccredited in 2002, 2012, 2022, and the next reaccreditation is 2032.

**NOTE:** To ensure that occupational therapy practitioners meet ethical and professional standards prior to entering the profession, all applicants for initial certification are required to provide information and documentation related to any illegal, unethical or incompetent behavior. Persons with a felony history may not be eligible to sit for the national certification examination. When students apply for the certification examination with the National Board of Certification of Occupational Therapy (NBCOT), students will be asked to answer questions related

to the topic of felonies. For further information on these limitations, students can contact NBCOT at:

National Board of Certification of Occupational Therapy (NBCOT)  
One Bank Street, Suite 300  
Gaithersburg, Maryland 20878  
(301) 990- 7979  
Email: [info@nbcot.org](mailto:info@nbcot.org)

### **CURRICULUM DESIGN OVERVIEW**

In the view of the Casper College OTA Program, learning is the mastery of knowledge through a supportive and challenging environment and academic and experiential learning, thereby cultivating critical thinking and professionalism. The Casper College OTA Program's curriculum is guided by Bloom's Taxonomy from simple to complex, along with Schkade & Schultz Occupational Adaptation model to provide a challenging and supportive learning environment. The learning environment is unique by providing students with direct access to a therapy gym, assistive technology lab, occupations lab, kitchen classroom, private study rooms, outdoor learning space, library resources, and technology. The OTA Program faculty also utilize Erik Erickson's psychosocial stages of development to guide and develop each students' transition towards a generalist entry level practitioner. The courses are intentionally sequenced to develop mastery over entry level occupational therapy skills. The faculty teaches through a variety of approaches intended to actively engage individuals and integrate occupational therapy knowledge through active discussions, hands on learning activities, simulation, role-playing, community engagement, active self-reflection, critical thinking, and evaluation.

The Casper College OTA program consists of six consecutive semesters in length with a total of 78 credit hours. Fall semester is considered a curricular Level I semester. Students apply to the OTA program during the first fall semester and upon being accepted into the OTA program, the students officially start the OTA program in the first spring semester. The initial spring semester OTA courses are curricular Level I and Level II courses. The curricular levels continue until completion of the OTA program.

Although the OTA program is not a distance education program, the OTA program faculty believe in utilizing the Learning Management System, Moodle, to enhance delivery options for diversified learning needs. Thus, some courses are available completely online, hybrid, or face to face to meet the occupational adaptation learning needs of students.

### **Curriculum Design**

**Level I:** The first curriculum level focuses on knowledge and comprehension of introductory principles and adaptation to concepts to set the foundation of the occupational adaptation levels. These classes create academic, experiential, and occupational challenges to facilitate mastery of skills necessary to progress to the next level. The occupational therapy assistant students are enrolled in foundational classes, introduced to the occupational therapy assistant club, become acquainted with Level II occupational therapy assistant students, and are provided with academic supports relevant to their needs. Within this level, students are academically challenged and participate in various experiential learning environments, supported by instructors and other resources available at the college, instilling trust and the ability to adapt within this environment. There are many moving components within this first level to help students develop the trust needed to move on to the next step of autonomy. Autonomy develops half way through the students first level due to how the curriculum is designed. Students learn new methods of study skills, problem solving strategies, and cultivation



of professional behaviors in order to support their identity development as an occupational therapy assistant student.

Level I courses include: the occupational readiness courses including: ZOO 2015 Anatomy, ZOO 2025 Physiology, PSY 1000 General Psychology, ENGL 1010 English Composition I, COMM 2010 Public Speaking, OETH 2000 Introduction to Occupational Therapy, COTA 2300 Fieldwork Integration I, COTA 2020 Human Occupations and Life Roles, PEAC Physical Education, MATH 1000 Problem Solving, POLS 1000 US and Wyoming Government, General Education and General Electives.

**Level II:** Courses in curriculum Level II provide application and analysis of knowledge gained in the Level I courses to concept. These classes are based in academic and experiential challenges to further advance the students' knowledge in themselves, as well as the holistic occupational based needs of future patient populations. The classroom environments at this level challenges and demands mastery of adapting to their new-found personal awareness and understanding of differing views. Competency at this level includes beginning skill development and concept integration. Upon being supported and encouraged throughout the other stages, the transition naturally starts to flow and develop in academic and non- academic environments and situations. By the end of the semester, students transition into the stage of initiative regarding their occupational needs. Second semester students begin to develop their identity through academic and experiential learning opportunities in order to validate the students' identity and personal strengths, as well as the relationship to occupational therapy. The intimate experiential aspect of the class is hands on engagement and feedback from peers and others. Students' strengths are emphasized during the application resulting in a natural boost of confidence in themselves and their abilities. The experiential classrooms directly develop the students' strengths and confidence by creating the identity of an occupational therapy assistant and the values of stewardship, for their profession, populations served, and the community. By the end of this semester, students have created an intimate and supportive environment in peers, community members, and faculty.

Level II courses include: KIN 2050 Functional Kinesiology, COTA 2420 Clinical Conditions, COTA 2200 Therapeutic Approaches I, COTA 2150 Group Dynamics, COTA 2310 Fieldwork Integration II, COTA 2320 Fieldwork Integration III, COTA 2350 Clinical Theory and Practice I, COTA 2100 Psychosocial Aspects.

**Level III:** Courses in curriculum Level III provide synthesis and evaluation of skills gained in Levels I-II. Emphasis of curriculum is placed on academic and experiential learning to support critical thinking and problem solving for all aspects of occupation-based practice. Within this level, the demands and challenges, both academically and psychosocially are advanced, which further facilitates the cultivation of knowledge and comprehension of skills gained in the previous levels. This emphasizes the importance of active engagement through meaningful learning opportunities in a supportive environment while evaluating and appraising their own performance. Students integrate professionalism of generativity necessary for their future career as an occupational therapy assistant.

Level III courses include: COTA 2210 Therapeutic Approaches II, COTA 2160 Leadership Skills, COTA 2330 Fieldwork Integration IV, COTA 2400 Clinical Theory and Practice II, COTA 2220 Therapeutic Approaches III, COTA 2450 Health Care Systems.

**Level IV:** Courses in curriculum Level IV provide opportunities for In Vivo application through mastery of knowledge and skills during the Level II fieldworks. The final stage of ego identity happens the last few weeks of the students final semester, and is even more pronounced after successful completion and mastery of the students final Level II fieldwork experiences and graduation. By the end of the Occupational Therapy Assistant program, students will view themselves as self-directed, adaptive, and holistic occupational beings demonstrating stewardship of the occupational therapy profession, populations served, and their communities.

Level IV courses include: COTA 2500 Fieldwork A and COTA 2550 Fieldwork B

### **OCCUPATIONAL THERAPY ASSISTANT CURRICULUM SEQUENCE**

The following sequence is recommended for students wanting to complete the academic program in five semesters. Other sequences are possible depending on student needs. The courses with the prefix COTA must be taken sequentially. The rationale for this sequence ties to the OTA program's mission and philosophy in the following ways: distance and delivery from beginning of program to end of program.

Year 1: Fall

ZOO 2015/2015L	Human Anatomy & Lab	4
ENGL 1010	English Composition I	3
OCTH 2000	Introduction to OT	2
COTA 2300	Fieldwork Integration I	2
PSYC 1000	General Psychology	3
PEAC HW	Health and Wellness	1
MATH	1000 Level or above Math course	3
Total Credits		18

Year 1: Spring

ZOO 2025/2025L	Human Physiology & Lab	4
COTA 2020	Human Occupations and Life Roles	2
COTA 2200	Therapeutic Approaches I	2
COTA 2310	Fieldwork Integration II	2
KIN 2050	Functional Kinesiology	3
RELI 1000	Intro to Religion- Humanities	3
TOTAL CREDITS		16

Year 1: Summer

COMM 2010	Public Speaking	3
COTA 2420	Clinical Conditions	3
COTA 2150	Group Dynamics	1
TOTAL CREDITS		7

Year 2: Fall

COTA 2100	Psychosocial Aspects	3
COTA 2160	Leadership Skills	2
COTA 2210	Therapeutic Approaches II	2

COTA 2320	Fieldwork Integration III	2
COTA 2350	Clinical Theory and Practice I	3
	Fine Arts	3
	TOTAL CREDITS	15

#### Year 2: Spring

COTA 2220	Therapeutic Approaches III	3
COTA 2330	Fieldwork Integration IV	2
COTA 2400	Clinical Theory and Practice II	3
COTA 2450	Health Care Systems	3
POLS 1000	American & Wyoming Government	3
	General Education	3
	TOTAL CREDITS	17

#### Year 2: Summer

COTA 2500	Fieldwork A	3
COTA 2550	Fieldwork B	3
	TOTAL CREDITS	6
	TOTAL PROGRAM CREDITS	79

### COURSE DESCRIPTIONS

#### **OCTH 2000 Introduction to Occupational Therapy (2L,2CR):**

This course is designed to introduce students to the occupational therapy profession. As the history, scope of practice, objectives and functions of occupational therapy are addressed, students will affirm their academic decision. Offered distance learning or in class.

#### **COTA 2020 Human Occupations and Life Roles (1L,2LB,2CR):**

The foundation of occupational therapy is purposeful activity related to development and life roles. This course provides an in-depth exploration of occupations and life roles throughout the life cycle while exploring occupational therapy theory, analysis and synthesis of occupations as performed in the various life stages. Provides discussion of influences of disability and culture to occupational performance. Prerequisite: permission of OTA program director. Offered hybrid.

#### **KIN 2050 Functional Kinesiology (2L,2LB,3CR):**

Building from anatomy knowledge, this course provides a study of normal mechanics of human movement and functional limitations related to disabling conditions. Upper and lower extremity function is studied. Range of motion and manual muscle testing of kinesthetic movement are practiced with an emphasis of upper extremity. Neuroanatomy concepts related to occupational therapy are presented. Prerequisite: COTA 2420, ZOO 2040, ZOO 2041.

#### **COTA 2100 Psychosocial Aspects (2L,2LB,3CR):**

This course addresses acute and chronic psychosocial dysfunction conditions and occupational therapy's role in providing service. Various developmental concerns and mental health settings are discussed. The OTA's role in interventions is presented including theory, evaluation, treatment planning and intervention. Psychosocial issues in physical dysfunction are also explored. Taken concurrently with COTA 2210 and 2320. Prerequisite: COTA 2200, 2300, 2310, 2420, and PSYC 1000. Offered hybrid.

**COTA 2150 Group Dynamics (2LB,1CR):**

This course is designed to develop effective interpersonal communication to prepare students for professional/patient interactions in clinical practice and the engagement of therapeutic use of self. An emphasis is placed on the development of basic listening skills, providing meaningful feedback, and group membership skills. This course provides an environment, which promotes sharing of ideas, attitudes and feelings, peer feedback and support of group members.

Prerequisite: admission into the OTA program or permission of the OTA program director.

**COTA 2160 Leadership Skills (1L,2LB,2CR):**

This course promotes effective interpersonal communication for group and professional leadership, evaluation of self and others, and therapeutic use of self techniques necessary for effective occupational therapy service provision. Group leadership and interactive skills are practiced along with activity analysis, adapting and grading of group activities. Taken concurrently with COTA 2100 and 2210. Prerequisite: COTA 2150, 2200, 2300, 2310, and 2420. Offered hybrid.

**COTA 2200 Therapeutic Approaches and Media I (4LB,2CR):**

Exploration of a variety of media and therapeutic approaches for special needs populations. Activity analysis and adaptation of activities are practiced extensively. Types of activities explored include play, education, daily living skills, social participation, work and leisure. Use of the Occupational Therapy Practice Framework is introduced and applied to practice. No prerequisites.

**COTA 2210 Therapeutic Approaches and Media II (4L,2CR):**

Continuation of implementation of the Occupational Therapy Practice Framework. A variety of media will be explored for implementation with psychosocial and pediatric populations. Activity analysis, adapting, and grading of interventions for therapeutic application for these populations is the focus of this class. Taken concurrently with COTA 2100 and 2350. Prerequisite: COTA 2020, 2050, 2200, 2300, 2310, and 2420.

**COTA 2220 Therapeutic Approaches and Media III (6LB,3CR):**

This course continues the exploration of service implementation for the occupational therapy assistant in the physical disabilities' settings. Areas studied include daily living skills, work, leisure, education, and social participation. Techniques applied in physical disabilities settings are practiced. Taken concurrently with COTA 2330 and 2400. Prerequisite: COTA 2020, 2050, 2200, 2210, 2300, 2310, 2320, 2350, and 2420.

**COTA 2300 Fieldwork Integration I (1L,2LB,2CR):**

An introduction to the role of working with special needs populations in the community. An introduction to the role and professional expectations of occupational therapy assistants (OTAs), while developing professional behaviors and beginning observation skills necessary for completing community experience. This course provides fieldwork preparation integrated with classroom discussions. Students will complete community experiences. Beginning knowledge of medical terminology is studied. Offered distance learning or hybrid. Must be accepted into OTA program or have permission of instructor for spring semester.

**COTA 2310 Fieldwork Integration II (4LB,2CR):**

A continuation of pre-fieldwork course work and beginning preparation for Level I fieldwork. Primary focus on professional skills in community experiences and with special needs populations. Begin clinical documentation for OTA practitioner. Prerequisite: COTA 2300.

**COTA 2320 Fieldwork Integration III (4LB,2CR):**

Designed to prepare students for Level I and II fieldwork experiences. Students will complete Level I fieldwork in psychosocial and pediatric settings. Continuation of documentation concepts. Taken concurrently with COTA 2100 and COTA 2350. Prerequisite: COTA 2020, 2050, 2300, 2310, and 2420.

**COTA 2330 Fieldwork Integration IV (4LB,2CR):**

A continuation of clinical readiness skills. Includes Level I experience in developmental disabilities, physical disabilities and geriatric settings as well as preparation for Level II experiences. Clinical reasoning skills for transition from student to practitioner are an integral part of the course. Taken concurrently with COTA 2220 and 2400. Prerequisite: COTA 2020, 2050, 2100, 2200, 2300, 2310, 2320, 2350, and 2420.

**COTA 2350 Clinical Theory and Practice I (1L,4LB,3CR):**

Course examines occupational therapy theory and practice for individuals ages birth through 21 with a focus on physical disabilities and developmental dysfunction. Explores implementation of occupational therapy in a variety of settings including theory, assessment, planning treatment plan and intervention. Taken concurrently with COTA 2210 and 2320. Prerequisite: COTA 2020, 2050, 2200, 2300, 2310, and 2420.

**COTA 2400 Clinical Theory and Practice II (1L,4LB,3CR):**

Course examines occupational theory and practice for individuals over the age of 21 with a focus on physical disabilities, neurological impairment and aging dysfunction. Explores implementation of occupational therapy including theory, assessment, treatment planning and implementation, in a variety of settings. Taken concurrently with COTA 2220 and 2330. Prerequisite: COTA 2020, 2050, 2200, 2210, 2300, 2310, 2320, 2350, and 2420.

**COTA 2420 Clinical Conditions (3L,3CR):**

Specific diagnoses commonly seen by the occupational therapist practitioners are examined and application of occupational therapy techniques and theory are discussed. Prerequisite: admission into OTA Program, or permission of the OTA program director. Offered distance learning.

**COTA 2450 Health Care Systems (3L,3CR):**

Course provides exploration of the health care system and the delivery of occupational therapy services. Topics include: reimbursement, team concepts in health care, the role of the OTA within the OT department and health care environments, levels of authority and responsibility, and familiarity with alternative health care choices. Prerequisite: COTA 2020, 2050, 2100, 2150, 2160, 2200, 2210, 2300, 2310, 2320, 2350, and 2420. Offered distance learning.

**COTA 2500 Fieldwork A (2L,2LB,3CR):**

First of two Level II fieldwork placements. Eight weeks of fieldwork in contracted facility. Includes a minimum of 40 hours a week of on-site skill practice. On-line integration of learning experiences with instructor and class members is expected. Prerequisite: must have successfully completed all academic course work and Level I fieldwork.

**COTA 2550 Fieldwork B (2L,2LB,3CR):**

Second of two Level II fieldwork placements. Eight weeks of fieldwork in contracted facility. Includes a minimum of 40 hours a week of on-site skill practice. On-line integration of learning

experiences with instructor and class members is expected. Prerequisite: must have successfully completed all academic coursework and COTA 2500.

**COTA 2975 Independent Study in OT (1-3CR):**

This course provides occupational therapy assistant students the opportunities to complete independent research/study in areas of interest within the field of occupational therapy.

**DIGITAL LEARNING REQUIREMENTS:**

It is the student's responsibility to review daily course expectations through the syllabus and Moodle components of the class prior to class arrival. Worksheets and quiz material may be identified in Moodle. In order for a student to be successful in class, the worksheets and quiz material need to be reviewed and completed prior to arriving to class.

## **GENERAL INFORMATION APPLICABLE TO COMMUNITY EXPERIENCE, LEVEL I & LEVEL II FIELDWORK**

### **Definition of Fieldwork Levels**

**Community Experience (CE):** Community Experience is intended to provide the students with experience and exposure to a variety of helping professions within the community. This experience helps validate the student's decision to pursue a career in occupational therapy. Community Experience will include fieldwork observations and assignments in different practice settings to include mental health, developmental disability, physical disability, geriatric, and/or pediatric populations. Students will complete community experience hours and assignments through video observations, participation in WATR Lab and ECHO presentations, attending guest speakers (when applicable), observations at the Casper College Early Childhood Learning Center (ECLC) and Developmental Disability (DD) sites, attending and participating in a KORU course, and completion of fieldwork assignments addressing each of the practice settings.

**Level I:** Level I Fieldwork experience, as required by the Standards for Accredited OTA Programs established by the Accreditation Council for Occupational Therapy Education (ACOTE), includes experiences designed as an integral part of didactic coursework for the purpose of directed observations and participation in selected activities in clinical settings. These settings include traditional clinical settings for pediatrics, mental health, adult physical disabilities, geriatrics, developmental disabilities, non-traditional settings and/ or emerging sites. Four block assignments of fulltime experience have been organized for Level I fieldwork. Fulltime Level I fieldwork may consist of five- 8 hour/days, four- 10 hour/days, and/or potential weekends based upon the Fieldwork Educator's work schedule. These Level I fieldwork placements will be in mental health, pediatrics, physical disabilities and geriatrics, in addition to 16-hour placements at a developmental disability setting and an emerging site and/ or non-traditional setting, which may include developmental disabilities, mental health, geriatrics, or pediatrics.

### **Community Experience and Level I Fieldwork General Information**

Community Experience and Level I Fieldwork are not expected to emphasize independent performance, nor are they considered substitutes for any part of sustained Level II Fieldwork experience. Level I Fieldwork placements will be established approximately one month prior to pending fieldwork dates.

Qualified personnel must provide supervision for both the Community Experience and Level I Fieldwork. These personnel may include occupational therapy personnel or other appropriate individuals such as teachers, social workers, nurses, recreational therapists, administrators, and physical therapists.

Community Experience and Level I Fieldwork experience, which initially provides the student with exposure to clinical practice through observation, progresses with increasing expectations of the student to: demonstrate skills in the use of selected evaluation or treatment procedures; gather and organize data; and examine reactions to clients, self, personnel, and the profession. Generally, the clinical facility provides observational opportunities, "hands-on" experience as appropriate, feedback to the student, and learning tasks. The clinical facility cooperates with academic assignments and provides a written evaluation to Casper College about the experience.

The focus of the learning experience includes observation, written and verbal communication, professional behaviors, and individual and group participation with clients. The clinical facility provides the opportunity for the following:

1. basic exposure, observation, and experience with clients commonly served by occupational therapy;
2. observation and description of treatment, evaluation, and behavior of clients;
3. recognition and description of conditions of dysfunction;
4. identification of role functions of the OTR and COTA in various treatment settings. (If Applicable)

Specific objectives and assignments identified by the Occupational Therapy Assistant Program faculty for Community Experience and Level I Fieldwork will be provided by the instructor of COTA 2300, COTA 2310, COTA 2320 and COTA 2330, and are available in the Program Director's office. If additional assignments are required for students to complete, please contact the Academic Fieldwork Coordinator (AFWC) prior to giving the assignment to the student, so that the assignments may be reviewed with students and faculty. The OTA Program would like to ensure that the students have been prepared in the areas being addressed so experiences will be successful.

Due to the geographic location of Casper College, in a rural area, the opportunities for Community Experience and Level I Fieldwork in the immediate area are limited. Travel **WILL** be required outside of Casper, Wyoming for Level I fieldwork. Douglas, Wyoming is considered local. Travel expenses are the students' responsibility. COTA 2300 and COTA 2310, Fieldwork Integration I and Fieldwork Integration II respectively, will require the students to complete community experience hours and assignments in each of the different practice settings. Four block assignments of fulltime experience have been organized for Level I fieldwork. Fulltime Level I fieldwork may consist of five- 8 hour/days, four- 10 hour/days, and/or potential weekends based upon the Fieldwork Educator's work schedule. have been organized for COTA 2320 Fieldwork Integration III and COTA 2330 Fieldwork Integration IV. These fieldwork assignments will be in mental health, pediatrics, physical disabilities and geriatrics, in addition to 16-hour placements at a developmental disability setting, and an emerging site and/ or non-traditional setting, which may include developmental disabilities, mental health, geriatrics, or pediatrics.

### **Level II Fieldwork General Information**

**Level II Fieldwork:** The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. Level II Fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupations. ACOTE requires Level I and Level II Fieldwork experiences for occupational therapy assistant students.

Requirements established in the [ACOTE Guidelines for Level II Fieldwork](#), specific to occupational therapy assistant students, include documenting and verifying that the student is supervised by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the supervision of an occupational therapist) who has a minimum of 1



year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist or occupational therapy assistant prior to the onset of the Level II fieldwork. Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II Fieldwork experience. The supervising therapist may be engaged by the fieldwork site or by the educational program. (ACOTE C.1.11)

All academic course work must be completed prior to participating in the Level II Fieldwork courses.

The Casper College OTA Program will include:

1. a minimum of 16 weeks full-time 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 (ACOTE C.1.10)
2. all courses that are required for the A.S. in Occupational Therapy Assistant degree are required to be completed no later than the end of the summer semester of the second summer coursework. Failure to follow this progression will result in a delayed start of COTA 2500 and COTA 2550. COTA 2550 is required to be completed by the following May or within 12 months after completion of COTA courses. Extenuating circumstances will be handled on an individual basis
3. documenting and verifying that the student is supervised by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the supervision of an occupational therapist) who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist or occupational therapy assistant, prior to the onset of the Level II fieldwork. Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II Fieldwork experience. The supervising therapist may be engaged by the fieldwork site or by the education program. (ACOTE C.1.11)

### **Fieldwork Selection Policy**

1. *Community Experience* fieldwork will consist of video observations, participation in WATR lab and ECHO presentations, attending guest speakers (when applicable), observations at the Casper College Early Childhood Learning Center (ECLC) and Developmental Disability (DD) sites, attending and participating in a KORU course, and completion of fieldwork assignments addressing each of the practice settings.
2. *Level I Fieldwork* is selected by the instructor of the class, the Academic Fieldwork Coordinator, and the OTA faculty. Placement is determined by student's needs, strengths, possible housing options, and personality that are idealistic for success at the Level I site. In the fall semester, students participate in two, fulltime clinical rotations in pediatrics and mental health. In the spring semester, students participate in four Level I fieldwork rotations in adult physical disabilities, geriatrics, developmental disabilities and non-traditional and/ or emerging site. There are two, fulltime fieldwork rotations in physical disabilities and geriatrics; and a total of 16 hours in adult developmental disability and an emerging site and/ or non-traditional setting. An emerging site is considered any place where there is currently no occupational therapy practitioner working, but potentially could work.

3. *Level II Fieldwork* experience is selected through a lottery method. This method provides equal opportunity for all students to choose Level II Fieldwork experiences. A meeting will be held during the first spring semester where lottery numbers will be drawn; the student who is number one will have first choice of the clinical facility the student selected and so forth, down the list of students. A student will provide a list of the student's top two choices for each experience. The Academic Fieldwork Coordinator will meet with each student to assign placement. Students may complete only one placement in Casper, WY. Douglas, Wyoming is considered local.
4. The following criteria will be implemented in determining Level I/II Fieldwork placement.
  - a. The student will not be able to complete a Level I/II Fieldwork placement where the student is/or has been employed at the fieldwork site or has family members that are currently employed at this site.
  - b. The student will not be able to complete a Level I/II Fieldwork placement where the student or immediate family members have or had treatment at the facility in the past three years.
5. It is the students' responsibility to notify the OTA program Academic Fieldwork Coordinator of any clinical site that may affect the above policy. Failure to comply with requested information could lead to termination of both fieldwork placements and/ or program registration.

#### **Professional Behaviors: Requirements for Occupational Therapy Assistant Students**

The Casper College Occupational Therapy Assistant Program is dedicated to providing instruction on professional behaviors for occupational therapy students. These behaviors will be reviewed throughout the entire curriculum.

#### **Failure of a student to comply with the professional behaviors results in a three-step disciplinary action.**

1. First offense- the student will be required to attend a faculty meeting and complete a Student Success Form.
2. Second offense- the student will be placed on professional and/or academic probation with continuation of a Student Success Form.
3. Third offense- the student will be dismissed from the OTA program.

A student must demonstrate an understanding and acceptance of these behaviors as well as agree to abide by these behaviors in order to complete fieldwork at any level. These behaviors include:

- a. Compliance with expected dress code (no blue jeans, tank tops, shorts, t-shirts with advertisements or logos in the clinical setting). Students must wear CC OTA Program polo shirts, dress pants, and a name tag.
- b. Responsible and dependable attendance, promptness and confidentiality demonstrated in the classroom and clinical settings.
- c. Handles personal and professional frustration in appropriate time and place.

- d. Communicates effectively, verbally and non-verbally with faculty/ fieldwork educators. Uses feedback appropriately such as initiating contact, asking questions, seeking feedback, and accepting constructive criticism.
- e. Demonstrates respectful communication with classmates, faculty and fieldwork educators, which includes no derogatory comments, avoiding judgments and verbalizing feelings constructively.
- f. Students will follow the Casper College OTA Program cell phone policy at their fieldwork site, if the site does not have their own policy.

These behaviors will be reviewed with the student each semester in preparation for fieldwork. If noncompliance is identified throughout the program, students will face disciplinary action.

### **Professional Appearance**

#### **Off-Campus Class Setting: Community Experience, Level I and Level II Fieldwork**

During fieldwork placements, students must abide by the Casper College Occupational Therapy Assistant Program dress code policy. Failure to comply will result in the disciplinary process.

#### **1. Clothing**

- a. Program polo shirts, dress pants (khaki or colored jeans- no blue jeans) must be neat, clean and wrinkle free.
- b. Style and fit should be appropriate to the size of the individual. The dress or skirt should reach to the bottom of the knees or below. The hem of the pants cannot be touching the floor when standing.
- c. Undergarments, chest hair, cleavage and/or gluteal cleft should not show when leaning, squatting or bending over.
- d. Students are required to follow the Casper College OTA program dress code during fieldwork, program sanctioned activities or community events, or in the presence of guest speakers.
- e. The Casper College OTA program policy supersedes other facility policies.

#### **2. Shoes**

- a. The toe must be closed. Rubber soles are preferred. Be sure shoes and shoelaces are clean and of a neutral color.

#### **3. Personal Hygiene**

- a. A neat, clean, fresh-smelling person is extremely important to the professional demeanor of an occupational therapy practitioner.
- b. No perfume or heavily perfumed aftershave is to be worn.
- c. No lingering odors of any kind are allowed on the skin or the breath. Odors include but are not limited to: tobacco products, topical medications, oils, ointments or salves, and foods.

#### **4. Cosmetics**

- a. Cosmetics are to be used in moderation for daytime wear.

#### **5. Fingernails**

- a. Fingernails should be short and neatly trimmed. Students may wear pale nail polish only. No artificial nails are permitted. This includes all in-class sessions and all fieldwork related activities.

## **6. Hair**

- a. Hair, including facial hair, must be neatly trimmed, clean, styled for safety, and contained to avoid client contact.
- b. No yarn ties, ribbons or scarves are allowed. Clips and scrunches are allowed.
- c. All student's hair must be of a natural color; looking natural, even if it is not actually the student's natural color.
- d. Extremes in style and color must be avoided. No distracting hair allowed.

## **7. Jewelry**

- a. Watch- recommended to be worn with either a digital or sweep second hand. Students are discouraged from using a Smart watch during fieldwork experiences. If a student chooses to use a Smart watch, the student will need to get approval from the fieldwork educator prior to the fieldwork experience. Students who have received approval to wear a Smart watch are not to access the features of the watch for personal use during the fieldwork experience (i.e.: texting, social media, phone calls, etc.)
- b. Piercings- a maximum of two pairs of posts may be worn in the earlobes only; no other visible body piercings (including the tongue and nose) are allowed. Plugs must be worn with a written plan of action provided to OTA faculty to remove and cover involved area.
- c. Rings- wedding rings may be worn. No elevated decoration that may cause problems is allowed at the clinical sites.
- d. Bracelets- no bracelets will be worn.
- e. Necklaces- small, neat chains and pendant necklaces that will not come in contact with the client or become entangled during direct client care may be worn.

## **8. Tattoos**

- a. Tattoos must be covered.

## **9. Identification**

- a. Name tags must be worn.

## **10. Smoking**

- a. There is to be NO smoking during any clinical time. Students may not leave the clinical setting to smoke. Students may not subject others to secondhand smoke. Students must refrain from smoking prior to clinicals and/ or clinical activities as the smoke can cling to clothes and be an irritant to clients and others.

## **11. Chewing Gum**

- a. If the student feels the breath enhancement is necessary, then breath mints are suggested, as chewing gum is prohibited.

## **12. Cell Phones**

- a. During fieldwork experiences, students are not allowed to have their cell phones in the clinical areas. Cell phones should be left in the student's car or the clinical office, if approved by the fieldwork educator.

***No one may alter this dress code under any other circumstance. Students are a representative of the Casper College OTA program and have an effect on all other faculty and students. Casper College OTA program dress code supersedes all facility dress requirements.***

### **Student Fieldwork Responsibilities**

The student is the learner who is enrolled in a course of study at an educational institution leading to a degree in occupational therapy assistant. The student is expected to collaborate with the fieldwork educator and the Academic Fieldwork Coordinator to ensure compliance with fieldwork experience requirements.

The student is responsible for the following during Level I and Level II Fieldwork when applicable:

1. Being registered one month prior (tuition paid) to start date of fieldwork rotation.
2. Contacting the fieldwork site to confirm the Level I and Level II Fieldwork experience dates one month in advance of the starting date.
3. Complying with all policies and procedures of the fieldwork site including HIPAA and confidentiality per facility standards.
4. Fulfilling all duties and assignments made by the fieldwork educator and Academic Fieldwork Coordinator, within the time limit specified.
5. Notifying the fieldwork site and Casper College OTA Program of current physical address, telephone number and email.
6. The student will obtain and submit to Academic Fieldwork Coordinator, within a timely manner, any additional immunization or health records required by the site.
7. The student is encouraged to notify the fieldwork educator of any known disabilities, diagnoses, or pregnancy prior to arrival to site.
8. Contact the Academic Fieldwork Coordinator and fieldwork educator if illness, personal emergency, or bad weather will interfere with their completion of the assigned placement. The students are expected to complete all hours of the placement. Options for make-up work include:
  - a. Additional assignments at site (i.e.: another discipline)
  - b. Adjustment of hours (i.e.: four, 10-hour days, work weekends)
  - c. Alternative fieldwork site assignments to achieve hours

Before a student is allowed to begin fieldwork, some sites may require the student to provide the clinical site with the following information:

- a. Physical examination report
- b. Immunization record
- c. Rubella, MMR vaccine or titer
- d. Tuberculin skin test results
- e. Hepatitis B titer and vaccine or waiver of vaccine
- f. Tetanus, diphtheria and pertussis (Tdap)
- g. Chickenpox vaccine or titer/ Proof of chickenpox

- h. COVID-19 testing (negative), proof of vaccination, or exemption
- i. Evidence of personal health insurance
- j. Current CPR card
- k. Proof of academic fieldwork registration
- l. Drug screening
- m. Criminal background check
- n. Wyoming Department of Family Service (DFS) Screening
- o. Interview prior to acceptance at the clinical site
- p. Transcripts-Casper College cannot provide these but clinical sites may require and request them directly from students

### **Fieldwork Attendance Policy for Students**

While performing fieldwork experiences, the students are **not allotted any days for personal leave, illness, etc.** If a situation should arise, the student will contact the fieldwork educator immediately followed by contacting the Academic Fieldwork Coordinator or the OTA Program Director. The fieldwork educator must first approve personal absences and the hours missed are expected to be made up. If a student is in a fieldwork setting and is ill, the student must inform the fieldwork educator at the clinical facility by 8:00 a.m. or the time identified by the clinical facility. Students are not expected to make up hours missed secondary to a national or state holidays.

### **Fieldwork Evaluation Policy for Students**

All occupational therapy assistant students are required to participate in and successfully complete the COTA 2300, COTA 2310, COTA 2320, and COTA 2330 Fieldwork Integration courses. These courses require Community Experience and Level I Fieldwork rotations, where OTA program faculty and fieldwork educators will evaluate the student's performance and provide comments on various expected professional behaviors that are integral in the occupational therapy field of practice. For Community Experience, the students' performance will be evaluated on the fieldwork assignments and the Professional Behavior rubric completed in each fieldwork course. Students must successfully complete all fieldwork assignments with a score of 75% or higher and demonstrate appropriate professional behaviors in order to pass the course. When students complete Community Experience at the clinical site, a student's performance will be evaluated using the Community Experience Evaluation form. On the Community Experience Evaluation form, if at any time a student receives more than one item below a "2" or more than two items below a "3" on their evaluation, the student is required to meet with the OTA Program faculty and complete a remediation plan of areas of concern prior to repeating the fieldwork experience.

On the Level I Fieldwork Evaluation, if a student receives more than two items below a "B- Below Standards" or more than five items below a "M- Meets Standards" on their evaluation, the student is required to meet with the OTA Program faculty and complete a remediation plan of areas of concern prior to repeating the fieldwork experience. The remediation plan will be determined by the OTA Program faculty. The student will be required to repeat the unsuccessful fieldwork rotation, within the semester the failure took place in. Depending on the timing of the fieldwork failure, the student may be required to complete the fieldwork rotation outside of the typical course schedule. In this situation, the student will receive a course grade of Incomplete "I", until successful completion of the fieldwork experience. Students cannot continue in the OTA Program until all coursework requirements are successfully met.

A student may only repeat one fieldwork experience in a course. If a student is required to repeat more than one fieldwork experience in a course due to unsuccessful completion, the student will not pass the fieldwork course. A student may not fail more than one fieldwork experience in two semesters. If a student fails more than one fieldwork experience in two semesters, the student will be required to meet with the OTA Program faculty and the process of disciplinary action for the OTA students will be followed.

## **Automobile Insurance Requirement for Occupational Therapy Assistant Students**

Automobile insurance and a current copy of the student's driver's license are required by the state for students driving to and from fieldwork sites. Casper College is not held accountable for any injuries or damages while traveling during fieldwork experiences. The student is required to provide a current copy of auto insurance to the Academic Fieldwork Coordinator prior to leaving on Level I and Level II Fieldwork experiences. *Failure to comply with the insurance will result in the termination of the fieldwork experience!*

## **Inclement Weather and Traveling to Clinical Sites**

All students traveling to clinical sites outside of the city of Casper are encouraged to monitor traveling conditions via the national weather service and WYDOT roads and travel. It is advised that the student take a proactive approach when traveling. This may require the student to leave earlier or stay longer at clinical sites to avoid traveling in inclement weather. If the student decides it is unsafe to travel, the clinical hours will be made up or re-assigned. Please do not risk your safety in order to travel to clinical sites in inclement weather. To cancel a clinical shift because of travel issues, call the clinical site, as well as notify the Academic Fieldwork Coordinator at Casper College as early as possible.

## **Malpractice Insurance**

Malpractice insurance for OTA students is provided through Casper College. Students may also want to carry their own malpractice insurance.

## **Criminal Background Checks/Department of Family Service Screening**

Criminal Felony background checks and Department of Family Service screenings are required before placements at Level I and Level II fieldwork sites. The student needs to submit these two forms to the Academic Fieldwork Coordinator, through the Moodle OTAP Hub, prior to the fieldwork experience. *Failure to comply with the background check will result in the termination of the fieldwork experience.* The fee for this process will be provided during the orientation process. Each year the completion date will be provided to new students during the orientation process.

## **Health and Medical Care Requirements for Occupational Therapy Assistant Students**

In accordance with the recommendations of the American Academy of Pediatrics and the United States Public Health Services, Casper College requires proof of immunization with MMR prior to registration of six hours or more. Persons born in 1957 or later must show proof of immunization after 15 months of age. A person born prior to 1957 is considered to be immune. Please check the Casper College catalog for details concerning this requirement.

The Casper College Student Health Services Office is maintained in the Wellness Center where a registered nurse is in charge. The services of a licensed MD are available free of charge to degree-seeking students one day a week for a three-hour period.

While Casper College does not have additional medical requirements, many of the fieldwork sites do. It is recommended the occupational therapy assistant students have a current physical. The occupational therapy assistant students have the following required vaccinations and are required to submit these forms to the Academic Fieldwork Coordinator, through the Moodle OTAP Hub, who will manage these items. These will include the following: Tuberculin 2 step (TB) test, completion of the Hepatitis-B (3) series, Tetanus, Diphtheria, Pertussis (Tdap) vaccinations, yearly seasonal flu shot, proof of the Measles, Mumps and Rubella (MMR) vaccination, chickenpox vaccine/titer or proof of chickenpox (Varicella). Almost all facilities require proof of a TB test within the last twelve months. Many facilities also require completion of the Hepatitis-B series. In addition, students may be required to complete drug screenings and COVID-19 testing. Students will sign a Latex allergy questionnaire and complete a Blood Borne Pathogen quiz prior to fieldwork placement. These services are available through student health for a low cost. Services are available on campus, but not accessible at all sites. *Failure to comply with the above will result in the termination of the fieldwork experience.*

**Students are required to carry a medical health insurance policy.** Students are responsible for providing proof of personal health insurance for the duration of the program. Casper College and the fieldwork site will not be held responsible for illness or injury while the student is completing fieldwork. Students will be required to submit this form to the Academic Fieldwork Coordinator, through the Moodle OTAP Hub, who will manage this item. It is mandated that students have health insurance for the duration of the Occupational Therapy Assistant Program. *Failure to comply with the insurance will result in the termination of the fieldwork experience.*

### **Accommodations**

If a student is requesting accommodations for the fieldwork courses, the student must first consult with the college's Disability Services Counselor located in the Gateway Building, Room 342, (307) 268-2557, [jennifer.mcleod@caspercollege.edu](mailto:jennifer.mcleod@caspercollege.edu). The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations and determining eligibility for accommodations. After meeting with the college's Disability Services Counselor and based upon their recommendations, students are encouraged to meet with the Academic Fieldwork Coordinator to discuss learning needs and what reasonable accommodations are needed. If the student desires, the Academic Fieldwork Coordinator will work collaboratively with the fieldwork educator to discuss essential functions and develop a plan to implement reasonable accommodations that are needed at the fieldwork site. The fieldwork site will determine if they are able to provide accommodations based upon available resources. If the fieldwork site is unable to provide the requested accommodations, the Academic Fieldwork Coordinator will work with the student for alternate placement. Requests for accommodations should be made within a timely manner prior to the fieldwork placement.

### **Occurrence Report**

If an occurrence occurs while a student is participating in fieldwork, the student is required to contact the fieldwork educator immediately and to follow the policies and procedures established by the facility. Students will also need to complete the Occurrence Report form, contact the Academic Fieldwork Coordinator, and return the form to the Academic Fieldwork Coordinator as soon as possible. A copy of the Occurrence Report form is located in the appendix. The Academic Fieldwork Coordinator will notify the Program Director and Dean of Health Science of the occurrence.

### **Disciplinary Action for Occupational Therapy Assistant Students**

**Failure of a student to comply with the expected professional behaviors, OTA program policies/ procedures and site-specific rules will result in a three-step disciplinary action.**

1. First offense- the student will be required to attend a faculty meeting and complete a student success form.
2. Second offense- the student will be placed on professional and/or academic probation with continuation of a student success form.
3. Third offense- the student will be dismissed from the OTA program.

### **Occupational Therapy Assistant Student Financial Obligations for Fieldwork**

1. Tuition is charged for fieldwork experiences. Students receive 6 credit hours for both eight weeks of Level II fieldwork experience. The OTA student is responsible for all expenses, including but not limited to: housing, gas, food, etc.
2. Students are responsible for their own transportation to fieldwork sites, as required through the program. These fieldwork sites are located in Wyoming and the surrounding geographical areas. For overnight trips and trips out of town, students may share the cost of gas and other expenses. Students are responsible for their own accommodations. Travel expenses for required fieldwork experiences in practicum are considerable, so students should plan their budgets accordingly.



### **Academic Fieldwork Coordinator's Responsibilities**

1. Provide fieldwork manual to the fieldwork facility and students that outline the standards of performance and guidelines for the Level I and /or Level II Fieldwork.
2. Provide documentation of professional liability insurance for the students upon request.
3. Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the supervision of an occupational therapist) who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist or occupational therapy assistant prior to the onset of the Level II fieldwork. Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II Fieldwork experience. The supervising therapist may be engaged by the fieldwork site or by the educational program. (ACOTE C.1.11)
4. Ensure that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving the stated fieldwork objectives. (ACOTE C.1.4). The Casper College Fieldwork Program Supervision Policy allows up to a 1:2 fieldwork educator to student ratio to ensure proper supervision and protection of consumers.
5. The academic fieldwork coordinator will collaborate with the fieldwork facility to establish a documented plan to provide supervision in a setting where no occupational therapy services exist. The documented plan for provision of occupational therapy assistant services will include supervision by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the direction of an occupational therapist) with at least 3 years full time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site. (ACOTE C.1.14) The academic fieldwork coordinator will ensure compliance of the documented plan.
6. Inform students of the confidential nature of all facility and client records and information.
7. Provide the fieldwork facility information regarding student's experience or academic background or both prior to placement, as authorized by the student.
8. Place only students who have satisfactorily completed all required pre-requisite courses and any other academic requirements and have been recommended by faculty for placement in the Community Experience, Level I and/or Level II Fieldwork.
9. Notify students of required health screenings and/or additional requirements after receiving information from the facility. Students will provide documentation of these immunizations and the Academic Fieldwork Coordinator will manage these forms through the Moodle OTAP Hub.
10. Advise students of their responsibilities for complying with the existing rules, regulations and guidelines for this agreement. These responsibilities include but are not limited to confidentiality, the student's responsibility in providing the facility with goals and objectives for the affiliation, proof of health insurance coverage and current Cardiopulmonary Resuscitation (CPR) certification.
11. The *AOTA Level I Fieldwork Competency Evaluation* and the *AOTA Fieldwork Performance Evaluation of the Occupational Therapy Assistant Student* form are to be received within one week of student's completion of

Level I and Level II Fieldwork experience. The AFWC will review the evaluation of the student's performance prior to the following fieldwork rotation to determine if the student will be able to pass the placement or if additional remediation is needed. This information will be shared with the Program Director and OTA faculty. If the evaluation form is not received, the AFWC will contact the fieldwork site.

12. After all students have met individually with the AFWC and have made their fieldwork choices, the Academic Fieldwork Coordinator sends an official Level II Fieldwork Reservation Form to the fieldwork educator in a given fieldwork facility for Level II Fieldwork rotation. If the supervisor can accommodate the student, the form is returned to Casper College bearing the signature of that supervisor and/ or clinical coordinator. Once the signed form is received by the AFWC, the agreement is binding for all persons involved: Casper College, the OTA student, and the fieldwork site. Changes can be made only by appeal to the fieldwork committee.
13. The Academic Fieldwork Coordinator will notify students of required interviews for acceptance of a Level II Fieldwork rotation. Some facilities have some reservations about accepting students. Some will not accept a student unless he/she has spent two or three full days at the facility. This serves a dual purpose. It gives the OT personnel at the facility the opportunity to determine whether the student can meet their facility's expectations and gives the student the opportunity to learn whether he/she will be able to function within the facilities' learning environment and whether that facility meets his/her educational goals.

### **Selecting New Fieldwork Sites**

When establishing a new fieldwork site, the Academic Fieldwork Coordinator (AFWC) discusses the purpose of fieldwork, fieldwork objectives and potential learning opportunities, which are consistent with the OTA Program curriculum, with the potential fieldwork educator (FWE) or facility representative. If the potential fieldwork educator or fieldwork facility representative agrees they can provide such a learning opportunity, additional information is gathered about the fieldwork site through the use of the AOTA Fieldwork Data Form, site visits, phone calls and/ or electronic communication. Level I fieldwork sites: upon completion of the Level I fieldwork experience, the OTA student completes a verbal and written evaluation of the fieldwork site/ fieldwork experience. The verbal evaluation is recorded by the AFWC on the Level I Fieldwork Review form and the written evaluation is completed on the Student Evaluation of Level I Fieldwork form and reviewed by the AFWC. The AFWC and OTA Program faculty meet each semester to discuss feedback from the OTA students on whether the site meets the curriculum and fieldwork needs of the OTA program. Level II fieldwork sites: the same procedure as above is followed when establishing a new Level II fieldwork site. Upon completion of the Level II fieldwork, the AFWC reviews the *AOTA Student Evaluation of Fieldwork Experience (SEFWE)* and the *AOTA Student Evaluation of the Fieldwork Educator* and shares the results of these two evaluations with the OTA program faculty during a faculty meeting to determine if the site is meeting the OTA Program's curriculum and fieldwork needs.

### **Fieldwork Supervision Policy**

The Casper College Fieldwork Program Supervision Policy allows up to a 1:2 fieldwork educator to student ratio. This ratio ensures that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving the stated fieldwork objectives. (ACOTE C.1.4)

### **Evaluation of Fieldwork Sites by the Casper College Academic Fieldwork Coordinator**

Casper College has implemented a method to evaluate fieldwork facilities. An evaluation is typically done to assess program effectiveness, assist decision-making regarding the program, and improve future programming. The purpose of this endeavor is to determine and measure the kinds of experiences which are offered at fieldwork facilities as compared to the Casper College Occupational Therapy Assistant Program student competencies for the entry-level occupational therapy assistant.

The information gathered is utilized in the following ways:

1. Assist students in the fieldwork selection process.
2. Inform fieldwork facilities of learning experiences which are being offered in the Casper College Occupational Therapy Assistant curriculum.
3. Determine if fieldwork facilities are offering learning experiences compatible with those presented in the Casper College Occupational Therapy Assistant curriculum. Each fieldwork facility will be evaluated by a representative of the Casper College Occupational Therapy Assistant Program on a rotational basis every five years (as able). Arrangements for conducting an on-site fieldwork evaluation will be communicated prior to the visit.
4. Provide the Casper College Occupational Therapy Assistant Program a method of objectively evaluating existing fieldwork facilities. The fieldwork site visit form will be completed utilizing an interview format with a Casper College Occupational Therapy Assistant Academic Fieldwork Coordinator and the Fieldwork Educator. The information is to be completed as if a student is currently completing a Level II Fieldwork at the facility.
5. Provide the Casper College Occupational Therapy Assistant Department an instrument to guide faculty in selecting new fieldwork facilities in an objective manner. Data will be gathered in the areas of diagnostic categories, assessments and interventions. Casper College Occupational Therapy faculty developed evaluation criteria. When the Occupational Therapy faculty of Casper College visits each clinical site, the form will be completed through discussion with the director of Occupational Therapy and/or student fieldwork educator.
6. Following the site visit, the Academic Fieldwork Coordinator will meet with the OTA program faculty during a faculty meeting and discuss the data found during the site visit. A copy of the evaluation form and suggestions regarding the fieldwork program at the facility are available upon request. If a facility does not meet the evaluation criteria, the site will be discussed at a faculty meeting and a decision will be made as to whether to continue to consider the site under special circumstances or whether or not the facility should remain as a fieldwork site.
7. In addition, the AFWC documents diagnoses, evaluations, interventions, and recommendations on the Fieldwork Review form. This is completed during the course integration upon completion of Level I and Level II fieldwork for all facilities. This information serves to update the faculty and students as to the experiences currently offered at each facility. Feedback from the students who have completed fieldwork at a facility are also considered in reviewing whether the facilities' fieldwork program meets the educational needs of the students. Review of fieldwork facilities, during faculty meetings, will be ongoing and will take in to account all of the above considerations. If a facility is discontinued, the site will be informed of the reasons for such a decision, and if a facility chooses to withdraw from offering fieldwork experiences, they are also expected to notify the Casper College Occupational Therapy Assistant Program of this decision and reasoning behind it. The information concerning that facility will then be removed from the fieldwork manuals and placed in an inactive file.

### **Fieldwork Facility Responsibilities**

The general objectives of the fieldwork education facility, described in the Guide to the Preparation of Fieldwork Objectives for Occupational Therapy Students, are as follows:

1. Review periodically the contractual agreement between Casper College institution and the fieldwork education facility and ensuring that these agreements are signed.

2. Provide supervision of students by qualified personnel.
3. Ensure that the supervision of students does not exceed a 1:2 fieldwork educator to student ratio per the Casper College Fieldwork Program policy.
4. Provide students the opportunity to practice skills learned in school with actual clients.
4. Verify the knowledge students acquire in the academic setting.
5. Provide the opportunity for students to expand the knowledge acquired in the academic setting.
6. Provide students with the opportunity to develop the interpersonal skills and attitudes necessary for effective interaction with persons having physical, psychosocial, or developmental deficits; people with different values and backgrounds; and with other members of the health care team.
7. Provide the students with feedback regarding their on-the-job performance and to provide guidance for modifying that performance to improve effectiveness.
8. Promote the development of self-evaluation and problem-solving skills.
9. Provide the student with role models in direct service to clients.
10. To ease the transition from the role of students to the role of occupational therapy practitioner.
11. To provide for a substitute supervisor in the event of the primary supervisor's absence.
12. To contact the Academic Fieldwork Coordinator regarding concerns or changes in supervision.
13. The student's performance objective is to meet the general objectives stated for the curriculum as they apply to the fieldwork facility.
14. The academic fieldwork coordinator will collaborate with the fieldwork facility to establish a documented plan to provide supervision in a setting where no occupational therapy services exist. The documented plan for provision of occupational therapy assistant services will include supervision by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the direction of an occupational therapist) with at least 3 years' full time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site. (ACOTE C.1.14) The academic fieldwork coordinator will ensure compliance of the documented plan.

### **Fieldwork Educator Responsibilities**

The administrative responsibilities of the fieldwork educator include, but are not limited to the following:

1. Collaborating with the Academic Fieldwork Coordinator in the development of a program that provides the best opportunity for the implementation of theoretical concepts offered as part of the academic educational program and curriculum design.
2. Preparing, maintaining, and sending to the Academic Fieldwork Coordinator current information

regarding the facility. This includes: AOTA Fieldwork Data Form, additional fieldwork site information and/ or requirements, and student objectives for Level I and Level II Fieldwork rotations in collaboration with the AFWC.

3. Scheduling students in collaboration with the Academic Fieldwork Coordinator.
4. Establishing objectives in collaboration with the Academic Fieldwork Coordinator for the fieldwork experience and identifying the philosophy of the fieldwork facility.
5. Providing protection of consumers of OT through proper supervision and role modeling for OT services. Ensure that the fieldwork educator to student ratio is not greater than a 1:2 fieldwork educator to student ratio per the Casper College Fieldwork Program Supervision Policy.
6. Contributing to the evaluation of each student at midterm and completion of the fieldwork experience. For Level II fieldwork, the Fieldwork Educator will complete the Week 2 Progress Check In form, midterm evaluation, Week 6 Progress Check In form and final evaluation.
7. Notifying the Academic Fieldwork Coordinator of any student who is requesting to withdraw from the fieldwork site.
8. Providing regular and periodic supervision of students. Initially, supervision should be direct, 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.
9. If there is not an occupational therapist on site, the Casper College OTA program will work with the facility to provide supervision of at least eight hours per week. A back-up professional person will be identified at the site to be available to the student.

The direct day-to-day supervisory responsibilities of the fieldwork educator include, but are not limited to the following:

1. Providing an orientation to the fieldwork education facility and to specific departmental policies and procedures.
2. Assigning the client/clients to the student.
3. Supervision of the student's provision of occupational therapy services, documentation and professional verbal communications.
4. Assessing the skill and knowledge level of the student, with growth-oriented feedback.
5. Meeting with the student regularly to review performance and to provide guidance.
6. Evaluating the student at midterm and completion of the fieldwork experience using the AOTA Fieldwork Performance Evaluation of the Occupational Therapy Assistant Student form provided.

### **Rules for Fieldwork Clinical Experiences for Occupational Therapy Assistant Students**

It is the student's responsibility to know and abide by these rules. In addition, students are subject to and responsible for abiding by the Casper College Conduct and Judicial Code. Violations of the following codes of professional behavior should be brought to the student's attention as they occur and may be grounds for removal from fieldwork sites.

- Failure to maintain and follow OTA Program dress code, demonstrating poor appearance, and/ or hygiene
- Disrespect to superiors or discourteous treatment of others

- Refusal to work in an assigned area
- Non-cooperation in assigned duties or lack of initiative to participate in learning opportunities
- Divulging confidential patient information
- Incompetence, neglect of duty, or poor performance
- Violation of safety rules
- Failure to maintain professional relationships with clients
- Using commonly acknowledged profane language
- Gambling on clinical site property
- Assaultive behavior on clinical site property
- Possession of drugs, narcotics, or alcohol on clinical site property
- Reporting for duty under the influence of drugs, narcotics, or alcohol
- Theft of clinical site property, dishonesty, falsifying records, or possession of the fieldwork educator's files or records
- Failure to report for one's scheduled shift without notifying the fieldwork educator in advance
- Leaving the facility premises without notifying the fieldwork educator
- Failure to report to work on time
- Students must have a Grade Point Average (GPA) of 2.3 to participate in **all levels** of fieldwork placements.
- Violations are to be dealt with per facility employee policy. Where no policy exists, contact the academic program for direction.
- All violations of the above listed rules should be brought to the immediate attention of the Casper College Academic Fieldwork Coordinator.

## COMMUNITY EXPERIENCE

### Community Experience

**Community Experience (CE):** Community Experience is intended to provide the students with experience and exposure to a variety of helping professions within the community. This experience helps validate the student's decision to pursue a career in occupational therapy. Community Experience will include fieldwork observations and assignments in different practice settings to include mental health, developmental disability, physical disability, geriatric, and/or pediatric populations. Students will complete community experience hours and assignments through video observations, participation in WATR lab and ECHO presentations, attending guest speakers, observations at the Casper College Early Childhood Learning Center (ECLC) and Developmental Disability (DD) sites, attending and participating in a KORU course, and completion of fieldwork assignments addressing each of the practice settings.

Community Experience Fieldwork students are not expected to emphasize independent performance, nor are they considered substitutes for any part of sustained Level I or Level II Fieldwork experience.

Qualified personnel must provide supervision for Community Experience fieldwork. These personnel may include occupational therapy personnel or other appropriate individuals such as teachers, social workers, nurses, recreational therapists, administrators, and physical therapists.

The fieldwork educational facility/ clinical site provides observational opportunities, "hands-on" experience as appropriate, feedback to the student, and learning tasks appropriate for the student. The facility cooperates with academic assignments and provides a written evaluation of the student to Casper College of the experience.

The focus of the learning experience includes observation, written and verbal communication, professional behaviors, and individual and group participation with clients. The fieldwork educational facility provides the opportunity for the following:

- a. basic exposure, observation, and experience with clients commonly served by occupational therapy;
- b. observation and description of treatment, evaluation, and behavior of clients;
- c. recognition and description of conditions of dysfunction;
- d. identification of role functions of the OTR and COTA in various treatment settings. (IF APPLICABLE)

Specific objectives and assignments identified by the Occupational Therapy Assistant Program faculty for Community Experience will be provided by the instructor of COTA 2300 and COTA 2310, and are available in the Program Director's office. If additional assignments are required for students to complete, please contact the AFWC prior to giving the assignment to the student, so the assignment may be reviewed with students and faculty. The OTA Program would like to ensure the students have been prepared in the areas being addressed, so experiences will be successful.

All occupational therapy assistant students are required to participate in and successfully complete the COTA 2300 Fieldwork Integration I and COTA 2310 Fieldwork Integration II courses. These courses require Community Experience where OTA program faculty and fieldwork educators will evaluate the student's performance and provide comments on various expected professional behaviors that are integral in the occupational therapy field of practice. For Community Experience, the students' performance will be evaluated on the fieldwork assignments and the Professional Behavior rubric completed in each fieldwork course. Students must successfully complete all fieldwork assignments with a score of 75% or higher and demonstrate appropriate professional behaviors in order to pass the course. When students complete Community Experience at the clinical site, a student's performance will be evaluated using the Community Experience Evaluation form. On the Community Experience Evaluation form, if at any time a student receives more than

one item below a “2” or more than two items below a “3” on their evaluation, the student is required to meet with the OTA Program faculty and complete a remediation plan of areas of concern prior to repeating the fieldwork experience. The student will be required to repeat the unsuccessful fieldwork rotation, within the semester the failure took place in. Depending on the timing of the fieldwork failure, the student may be required to complete the fieldwork rotation outside of the typical course schedule. In this situation, the student will receive a course grade of Incomplete “I”, until successful completion of the fieldwork experience. Students cannot continue in the OTA Program until all coursework requirements are successfully met. A student may only repeat one fieldwork experience in a course. If a student is required to repeat more than one fieldwork experience in a course due to unsuccessful completion, the student will not pass the fieldwork course. A student may not fail more than one community experience fieldwork in two semesters (COTA 2300 and COTA 2310). If a student fails more than one fieldwork experience in two semesters, the student will be required to meet with the OTA Program faculty and the process of disciplinary action for the OTA students will be followed.

### **Learning Objectives Community Experience**

By the completion of the Community Experience, the student will be able to:

#### **1.0     Professional Behaviors**

- 1.1     Respect the rights and dignity of the client
- 1.2     Accept responsibility for his/her own actions
- 1.3     Seek supervision when needed and communicate with onsite supervisor at appropriate intervals
- 1.4     Accept constructive criticism of his/her own performance and make an effort to improve weak areas
- 1.5     Begin to develop professional judgment in treatment related activities
- 1.6     Initiate efforts to upgrade knowledge through available resources
- 1.7     Demonstrate punctuality in attendance and promptness in completing assignments
- 1.8     Exhibit good work habits (i.e.: dependability, flexibility and time management)
- 1.9     Demonstrate professional appearance

#### **2.0     Communication Skills**

- 2.1     Establish rapport with clients and staff
- 2.2     Begin to communicate the definition of occupational therapy to others
- 2.3     Give clear, accurate and well-articulated oral directions and reports
- 2.4     Independently initiate contact with clients/staff as needed
- 2.5     Discriminate between the desirable and undesirable client behaviors
- 2.6     Positively reinforce desirable client behaviors
- 2.7     Effectively set limits on undesirable client behaviors
- 2.8     Demonstrate clear, accurate, and grammatically correct clinical writing skills
- 2.9     Use medical terminology effectively

#### **3.0     Occupational Therapy Services**

- 3.1     Understand the value of activity/occupation as treatment by describing the activities’ relationship to treatment goals
- 3.2     Demonstrate adherence to the policies, procedures and daily routine of the clinical site
- 3.3     Identify functions and responsibilities of occupational therapy personnel in the assigned clinical setting (OTR vs. COTA and Senior vs. Staff positions)
- 3.4     Describe the present or potential contribution of occupational therapy to the assigned



- clinical site
- 3.5 Describe the roles of other allied health professions in the assigned clinical site
- 3.6 Conduct an activity analysis

#### 4.0 Data Collection

- 4.1 Recognize classic symptoms of diagnoses manifested by clients
- 4.2 Utilize existing documentation and other resources to obtain relevant information needed for treatment planning
- 4.3 Identify areas to assess relevant to occupational performance (ADL, leisure, work, etc.)
- 4.4 Identify psychosocial factors which impact a client's occupational performance
- 4.5 Utilize existing documentation as an evaluation tool to identify major problems
- 4.6 Conduct an interview with the client to obtain data
- 4.7 Observe confidentiality with respect to client-related information
- 4.8 Observe or assist in assessing relevant areas according to established protocols when the opportunity is available
- 4.9 Observe or assist in identifying basic client assets and deficits after summarizing evaluation data when the opportunity is available
- 4.10 Observe or assist in identifying appropriate goals to match client deficits when the opportunity is available

#### 3.0 Treatment Implementation

- 5.1 Apply or adapt effective techniques/modalities to a client or group
- 5.2 Become familiar with conditions that are effective for occupational therapy intervention
- 5.3 Demonstrate effective problem solving
- 5.4 Be prepared for treatment sessions
- 5.5 Assist in clinic maintenance
- 5.6 Verbalize the importance of re-evaluation, discharge planning, and follow-up.
- 5.7 Note pertinent aspects of client's response to treatment (i.e. physical, emotional)
- 5.8 Demonstrate awareness of and adherence to safety precautions in implementing treatment
- 5.9 Become familiar with therapeutic media and techniques used with clients
- 5.10 Assist in selecting therapeutic activities to match treatment goals

#### 6.0 Self-awareness

- 6.1 Identify personal strengths and areas of growth
- 6.2 Verbalize personal growth strategies to supervisor
- 6.2 Identify personal attitudes toward disability and illness
- 6.3 Appreciate the impact of cultural and socioeconomic differences on the treatment process
- 6.4 Demonstrate a range of interpersonal interactions to meet the demands of various clinic situations
- 6.5 Demonstrate the ability to handle personal problems that could interfere with professional duties
- 6.6 Appear comfortable with professional physical contact with client
- 6.7 Demonstrate empathy towards meeting the needs of others
- 6.8 Demonstrate adherence to professional standards and a code of ethics



# Occupational Therapy Assistant Program

## COMMUNITY EXPERIENCE FIELDWORK EVALUATION FORM\*

Student name: \_\_\_\_\_

Name of Fieldwork Site: \_\_\_\_\_

### Dates of Fieldwork:

Semester:	[ 1 ] Fall	[ 2 ] Spring	[ 3 ] Summer		
Year:	[ 1 ] 2024	[ 2 ] 2025	[ 3 ] 2026	[ 4 ] 2027	[ 5 ] 2028
Sequence:	[ 1 ] 1 <sup>st</sup>	[ 2 ] 2 <sup>nd</sup>	[ 3 ] 3 <sup>rd</sup>	[ 4 ] 4 <sup>th</sup>	[ 5 ] 5 <sup>th</sup>
Supervisor:	[ 1 ] OTR	[ 2 ] COTA	[ 3 ] OTS	[ 4 ] NON-OT	

Total Number of Hours Completed at facility: \_\_\_\_\_/10 hours

### Directions:

**The Standards B.5.17 and B.9.6, developed by the Accreditation Council for Occupational Therapy Education (ACOTE) describes objectives of the occupational therapy assistant experience is for students to effectively interact through oral and nonverbal communication with the health care providers in a professionally acceptable manner. Also students are to identify professional responsibilities.** Keeping in mind, the focus of community experience fieldwork is not to be independent performance, but rather to have basic exposure, observation, and experience with clients commonly served in occupational therapy. Please rate the following statements in each category as to your degree of agreement or disagreement concerning the performance of this student. Utilize the descriptors for each item for clarification of expected performance skills.

- During the final fieldwork session, have a conference with the student discussing your evaluation of him/her and his/her completed evaluation of him/herself. Sign both completed forms and return the forms to the Academic Fieldwork Coordinator.

Supervisor Name: \_\_\_\_\_

Position: \_\_\_\_\_ OTR: \_\_\_\_ COTA: \_\_\_\_ Other: \_\_\_\_

Absences of Time made up: \_\_\_\_\_ Reason(s) for: \_\_\_\_\_

**Please use this area for comments:**

- (Adapted with permission from the Philadelphia Region Fieldwork Consortium Level One Fieldwork Student Evaluation Form, Journal of Allied Health, Summer 2003, 86, 91). Revised, Casper College Occupational Therapy Assistant Program June 2013.

**CASPER COLLEGE  
OCCUPATIONAL THERAPY ASSISTANT PROGRAM  
STUDENT FIELDWORK EVALUATION**

**COMMUNITY EXPERIENCE**

Student name \_\_\_\_\_ Site name: \_\_\_\_\_

**Indicate the student's level of performance using the scale below.**

- 1=Well Below Standards:** Performance is weak in most required tasks and activities. Work is frequently unacceptable. Please state comments and examples for reason score was given.
- 2=Below Standards:** Opportunities for improvement exist however student has not demonstrated adequate response to feedback. Work is occasionally unacceptable. Please state comments and examples for reason score was given.
- 3=Meets Standards:** Carries out required tasks and activities. This rating represents good, solid performance and should be used more than all the others.
- 4=Exceeds Standards:** Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
- 5=Far Exceeds Standards:** Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

<b>Time Management Skills</b> Consider ability to be prompt, arrive on time, completes assignments on time. Comments:	<b>1 2 3 4 5</b>
<b>Organization</b> Consider ability to set priorities, be dependable, be organized, and follow through with responsibilities. Comments:	<b>1 2 3 4 5</b>
<b>Engagement in the Fieldwork Experience</b> Consider student's apparent level of interest, level of active participation while on site; investment in individuals and treatment outcomes. Comments:	<b>1 2 3 4 5</b>
<b>Self-Directed Learning</b> Consider ability to take responsibility for own learning; demonstrate motivation. Comments:	<b>1 2 3 4 5</b>
<b>Reasoning/Problem Solving</b> Consider <i>emerging</i> ability to use self-reflection, willingness to ask questions; <i>starting</i> to demonstrate basic reasoning. Comments:	<b>1 2 3 4 5</b>
<b>Initiative</b> Consider initiative, demonstrates <i>emerging ability</i> to seek and acquire information from a variety of sources; demonstrates flexibility as needed. Comments:	<b>1 2 3 4 5</b>
<b>Observation Skills</b> Consider <i>emerging</i> ability to observe relevant behaviors for performance areas and performance components and to verbalize perceptions and observations. Comments:	<b>1 2 3 4 5</b>

<b>Student's Response to Supervisor Feedback</b> Consider ability to receive and respond to feedback given by supervisor; seek guidance when necessary; follow proper channels. Comments:	<b>1 2 3 4 5</b>
<b>Verbal Communication and Interpersonal Skills with Patients/Clients/Staff/Caregivers</b> Consider ability to interact appropriately with individuals such as eye contact, empathy, respectfulness, etc.; degree/quality of verbal interactions; use of body language and non-verbal communication; exhibits <i>emerging</i> confidence. Comments:	<b>1 2 3 4 5</b>
<b>Professional and Personal Boundaries</b> Consider ability to recognize/handle personal/professional frustrations; balance personal/professional obligations; handle responsibilities; work with others cooperatively, considerately, effectively; responsiveness to social cues. Comments:	<b>1 2 3 4 5</b>
<b>Safety</b> The student is demonstrating emerging safety needs of the client and the facility. Comments:	<b>1 2 3 4 5</b>

Your comments help the Casper College Occupational Therapy Assistant Program faculty as well as the student understand areas for growth and development in the field of Occupational Therapy. **Please provide examples and comments to sections where the student scored a "1" or "2".**

**Identify student's current area of strengths that were demonstrated during fieldwork.**

**Identify students' current areas in need of improvement that were demonstrated during fieldwork.**

1	2	3	4	5	Supervisors' overall rating of student performance. Please indicate student's overall performance score.
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Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

COTA 2310

Community Experience Time Sheet

Student Name: \_\_\_\_\_

Facility Name: \_\_\_\_\_

Fieldwork Educator(s) Name: \_\_\_\_\_

**Directions:** The student is to fill in the hours each time the student visits the fieldwork facility. The Fieldwork Educator will sign their name in the space provided after each visit. This form is to be turned in to the instructor, along with the Community Experience Fieldwork Evaluation Form.

Date of Visit	Hour Arrived	Hour Departed	Total Hours for Day	Supervisor Signature

I have honestly completed the required 4 hours of observation at the fieldwork site for the community experience class.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Signature of Fieldwork Educator

**COTA 2300 and COTA 2310**  
**Community Experience Preparation Worksheet Sheet**

Directions: Complete the following questions based on the practice settings you are observing. These questions are meant to assist you in gaining an understanding about each of the practice settings listed below. Please utilize your occupational therapy books and the AOTA website to obtain this information prior to beginning your community experience observations and assignments.

**Physical Disabilities**

\_\_\_\_\_ (score)

1. What behaviors and symptoms might you see when observing a patient who has sustained a stroke?
2. What is the difference between quadriplegia and paraplegia?
3. What are two activities a person who has had a total hip replacement might not be able to do?
4. What are two activities you could do with a patient who has decreased upper extremity strength?
5. Can a person who has a physical disability, such as a spinal cord injury, live independently or does the person need to live in a facility where they have assistance?

**Pediatrics**

\_\_\_\_\_ (score)

1. What behaviors and symptoms might you observe in a child diagnosed with cerebral palsy?
2. What behaviors and symptoms might you observe in a child diagnosed with attention deficit hyperactivity disorder?
3. What are two activities a therapist could use to develop the fine motor skills needed to address a child's difficulty with handwriting?
4. What communication strategies (verbal and non-verbal) does a therapist use to present activities to a child?
5. Are children with physical disabilities allowed in school classrooms with non-disabled children?

**Geriatrics**

\_\_\_\_\_ (score)

1. What are two stereotypes that come to mind when considering the elderly population?

2. What are two problems an elderly patient might have that would require OT treatment?
3. What are two activities you could use with elderly patients to improve their balance?
4. What are two activities to help improve memory or problem-solving skills?
5. What are two benefits for the OT, as well as the patient, when therapy is provided in the patient's home?

**Developmental Disability**

\_\_\_\_\_ (score)

1. Where do the clients reside at night? Who do the clients live with?
2. What do you notice as one of the major key components for success with clients of the DD population? What skills separate those who can work from those who need daily supervision?
3. What are two activities a therapist would use to develop social skills in the DD population?
4. What professional and personal qualities does the therapist need to have in order to effectively communicate what he/ she wants to accomplish in therapy?
5. What services are provided to facilities to help accommodate the client's families?

**Mental Health**

\_\_\_\_\_ (score)

1. What behaviors and symptoms might you observe in a patient diagnosed with schizophrenia?
2. What behaviors and symptoms might you observe in a patient diagnosed with major depression?
3. What are two activities you could use to treat a patient with poor communication skills?
4. What are two activities you could use with a patient who has poor coping skills?
5. How are individuals who are diagnosed with a mental illness stigmatized by society?

## LEVEL I FIELDWORK

### LEVEL I FIELDWORK

**Level I:** Level I Fieldwork experience, as required by the Standards for Accredited OTA Programs, established by the Accreditation Council for Occupational Therapy Education (ACOTE), includes experiences designed as an integral part of didactic coursework for the purpose of directed observations and participation in selected activities in fieldwork settings. These settings include traditional settings for pediatrics, mental health, physical disability, geriatrics, adult developmental disabilities, and non-traditional settings and/ or emerging sites.

Level I Fieldwork rotations are not expected to emphasize independent performance, nor are they considered substitutes for any part of sustained Level II Fieldwork experience. Level I Fieldwork placements will be established approximately one month prior to pending fieldwork dates.

Qualified personnel must provide supervision for Level I Fieldwork. These personnel may include occupational therapy personnel or other appropriate individuals such as teachers, social workers, nurses, recreational therapists, administrators, and physical therapists. The Casper College Fieldwork Program Supervision Policy allows up to a 1:2 fieldwork educator to student ratio. This ratio ensures that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving the stated fieldwork objectives. (ACOTE C.1.4)

Level I Fieldwork experience, which initially provides the student with exposure to clinical practice through observation, progresses with increasing expectations of the student to: demonstrate skills in the use of selected evaluation or treatment procedures; gather and organize data; and examine reactions to clients, self, personnel, and the profession. Generally, the fieldwork education facility provides observational opportunities, “hands-on” experience as appropriate, feedback to the student, and learning tasks. The facility cooperates with academic assignments and provides a written evaluation to Casper College of the experience.

The focus of the learning experience includes observation, written and verbal communication, professional behavior, and individual and group participation with clients. The fieldwork education facility provides the opportunity for the following:

1. basic exposure, observation, and experience with clients commonly served by occupational therapy;
2. observation and description of treatment, evaluation, and behavior of clients;
3. recognition and description of conditions of dysfunction;
4. identification of role functions of the OTR and COTA in various treatment settings. (IF APPLICABLE)

Specific objectives and assignments identified by the Occupational Therapy Assistant Program faculty for Level I Fieldwork will be provided by the instructor of COTA 2320 and COTA 2330, and are available in the Program Director’s office. If additional assignments are required for students to complete, please contact the AFWC prior to giving the assignment to the student, so the assignment may be reviewed with students and faculty. The OTA Program would like to ensure the students have been prepared in the areas being addressed, so experiences will be successful.



All occupational therapy assistant students are required to participate in and successfully complete the COTA 2320 and COTA 2330 Fieldwork Integration courses. These courses require Level I Fieldwork rotations in pediatrics, mental health, geriatrics, adult physical disabilities, developmentally delayed, non-traditional and/or emerging sites where fieldwork educators will evaluate the student's performance and provide comments on various expected professional behaviors that are integral in the occupational therapy field of practice. Students will be evaluated using the *AOTA Level I Fieldwork Competency Evaluation for OT and OTA Students* form provided. If at any time a student receives more than two items below a "B- Below Standards" or more than five items below a "M- Meets Standards" on their evaluation, the student is required to meet with the OTA Program faculty and complete a remediation plan of areas of concern prior to repeating the fieldwork experience. The remediation plan will be determined by the OTA Program faculty. The student will be required to repeat the unsuccessful fieldwork rotation, within the semester the failure took place in. Depending on the timing of the fieldwork failure, the student may be required to complete the fieldwork rotation outside of the typical course schedule. In this situation, the student will receive a course grade of Incomplete "I", until successful completion of the fieldwork experience. Students cannot continue in the OTA Program until all coursework requirements are successfully met. A student may only repeat one fieldwork experience in a course. If a student is required to repeat more than one fieldwork experience in a course due to unsuccessful completion, the student will not pass the fieldwork course. A student may not fail more than one Level I fieldwork experience in two semesters (COTA 2320 and COTA 2330). If a student fails more than one fieldwork experience in two semesters, the student will be required to meet with the OTA Program faculty and the process of disciplinary action for the OTA students will be followed.

Due to the geographic location of Casper College, in a rural area, the opportunities for Level I Fieldwork in the immediate area are limited. Travel **WILL** be required outside of Casper and Douglas Wyoming. Travel expenses are the students' responsibility. Four block assignments of five days have been organized for COTA 2320 and 2330. These fieldwork assignments will be in mental health, pediatrics, physical disabilities and geriatrics, in addition to 16-hour placements at a developmental disability setting, and an emerging site and/ or non-traditional setting, which may include developmental disabilities, mental health, geriatrics, or pediatrics.

### **Fieldwork Placement Designation for Level I**

Level I Fieldwork is a part of the academic coursework. The Academic Fieldwork Coordinator and faculty assign placements. Placements for Level I Fieldwork will be completed approximately one month ahead of pending fieldwork dates. Level I Fieldwork placements are the responsibility of the Casper College Occupational Therapy Assistant Program faculty.

### **Changing Level I Fieldwork Placement for Students**

If Level I fieldwork students have a special request regarding Level I Fieldwork placements, the requests must be in writing, six weeks prior to fieldwork placement. The request is considered but not guaranteed.

If a student has a concern about their Level I Fieldwork placement, it is imperative to bring the concern to the OTA faculty within three weeks of scheduled fieldwork. In a rare occasion, there may be a situation that requires reassignment of a Level I Fieldwork placement. A typed request will need to be submitted to the OTA faculty identifying the professional/personal reason behind the change.

1. Type a request explaining the personal/professional reason for the Level I Fieldwork change request.

2. Identify the possible implications that this change may have on their education and the education of their class members.
3. Submit to Casper College OTA Faculty and Fieldwork Committee.
4. The committee will review the request and provide feedback on expectations for the student.

### **Situations Which May Require Student Removal from Level I Fieldwork by Academic Program**

Casper College Occupational Therapy Assistant students are required to have all academic coursework and program requirements turned in prior to leaving for Level I fieldwork placement. If for some reason a student has not turned in an OTA program assignment or requirement, the student **will not** be allowed to start the fieldwork until assignments/ requirements are successfully completed. If the student is late with assignments, causing them to not complete the fieldwork at the scheduled time, the student will be placed accordingly in the disciplinary process.

1. Failure to wear and follow Casper College Occupational Therapy Assistant Dress Code policy.
2. All missing and/ or late work must be submitted Thursday by 12:00 pm the week prior to the FW. If the missing and/ or late work is not submitted by this time, the student will not start their fieldwork rotation.
3. Not abiding by the Clinical Experience Rules page 29.
4. Non-compliance with Student Success Form (IF APPLICABLE)

### **Learning Objectives Level I Fieldwork**

By the completion of the Level I Fieldwork experience, the student will be able to:

#### **1.0 Professional Behavior**

- 1.1 Respect the rights and dignity of the client
- 1.2 Accept responsibility for his/her own actions
- 1.3 Seek supervision when needed and communicate with onsite supervisor at appropriate intervals
- 1.4 Accept constructive criticism of his/her own performance and make an effort to improve weak areas
- 1.5 Begin to develop professional judgment in treatment related activities
- 1.6 Initiate efforts to upgrade knowledge through available resources
- 1.7 Demonstrate punctuality in attendance and promptness in completing assignments
- 1.8 Exhibit good work habits (i.e.: dependability, flexibility and time management)
- 1.9 Demonstrate professional appearance

#### **2.0 Communication Skills**

- 2.1 Establish rapport with clients and staff

- 2.2 Communicate the definition of occupational therapy to others
- 2.3 Give clear, accurate and articulate oral directions and reports
- 2.4 Independently initiate contact with clients/staff as needed
- 2.5 Discriminate between the desirable and undesirable client behaviors
- 2.6 Positively reinforce desirable client behaviors
- 2.7 Effectively set limits on undesirable client behaviors
- 2.8 Demonstrate clear, accurate, and grammatically correct clinical writing skills
- 2.9 Use medical terminology effectively

### 3.0 Occupational Therapy Services

- 3.1 Understand the value of activity/occupation as treatment by describing the activities relationship to treatment goals
- 3.2 Demonstrate adherence to the policies, procedures and daily routine of the clinical site
- 3.3 Identify functions and responsibilities of occupational therapy personnel in the assigned clinical setting (OTR vs. COTA and Senior vs. Staff Positions)
- 3.4 Describe the present or potential contribution of occupational therapy to the assigned clinical site
- 3.5 Describe the roles of other allied health professions in the assigned clinical site
- 3.6 Conduct an activity analysis

### 4.0 Data Collection

- 4.1 Recognize classic symptoms of diagnoses manifested by clients
- 4.2 Utilize existing documentation and other resources to obtain relevant information needed for treatment planning
- 4.3 Identify areas to assess relevant to occupational performance (ADL, leisure, work, etc.)
- 4.4 Utilize existing documentation as an evaluation tool to identify major problems
- 4.5 Conduct an interview with the client to obtain data
- 4.6 Observe confidentiality with respect to client-related information
- 4.7 Observe or assist in assessing relevant areas according to established protocol when the opportunity is available
- 4.8 Observe or assist in identifying basic client assets and deficits after summarizing evaluation data when the opportunity is available
- 4.9 Observe or assist in identifying appropriate goals to match client deficits when the opportunity is available

### 5.0 Treatment Implementation

- 5.1 Apply or adapt effective techniques/modalities to a client or group
- 5.2 Become familiar with conditions that are effective for occupational therapy intervention
- 5.3 Demonstrate effective problem solving
- 5.4 Be prepared for treatment sessions
- 5.5 Assist in clinic maintenance
- 5.6 Verbalize the importance of re-evaluation, discharge planning, and follow-up.
- 5.7 Note pertinent aspects of client's response to treatment (i.e. physical, emotional)
- 5.8 Demonstrate awareness of and adherence to safety precautions in implementing

- treatment
- 5.9 Become familiar with therapeutic media and techniques used with clients
- 5.10 Assist in selecting therapeutic activities to match treatment goals
- 5.11 Identify psychosocial factors which impact a client's occupational performance and assist in selecting a client centered, occupation-based intervention to address the factors.

## 6.0 Self-awareness

- 6.1 Identify personal strengths and areas of growth.
- 6.2 Verbalize personal growth strategies to supervisor
- 6.3 Identify personal attitudes toward disability and illness
- 6.4 Appreciate the impact of cultural and socioeconomic differences on the treatment process
- 6.5 Demonstrate a range of interpersonal interactions to meet the demands of various clinic situations
- 6.6 Demonstrate the ability to handle personal problems that could interfere with professional duties
- 6.7 Appears comfortable with professional physical contact with client
- 6.8 Demonstrate empathy towards meeting the needs of others
- 6.9 Demonstrate adherence to professional standards and code of ethics

### **Level I Sample Objectives for Fieldwork Educators**

Please remember these are only **sample objectives**. Fieldwork sites are encouraged to establish site specific fieldwork objectives in collaboration with the Academic Fieldwork Coordinator.

#### Day 1

- Orientation to facility, staff, policies and procedures
- Observation of Fieldwork Educator with clients/ beginning interactions when possible
- Chart Reviews- Students start Occupational Therapy Practice Framework and Activity Analysis

#### Day 2

- Continued observation with staff and clients
- Interactions with clients/ implementation of techniques when possible
- Observe staff meetings/ family conferences
- Discussion of therapy interventions/ evidence-based techniques if applicable
- Initial planning of treatments for clients/ groups when possible

#### Day 3

- Interaction with clients/ implementation of services when possible
- Documentation with supervision when possible
- Other suggestions
- Time for assignments/ Occupational Therapy Practice Framework
- Observe staff meetings/ family conference
- Observe other disciplines

Day 4

- Implementing student's planned interventions when possible
- Interaction with clients
- Continue documentation

Day 5

- Implementation of student's planned interventions when possible
- Complete Student Evaluation with student
- Complete Fieldwork Evaluation with student
- Wrap up treatments/site expectations

## LEVEL I FIELDWORK EVALUATION FORMS AND ASSIGNMENTS



### LEVEL I FIELDWORK COMPETENCY EVALUATION FOR OT AND OTA STUDENTS

The purpose of Level I fieldwork is to provide experiential opportunities for students to gain the performance competency and confidence for progressing successfully in the academic program, including successive Level I and Level II fieldwork.

The *Level I Fieldwork Competency Evaluation for OT and OTA Students* complements the *AOTA Fieldwork Performance Evaluation for the OT Student* and *for the OTA Student*. It is designed to assess performance skills that build a foundation for successful completion of Level II fieldwork.

This tool is divided into five sections:

- I. Fundamentals of Practice
- II. Foundations of Occupational Therapy
- III. Professional Behaviors
- IV. Screening and Evaluation
- V. Intervention

The first 3 sections are identified as mandatory, as they are applicable to all practice settings and assess basic skills. The last 2 sections are *optional*, allowing an OT/OTA academic program to select relevant sections for a particular Level I experience in that program. The AFWC should make this clear to the FWEd. The criterion for satisfactory performance is determined by the OT/OTA academic program.

#### Directions

This tool is to be completed by the identified FWEd for the Level I

experience. The rating scale ranges from

U	<b>Unacceptable</b>	Performance is weak in most required tasks and activities. Work is frequently unacceptable.
B	<b>Below Standards</b>	Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.
M	<b>Meets Standards</b>	Carries out required tasks and activities. This rating represents good, solid performance and should be used most often.
E	<b>Exceeds Standards</b>	Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
O	<b>Outstanding</b>	Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

**COMMENT REQUIRED FOR ALL ITEMS SCORED "B" or "U."**

## LEVEL I FIELDWORK COMPETENCY EVALUATION FOR OT AND OTA STUDENTS

<b>STUDENT INFORMATION:</b>			
<b>Student Name:</b>		<b>Date:</b>	
First	Middle	Last	
<b>Site Name:</b>		<b>Semester:</b>	
		<b>Practice Setting:</b>	
<b>Student ID:</b>			
<b>Student's School:</b>		<b>Course Number:</b>	
<b>Hours Completed:</b>		<b>FW Sequence:</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	

<b>PRIMARY FWEd INFORMATION</b>			
<b>FWEd Name:</b>		<b>Past Experience:</b>	
First	Last	Credentials	(# of FWI Students)      (# of FWII students) <b>FWEd License #:</b> <b>FWEd Credentials:</b> <input type="checkbox"/> OT:      OTA: <b>Years of Experience:</b> <input type="checkbox"/> Other: <b>Have you attended the AOTA FWEd Certificate Course?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No      If other:

Indicate the student's level of performance using the scale below.

U	<b>Unacceptable</b>	Performance is weak in most required tasks and activities. Work is frequently unacceptable.
B	<b>Below Standards</b>	Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.
M	<b>Meets Standards</b>	Carries out required tasks and activities. This rating represents good, solid performance and should be used most often.
E	<b>Exceeds Standards</b>	Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
O	<b>Outstanding</b>	Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

**COMMENT REQUIRED FOR ALL ITEMS SCORED "B" or "U."**

### FUNDAMENTALS OF PRACTICE THE STUDENT:

**U B M E O**

<b>1. Adheres consistently to AOTA's Occupational Therapy Code of Ethics.</b> Follows ethical standards for FW setting. Abides by Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA). Respects privacy of client. COMMENTS:	
<b>2. Adheres consistently to safety regulations, and uses sound judgment to ensure safety.</b> Follows FW setting's policies and procedures for client safety. Demonstrates awareness of hazardous situations, and reports safety issues to supervisor. COMMENTS:	

## II. FOUNDATIONS OF OCCUPATIONAL THERAPY

THE STUDENT:	U B M E O
<b>1. Articulates values and beliefs of occupational therapy.</b> Verbalizes definition of occupational therapy as relevant to FW setting or audience. COMMENTS:	
<b>2. Utilizes relevant evidence to make informed practice decisions.</b> Connects class concepts to FW through inquiry or discussion. Articulates value of using evidence-based practice. Identifies and provides evidence that is relevant to setting or clients. COMMENTS:	

## III. PROFESSIONAL BEHAVIOR

	U B M E O
<b>1. Time management skills.</b> Consider student's ability to be prompt, arriving and completing assignments on time. COMMENTS:	
<b>2. Organization.</b> Consider student's ability to set priorities, be dependable, be organized, and follow through with responsibilities. COMMENTS:	
<b>3. Engagement in FW experience.</b> Consider student's apparent level of interest, level of active participation while on site, and investment in individuals and treatment outcomes. COMMENTS:	
<b>4. Self-directed learning.</b> Consider student's ability to take responsibility for own learning and to demonstrate motivation. COMMENTS:	
<b>5. Reasoning and problem solving.</b> Consider student's ability to use self-reflection; willingness to ask questions; ability to analyze, synthesize, and interpret information; and understand OT process. COMMENTS:	
<b>6. Written communication.</b> Consider student's ability to use proper grammar and spelling, legibility of work, successful completion of written assignments, and documentation skills. COMMENTS:	
<b>7. Initiative.</b> Consider student's initiative, ability to seek and acquire information from a variety of sources, and demonstrate flexibility as needed. COMMENTS:	
<b>8. Observation skills.</b> Consider student's ability to observe relevant behaviors related to occupational performance and client factors and to verbalize perceptions and observations. COMMENTS:	



<p><b>9. Participation in supervisory process.</b> Consider student's ability to give, receive, and respond to feedback; seek guidance when necessary; and follow proper channels of communication. COMMENTS:</p>	
<p><b>10. Verbal communication and interpersonal skills with patients/clients, staff, and caregivers.</b> Consider student's ability to interact appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, use of authority, and so forth; degree and quality of verbal interactions; use of body language and non-verbal communication; and exhibition of confidence. COMMENTS:</p>	
<p><b>11. Professional and personal boundaries.</b> Consider student's ability to recognize and handle personal and professional frustrations; balance personal and professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; and be responsive to social cues. COMMENTS:</p>	
<p><b>12. Use of professional terminology.</b> Consider student's ability to respect confidentiality; appropriately apply professional terminology (e.g., <i>Occupational Therapy Practice Framework</i> terms and OT acronyms/abbreviations) in written and oral communication. COMMENTS:</p>	

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**I. SCREENING AND EVALUATION** (enter N/A = Not Applicable if not required on this placement)

THE STUDENT:	U B M E O N/A
<p><b>1. Contributes to screening/evaluation process.</b> Communicates observations. Identifies resources for evaluation process. Could include chart review. COMMENT:</p>	
<p><b>2. Completes an interview and drafts an occupational profile.</b> COMMENT:</p>	
<p><b>3. Identifies potential goals from evaluation process.</b> COMMENT:</p>	
<p><b>4. Drafts documentation consistent with practice setting.</b> COMMENT:</p>	

**II. INTERVENTION** (enter N/A = Not Applicable if not required on this placement)

THE STUDENT:	U B M E O N/A
<p><b>1. Contributes to intervention process.</b> Could include preparing clinic area and identifying resources and evidence. COMMENT:</p>	
<p><b>2. Identifies interventions consistent with client evaluation and goals.</b> COMMENT:</p>	

<b>3. Identifies (verbal or written) interventions consistent with client-centered approach, and provides clinical reasoning for interventions identified.</b> COMMENT:	
<b>4. Engages in and values evidence-based practice by seeking evidence to support or negate intervention approach.</b> COMMENT:	
<b>5. Administers interventions that are occupation-based and client-centered within guidelines of facility.</b> COMMENT:	
<b>6. Recognizes (verbal, written, or demonstration) need to modify interventions on basis of client response.</b> COMMENT:	
<b>7. Recognizes (verbal, written, or demonstration) need to modify or terminate intervention plan on basis of client response.</b> COMMENT:	
<b>8. Drafts documentation for intervention using typical procedures used in FW practice setting.</b> COMMENT:	

**Summary:**

Student Signature

Date:

FWEd Signature

Date:

Additional resources available at <https://www.aota.org/Education-Careers/Fieldwork.aspx>

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**LEVEL I FIELDWORK  
TIME SHEET**

**Student Name:** \_\_\_\_\_

**Type of Fieldwork:** \_\_\_\_\_

**Name of Site:** \_\_\_\_\_

**Dates of Fieldwork:** \_\_\_\_\_

Date Day of Week	Time In	Time Out	Supervisor Signature	Total Hours of Day Completed

**TOTAL HOURS COMPLETED AT FIELDWORK:** \_\_\_\_\_

**LEVEL I- STUDENT EVALUATION OF FIELDWORK SUPERVISOR AND SITE**

**Name of facility:** \_\_\_\_\_

**Type of rotation completed:** \_\_\_\_\_

***Please comment on the following:***

**Amount of supervision (Did this meet your needs)?**

**Feedback given by supervisor (Clear, sufficient and how can you use this feedback to improve your skill areas?):**

**Responsibilities (Were they clearly defined; did you take the responsibility of asking for clarification or defining what responsibilities you may have?):**

**Identify the strong aspects of this fieldwork experience:**

**Areas you would like to have seen or changed?**

**What was your objective?**

**Was your objective met?**

**Additional Comments:**

**Student's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Supervisor's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### **LEVEL I FIELDWORK DISCUSSION AND REFLECTION**

- 1. Think of one word (adjective/verb) you would use to describe your Level I fieldwork experience.**
- 2. What are your overall feelings about this fieldwork experience?**
- 3. How did the Level I fieldwork experience benefit you?**
- 4. What could have been done differently to increase your learning opportunities and how could you plan for this for your next fieldwork?**
- 5. Reflect on what your strengths and weaknesses were for this fieldwork experience.**
  - a. What methods/ interventions can you implement to continue the development of your strengths and skills?**
  - b. What methods/ interventions can you implement to address your areas of difficulty?**
- 6. How did you take initiative and responsibility for your own learning?**
- 7. Reflecting on your Level I experience, what additional knowledge or clinical reasoning skills did you gain from this fieldwork experience?**
- 8. To make my next fieldwork more successful, I will.....**

**9. Identify at least 5 Diagnoses and Treatment Interventions and what you learned.**

Diagnoses	Interventions	What you learned about the specific interventions in relation to patient symptoms
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

**Level I- SIS Guide to Evidence Implementation during Fieldwork**  
*(Required to use a peer reviewed or scholarly article. Must include link to article)*

Identify the name of your article.

Identify how this article relates to your Level I Fieldwork rotation (practice area, article, topic and interventions).

Identify the findings from this article which support your Level I Fieldwork rotation (specific approaches/interventions/environment).

Identify how this research article enhanced your understanding of evidenced-based knowledge and implementation of interventions during your occupational therapy fieldwork rotation.

Identify how scholarly activities and literature contribute to the OT profession.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Fieldwork Educator Signature

\_\_\_\_\_  
Date

### Level I- Summary of Occupational Therapy Practice Framework Findings

1. Identify the major **occupations** that this patient participates in on a daily basis.
2. What are the **occupational needs** of this patient based upon information gathered in the occupational profile?
3. Identify the major **performance skills** that are affecting independence in this patient's life.
4. Identify the major **client factors** that are affecting independence in this patient's life.
5. Identify the major **psychosocial factors** that are affecting independence in this patient's life.
6. Identify **treatment interventions** you would suggest to address the patient's **psychosocial factors**.
7. How could the interprofessional healthcare team support the **promotion of health and wellness** for this patient?

Fieldwork Educator's Comments:

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Fieldwork Educator Signature

---

Date

---

Student Signature

---

Date



## LEVEL II FIELDWORK

### Level II Fieldwork

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. Level II Fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupations. All academic class work must be completed before a student may participate in the Level II Fieldwork courses. The Accreditation Council for Occupational Therapy Education (ACOTE) Standards require Level II Fieldwork experience for occupational therapy assistant students. The Casper College Fieldwork Program Supervision Policy allows up to a 1:2 fieldwork educator to student ratio. This ratio ensures that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving the stated fieldwork objectives. (ACOTE C.1.4). Level II fieldwork will consist of a minimum of 16 weeks full-time 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 (ACOTE C.1.10). Recommended Level II fieldwork dates are as follows: Upon completion of all academic coursework, students will begin their first Level II fieldwork rotation ten days after the college commencement ceremony in May and will complete eight full weeks of clinical fieldwork experience. Students will have ten days off between the completion of their first Level II fieldwork rotation before beginning the second Level II fieldwork rotation. The second Level II fieldwork rotation will begin in July with students completing an additional eight fulltime weeks of clinical fieldwork experience. Students may complete a third optional fieldwork rotation upon request. Dates for the third rotation to be determined based upon fieldwork site availability. On occasion, fieldwork sites and/ or students will request an optional time frame, outside of the recommended Level II fieldwork dates, which will be considered by the Academic Fieldwork Coordinator. Students enrolled in the summer COTA 2550 course will receive a summer semester grade of incomplete "I" until successful completion of the eight-week fieldwork rotation. Upon successful completion of the fieldwork rotation, a final grade of satisfactory "S" will be recorded. If a student completes their second Level II fieldwork rotation by midterms of the fall semester, the student will be eligible for summer graduation. Delayed fieldwork rotation start dates may result in a fall graduation date, impacting a student's ability for a timely graduation and to take the national certification exam (official transcripts required). If a student receives a grade of incomplete "I", it may impact financial aid. Students are strongly encouraged to work with the Financial Aid office.

Students are **not allowed to miss more than two consecutive days** during their Level II Fieldwork placements. Arrangements to make up time missed will be at the clinical supervisor's discretion. In addition to the onsite fieldwork placement, students are also required to participate in and complete weekly online coursework. Homework in the online Moodle course includes weekly discussions and homework assignments that are designed to strengthen the bridge between academics and fieldwork application. Participation and timely completion are required for the student to earn a satisfactory grade. Failure to complete all online assignments and discussions will result in failure of class, regardless of success at fieldwork site. Online coursework is to be started by the second week of the determined fieldwork date and completed the final week of Level II Fieldwork rotation. *Failure to comply with fieldwork policies results in termination of fieldwork.*

A student may be allowed to complete **one repeat** fieldwork, if the student meets all expectations determined by faculty and Occupational Therapy Assistant Program Fieldwork Committee. No student is allowed to do more than one repeat fieldwork.

Requirements established in the [ACOTE Guidelines for Level II Fieldwork](#), specific to occupational therapy assistant students, include documenting and verifying that the student is supervised by a currently licensed or

otherwise regulated occupational therapist or occupational therapy assistant (under the supervision of an occupational therapist) who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist or occupational therapy assistant prior to the onset of the Level II fieldwork. Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II Fieldwork experience. The supervising therapist may be engaged by the fieldwork site or by the educational program. (ACOTE C.1.11)

The Casper College COTA Program will include:

1. A minimum of 16 weeks full-time 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 (ACOTE C.1.10)
2. All courses that are required for the A.S. in Occupational Therapy Assistant degree are required to be completed no later than the end of the summer semester of the second summer coursework. Failure to follow this progression will result in a delayed start of COTA 2500 and COTA 2550. Students must complete all Level II Fieldwork within 12 months following the completion of all academic portion of the OTA Program.
3. Documenting and verifying that the student is supervised by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the supervision of an occupational therapist) who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist or occupational therapy assistant, prior to the onset of the Level II fieldwork. Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II Fieldwork experience. The supervising therapist may be engaged by the fieldwork site or by the education program. (ACOTE C.1.11)

#### **Fieldwork Placement Designation for Level II Fieldwork**

- 1) *Level II Fieldwork* experience is selected through a lottery method. This method provides equal opportunity for all students to choose Level II Fieldwork experiences. A meeting will be held during the first spring semester where lottery numbers will be drawn; the student who is number one will have first choice of the facility he/ she selected and so forth, down the list of students. A student will provide a list of his/ her top two choices for each experience, but no guarantee will be made concerning clinical assignments. The AFWC will meet with students to assign placement. Students may complete only one placement in Casper or Douglas, Wyoming. Douglas, Wyoming is considered a local site.
- 2) The following criteria will be implemented in determining Level II Fieldwork placement.
  - a. The student will not be able to complete a Level II Fieldwork placement where the student is/ or has been employed at the fieldwork site or has family members that are currently employed at this site.
  - b. The student will not be able to complete a Level II Fieldwork placement where the student or immediate family members has or had treatment at the facility in the past three years.
  - c. The student is required to complete two successful Level II Fieldwork rotations. These cannot be completed in the same population settings or in facilities that have the same administering body.
  - d. The facility offers a variety of diagnoses, evaluations, and treatment interventions that will help to prepare OTA students for success on the National Board of Certification of Occupational Therapy.

- e. Any occupational therapy assistant student who would like to go to a state outside of the five state areas for their Level II Fieldwork rotation must demonstrate the following professional and academic behaviors, as well as submit a typed petition to the fieldwork committee. The fieldwork committee will then determine if the student demonstrates competent skills for the requested site placement. This is contingent up on the following:
- Grade point average of 3.0 or above in all OTA coursework.
  - Successful completion of all Level I Fieldwork rotations.
  - Consistently demonstrates professionalism and completes all OTA academic coursework on time, as demonstrated by no more than one student success form and has not been placed on academic or professional probation.
  - If a student has received a student success form, the student follows the guidelines of the established student success form.
  - When absent, initiates completion of missed coursework independently and in a timely fashion.
  - Notification of absence to faculty needs to be completed effectively and efficiently.
  - Consistently demonstrates respect to all classmates and instructors in the Occupational Therapy Assistant Program, as evident by no more than one student success form and/ or no probationary actions throughout the OTA program.
- 3) It is the student's responsibility to notify OTA Program Academic Fieldwork Coordinator of any site which may affect the above policy. Failure to comply with requested information could lead to termination of both fieldwork placements and/ or program registration.
- 4) If a student is experiencing academic or professional expectation difficulties or is on probation, they will be required by the OTA Program to complete their fieldwork within the state of Wyoming or within 300 miles from Casper, Wyoming, and at a site that the Casper College OTA program currently has a Memorandum of Understanding or Clinical/ Fieldwork Agreement with. This will allow the program faculty to monitor progress of the student.
- 5) Students must provide their own transportation to and from the clinical sites. Neither Casper College nor any of its fieldwork sites accepts liability for the student travel to or from the clinical sites or Casper College.
- 6) Level II Fieldwork outside the United States are required to be supervised by an occupational therapist that graduated from a program approved by the World Federation of Occupational Therapists and has one year of experience in the practice prior to the fieldwork experience (ACOTE C.1.16). This fieldwork will not exceed eight weeks.

#### **Student Changing or Cancelling Fieldwork Experience:**

Once the Academic Fieldwork Coordinator has received signed Level II Reservation Form to complete fieldwork at a facility, this agreement is binding.

### **The Process of Scheduling a Student for Repeat Fieldwork**

1. A repeat Level II Fieldwork due to failure, termination, withdrawal, or drop is only allowed to do **one repeat**.
2. Once the new site has been determined, the AFWC will contact the fieldwork site and notify the site of the student's request.
3. Students are encouraged to contact the fieldwork site to discuss the circumstances/difficulties surrounding the previous fieldwork.
4. When a **verbal agreement** has been reached by the student and a fieldwork site, the AFWC will negotiate the fieldwork contract and arrange the necessary paperwork for the student's fieldwork experience.

### **Situations Which May Require Student Removal/ Failure from Level II Fieldwork by Academic Program**

- 1) Failure to complete all academic classes prior to fieldwork start date.
- 2) Failure to register for COTA 2500 and/or COTA 2550, four weeks prior to start of fieldwork.
- 3) Not following Casper College Occupational Therapy Assistant Program Dress Code (OTA Program shirts, dress pants, and name tag).
- 4) Failure to follow the Student Fieldwork Responsibilities as stated in the manual.
- 5) Failure to comply with HIPAA and confidentiality requirements per facility standards.
- 6) Not completing and submitting scheduled online academic coursework within the **first two weeks** of fieldwork and not maintaining expectations for online coursework throughout the fieldwork placements. The online fieldwork assignments and discussions for Level II Fieldwork are mandatory. Students should make arrangements for computer access before leaving for fieldwork so they will be able to participate in these fieldwork requirements. This is a vital part of education for the occupational therapy assistant program. Students who have not completed at least 75% of required assignments and discussions by midterm will be

terminated from their fieldwork site. All assignments and discussions must be completed by the end of the seventh week of fieldwork to receive a passing grade for the placement. The AOTA Fieldwork Performance Evaluation for the OTA Student, Student Evaluation of Fieldwork Experience, OTPF and Summary of OTPF Findings are to be submitted to the Academic Fieldwork Coordinator by the third working day after completion of the Level II Fieldwork.

- 7) Not turning in previous Level II Fieldwork Data forms to Academic Fieldwork Coordinator **prior** to start of sequential Level II Fieldwork.
- 8) Not earning a sum score of 91 points or higher, and a score of 3 or higher on items #1, #2 and #3 on the AOTA Fieldwork Performance Evaluation for the OTA Student by end of fieldwork.
- 9) At any time during the fieldwork process, the OTA faculty has the right to terminate the student based on information between the fieldwork educator, the AOTA Fieldwork Performance Evaluation for the OTA Student, and concern from the fieldwork facility.
- 10) Failure to submit an official copy of the AOTA Fieldwork Performance Evaluation for the OTA Student and Student Evaluation of the Fieldwork Experience to Academic Fieldwork Educator within one week of completion of site.
- 11) Failure to complete Casper College OTA Program End of Fieldwork electronic survey.

### **Situations Which May Require Student Removal/ Failure from Level II Fieldwork by Fieldwork Educator**

- a. The student is not progressing with the site-specific objectives determined by the facility.
- b. Failure of the student to follow safety guidelines with clients and facility standards.
- c. Failure of the student to follow HIPAA guidelines at all times per facility standards.
- d. Failure to complete site-specific assignments.
- e. At any time during the fieldwork process, the fieldwork educator has the right to terminate the student based on the AOTA Fieldwork Performance Evaluation for the OTA Student and concern from fieldwork facility/ staff.

### **Situations Which May Require Fieldwork Educator to Cancel or Amend Level II Fieldwork**

- a. If there is a change to the OTA students Level II Fieldwork schedule, the fieldwork educator is to notify the Casper College Occupational Therapy Assistant Program's Academic Fieldwork Coordinator as early as possible. This will allow for the student to adjust their fieldwork plan.
- b. If there is a change in the fieldwork educator, please notify the Casper College Occupational Therapy Assistant Program's Academic Fieldwork Coordinator as soon as possible. The Academic Fieldwork Coordinator will then discuss with the new fieldwork educator the Level II OTA process including objectives, evaluations, midterm process, etc.

### **Level II Fieldwork- Specific Learning Objectives**

Please refer to the AOTA Fieldwork Performance Evaluation for Occupational Therapy Assistant Students. The following serves as a guide. Upon completion of the Level II Fieldwork experience, the student will be able to display entry-level competencies, specifically:

#### **1.0 Data Gathering/Reporting**

- 1.1 Gather appropriate data independently concerning the client from medical records, client/ family interview, observation, and evaluation instruments.
- 1.2 Independently initiate collaboration with supervisor to accurately select, administer, record and report selected evaluation results according to standardized procedure.
- 1.3 Identify the need for client re-evaluation and treatment program and plan for discharge effectively through modification of treatment plan.
- 1.4 Identify readiness for client discharge to supervisor.

#### **2.0 Treatment**

- 2.1 Based on evaluation findings, collaborate with an OTR and the client to develop a treatment plan with realistic long and short-term goals which address the client's needs.
- 2.2 Select and utilize a variety of media and technical skills to implement a goal directed treatment program.
- 2.3 Demonstrate integration of safety awareness in all facets of client treatment.
- 2.4 Identify classic symptoms of diseases and their related treatment precautions.
- 2.5 Assume authority appropriately by effectively managing client's behavior.
- 2.6 Demonstrate the ability to analyze and grade activities effectively.
- 2.7 Demonstrate the ability to provide individual, as well as group treatments effectively.
- 2.8 Demonstrate the ability to prioritize treatment goals and recognize when treatment is

- effective or ineffective.
- 2.9 Demonstrate the ability to fabricate or adapt equipment to maximize client's performance.
- 2.10 Identify psychosocial factors which impact a client's occupational performance and create a client centered, occupation-based intervention to address these factors.
- 3.0 Professional Responsibilities
- 3.1 Demonstrate initiative to expand personal knowledge base.
- 3.2 Demonstrate flexibility and adjust to program pace.
- 3.3 Respect the client's rights to confidentiality, privacy and choice.
- 3.4 Develop a professional identity by appropriately demonstrating professional behaviors, appearance and communication.
- 3.5 Manage and maintain clinic supplies and equipment.
- 3.6 Develop one's self as a therapeutic agent.
- 4.0 Communication
- 4.1 Demonstrate effective verbal and non-verbal communication skills with clients, families, supervisor, and staff.
- 4.2 Demonstrate effective written communication skills in accordance with the requirements of the facility.
- 4.3 Accurately represent the profession of OT to clients, families, and other intra-professional disciplines within the community.
- 4.4 Verbalize awareness of the different roles of other members in the intra-professional healthcare team and how they effectively function as a team.
- 5.0 Supervision
- 5.1 Recognize own strengths and limitations, and handle personal and professional problems effectively.
- 5.2 Acknowledge feedback from supervisor and modify behavior accordingly.
- 5.3 Comply with the policies and procedures of the facility.
- 5.4 Demonstrate the ability to effectively collaborate with the supervising OTR.

### **Sample Fieldwork Level II Weekly Outline for Fieldwork Educator**

Level II Fieldwork Students Casper College Occupational Therapy Assistant Program. Please remember these are only **sample objectives**. Fieldwork sites are encouraged to establish site specific fieldwork objectives in collaboration with the Academic Fieldwork Coordinator.

#### **Week 1**

- Orientation of facility
- Complete requirements of facility (paperwork)
- Tour of facility
- Observe staff meetings
- Meet treatment team
- Observe treatments/ evaluations
- Review Code of Ethics and Standards of Practice

- Role delineation of OTR and COTA at facility
- Introduction to computer documentation system
- Begin chart reviews and goal reviews of clients
- May begin first treatment with support from supervisor

## **Week 2**

- Continue chart reviews, goal reviews, and review plan of care of clients
- Establish client load of first clients and begin focusing on these clients
- Observation of evaluations and initial documentation
- Establish therapeutic interventions for clients, in collaboration with supervisor, and begin hands-on learning with evaluation/ treatment of clients with support from supervisor
- Begin practicing computerized documentation
- Continue to attend weekly meetings with supervisor to discuss progress, concerns and student goals
- Continue to attend staff meetings and begin to participate in meetings as appropriate
- Start planning assignments (i.e.: evidenced based intervention/research, verbal reports, precautions on various diagnoses, performing an in-service on a certain topic, fabricate a rehab project that the facility would benefit from)

## **Week 3**

- Continue chart reviews, review of goals and plan of care of clients
- Increase client load as appropriate with support from supervisor
- Select, establish, and implement client-centered and occupation-based treatment interventions with clients with supervisor guidance and review
- Continue documenting on clients with supervisor review
- Continue to attend weekly meetings with supervisor to discuss progress, concerns and student goals
- Continue to attend staff meetings and begin to participate in meetings as appropriate
- Describe billing procedure of facility
- Define safety concerns for family and client
- Continue to progress with the above areas identified
- Plan and implement treatment interventions with increased client load
- Student should start to be more independent with chart reviews and review of goals towards treatment implementation
- Student should be doing weekly (if appropriate) hands on learning with evaluations
- Student should document on clients with better precision and meeting facility documentation requirements, supervisor still reviewing
- Student should demonstrate understanding of billing procedure of facility
- Student should start designing or preparing a fieldwork project to present at the end of the fieldwork rotation

## **Week 4**

- Go over midterm results and review with student and supervisor
- Call AFWC for midterm review with student and supervisor

- Continue assisting with evaluations and documenting goals for client
- Continue chart reviews, review of goals, and review plan of care of clients
- Select, establish, and implement client-centered and occupation-based treatment interventions with clients with supervisor review
- Continue documenting on clients with supervisor review with increased speed and efficiency
- Increase case load, as deemed appropriate for student
- Continue attending meetings and verbalize occupational therapy considerations in meetings

#### **Week 5**

- Continue chart reviews, review of goals, and review plan of care of clients
- Continue documenting on clients with supervisor review
- Increase case load as deemed appropriate for the student. Add more challenging clients to student's case load or clients with a different diagnosis
- Continue to select, establish, and implement client-centered and occupation-based treatment interventions with clients with supervisor review
- Plan in-service presentation, research, projects, etc.
- Continue participation in meetings and voice occupational therapy considerations in meetings
- Continue in-service meeting plan and schedule for following week
- Student should be working on the Occupational Therapy Practice Framework assignment from the OTA program

#### **Week 6**

- Continue chart reviews and review of goals
- Continue documenting on clients with supervisor
- Increase case load as deemed appropriate for student
- Entry-level case load, if possible, and maintain for two weeks
- Perform in-service/ project presentation

#### **Week 7**

- Continue to progress with the above areas identified and student should be demonstrating entry level competence
- Perform in-service/ project presentation
- Student should complete the Occupational Therapy Practice Framework assignment from the OTA program

#### **Week 8**

- Continue to progress forward with the above areas identified and student should be demonstrating entry level competence
- Turn in all equipment, books, keys, etc.
- Complete and review with student the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student
- Complete and review with the supervisor the Supervisor Evaluation of the Fieldwork Experience
- Complete all assignments for fieldwork educator, as well as online course work



- Terminate services with clients
- Wrap up documentation/files

## **Level II- Policy Regarding Fieldwork Evaluation and Grading**

Upon successful completion of academic coursework, each student is expected to successfully complete 16 weeks of fulltime fieldwork. In order to successfully complete fieldwork, the student must have a passing score according to AOTA Guidelines for Performance, Judgment, and Attitude. Scores are determined through evaluation by the AOTA *Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student* (FWPE). A student is considered passing with all items scores to receive a “pass”, a sum score of 91 or above, and a score of 3 or higher on items #1, #2, and #3 on the FWPE. Failure to meet these requirements results in failure of their Level II Fieldwork.

Students are enrolled in fieldwork for credit. In order for students to complete the requirements for a grade, the fieldwork educators and students must ensure that both the FWPE and the AOTA *Student Evaluation of Fieldwork Experience* (SEFWE) and the AOTA *Student Evaluation of the Fieldwork Educator* are sent to the Casper College Occupational Therapy Assistant Program AFWC, who is then authorized to send the grade report to the Registrar’s Office to be recorded on the student’s transcript. Grades for fieldwork are “Satisfactory”/ “Unsatisfactory”.

It is the Occupational Therapy Assistant Program’s expectation that students will not experience major difficulties and will successfully complete all fieldwork requirements. However, should the student experience difficulty leading to the discontinuation of fieldwork, the following categories for termination apply as described below.

### **Level II Fieldwork Termination Policies**

If a student fails to obtain a Satisfactory or better in Level II Fieldwork with a final grade of 90 or below, he/she may repeat the fieldwork education course during the following semester, depending upon fieldwork availability and if unanimous affirmation is received from faculty. If this unanimous affirmation is not received, the student will be terminated from the professional program and their registration cancelled. A student may be allowed to complete **one repeat** fieldwork, if the student meets all expectations determined by faculty and Occupational Therapy Assistant Program Fieldwork Committee. No student is allowed to do more than one repeat fieldwork. The following are the types of termination possible from the fieldwork setting:

**Terminated Passing:** In this situation, the student, fieldwork educator, and the academic fieldwork coordinator mutually agree at some point prior to the midterm that the student is unable to perform to their potential due to a mismatch of student and facility. The student is permitted to withdraw from the fieldwork or receives an incomplete and is rescheduled immediately for another fieldwork; whichever fits the student most conveniently.

**Terminated for Medical Reasons:** This may occur at any time during the fieldwork experience in which the student is currently meeting competencies. The student is allowed to withdraw passing or take an incomplete for the course and complete it when he/ she is medically stable, upon recommendation by the referring medical professional.

**Terminated Failing:** This student is not meeting competencies and receives a non-satisfactory midterm and/ or final evaluation. This would be reflected with an unsatisfactory grade on the student’s transcript. In addition, the

fieldwork facility may terminate a student at any time whose performance is not competent and threatens the client's treatment/ safety. A student may also terminate at any time due to extenuating circumstances.

### **Level II Fieldwork Termination Procedures**

The student and/ or fieldwork educator may call a meeting to initiate the process. The following is the chain of command:

1. The student and fieldwork educator need to discuss the issues concerning the situation.
2. A Casper College representative will meet with the fieldwork educator and student together or individually. Depending on the geographic location, this meeting may occur on site or via conference call.
3. If it is determined the student will not continue in the fieldwork but will remain in the program, the student will be placed on probation and a remediation plan will be developed at this time. This remediation plan must be successfully completed before the student will be scheduled for an alternative fieldwork. The decision of placement will be made by the faculty to ensure that the student's educational goals will be met. Emphasis will be based upon educational needs rather than geographical location. Requests from the student will be considered but not guaranteed.
4. If the student continues in the present fieldwork, the student may be placed on probation by unanimous vote of the faculty. A structured plan will be developed to monitor the student's progress.
5. If the problems identified are significant enough, the student may be terminated from the program by unanimous vote of the faculty.

## Appendix

### Accreditation Council for Occupational Therapy Education (ACOTE) Standards for the Occupational Therapy Assistant Student, Effective JULY 31, 2018.

Fieldwork educators are encouraged to review the entire American Occupational Therapy Association Essentials. The following is provided as a guide:

<b>C.1.0 FIELDWORK EDUCATION</b> Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model. The academic fieldwork coordinator is responsible for the program's compliance with fieldwork education requirements. The academic fieldwork coordinator will:	
C.1.1	Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education.
C.1.2	Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience.
C.1.3	Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of fieldwork experience, and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience.  Ensure that fieldwork objectives for all experiences include a psychological objective.
C.1.4	Ensure that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.
C.1.5	Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.4.7.
C.1.6	The program must have evidence of valid memoranda of understanding in effect and signed by both parties from the onset to conclusion of the Level I fieldwork and the Level II fieldwork if it involves an entity outside of the academic program. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.
FOR A FIELD TRIP, OBSERVATION, OR SERVICE LEARNING ACTIVITY IS USED TO COUNT TOWARD PART OF LEVEL I FIELDWORK, THEN A MEMORANDUM OF UNDERSTANDING IS REQUIRED. IF A	

FIELD TRIP, OBSERVATION, OR SERVICE LEARNING ACTIVITY IS NOT USED TO COUNT TOWARD PART OF LEVEL I FIELDWORK, THEN NO MEMORANDUM OF UNDERSTANDING IS REQUIRED. WHEN A MEMORANDUM OF UNDERSTANDING IS ESTABLISHED WITH A MULTISITE SERVICE PROVIDER (E.G., CONTRACT AGENCY, CORPORATE ENTITY), THE ACOTE STANDARDS DO NOT REQUIRE A SEPARATE MEMORANDUM OF UNDERSTANDING WITH EACH PRACTICE SITE.	
C.1.7	At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation.
The goal of Level I fieldwork is to introduce students to fieldwork, to apply knowledge to practice, and develop understanding of the needs of clients. The program will:	
C.1.8	Ensure that personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.
C.1.9	<p>Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process, and includes mechanisms for formal evaluation of student performance.</p> <p>The program must have clearly documented student learning objectives expected of the Level I fieldwork.</p> <p>Level I fieldwork may be met through one or more of the following instructional methods:</p> <ul style="list-style-type: none"> <li>• Simulated environments</li> <li>• Standardized patients</li> <li>• Faculty practice</li> <li>• Faculty-led site visits</li> <li>• Supervision by a fieldwork educator in a practice environment.</li> </ul> <p>All Level I fieldwork must be comparable in rigor.</p>
The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The program will:	
C.1.10	<p>Require a minimum of 16 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.</p> <p>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.</p>
C.1.11	Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under

	<p>the supervision of an occupational therapist) who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist or occupational therapy assistant prior to the onset of the Level II fieldwork.</p> <p>Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork. The supervising therapist may be engaged by the fieldwork site or by the educational program.</p>
C.1.12	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).
C.1.13	Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.
C. 1.14	Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy assistant services and supervision by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the direction of an occupational therapist) with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.
C.1.15	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student</i> or equivalent).
C.1.16	Document and verify that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by World Federation of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork.

**CASPER COLLEGE OCCUPATIONAL THERAPY ASSISTANT PROGRAM**  
**OCCURRENCE REPORT**  
**(to be completed by OTA student)**

Occurrence Date: \_\_\_\_\_ Occurrence Time: \_\_\_\_\_

Client Sex: \_\_\_\_\_ M \_\_\_\_\_ F Client Age: \_\_\_\_\_

Diagnosis: \_\_\_\_\_

Location of Occurrence: \_\_\_\_\_

Is the affected person a: ☐ Client ☐ Student ☐ Visitor ☐ Other: \_\_\_\_\_

Name of person reporting occurrence: \_\_\_\_\_

List Witnesses: \_\_\_\_\_

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**Check all which apply:**

**FALLS:**

- ☐ Found on floor
- ☐ Assisted to floor
- ☐ Fall from bed
- ☐ Fall from table /equipment
- ☐ Fall from commode/ chair
- ☐ Fall in bathroom
- ☐ Walking/ Standing Fall
- ☐ Fall in community
- ☐ Fall on stairs
- ☐ Slip- Fall
- ☐ Slip- Near Fall

**MEDICAL PRECAUTIONS:**

- ☐ Orthopedic (THA, TKA, WB status, etc.)
- ☐ Neurological (impulsivity, agitation, confusion, etc.)
- ☐ Mental Health (flight risk, suicidal, hallucinations/ delusions, etc.)
- ☐ Behavioral (safety concerns, aggression, self-harm, etc.)
- ☐ Other (Oxygen, side effects from meds, etc.)

Please explain the above: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

- ☐ Trip- Fall
- ☐ Other: \_\_\_\_\_

**BURNS:**

- |  |                                   |
|--|-----------------------------------|
| <input type="checkbox"/> Electrical                                      | <input type="checkbox"/> Chemical |
| <input type="checkbox"/> Hot liquid                                      | <input type="checkbox"/> Fire     |
| <input type="checkbox"/> Physical Agent Modalities                       | <input type="checkbox"/> Splints  |
| <input type="checkbox"/> ADLs/ IADLs (cooking, iron, curling iron, etc.) |                                   |
| <input type="checkbox"/> Other: _____                                    |                                   |

**Report filed at facility:** Yes \_\_\_\_ No \_\_\_\_

**Fieldwork Educator**

**Notified:** Yes \_\_\_\_ No \_\_\_\_

**Academic Fieldwork**

**Coordinator Notified:** Yes \_\_\_\_ No \_\_\_\_

**Program Director**

**Notified:** Yes \_\_\_\_ No \_\_\_\_

**Dean of Health Science**

**Notified:** Yes \_\_\_\_ No \_\_\_\_

**ANALYSIS OF OCCURRENCE**

Explain in your own words how the occurrence happened: \_\_\_\_\_

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Describe how you believe you contributed to the occurrence: \_\_\_\_\_

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Describe what you will do to prevent a similar occurrence in the future: \_\_\_\_\_

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Student Signature

Date

Fieldwork Educator's explanation of occurrence: \_\_\_\_\_

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Fieldwork Educator Signature

Date      COMMUNITY EXPERIENCE

### Fieldwork Educator Resources

Casper College Occupational Therapy Assistant Program Website located at:

<http://www.caspercollege.edu/occupational-therapy-assistant>

Provides the following information:

- OTA Program Fieldwork Newsletter
- Clinical Educator and Student Fieldwork Manual

Casper College OTA Program Fieldwork Newsletter located at:

<http://www.caspercollege.edu/occupational-therapy-assistant>

American Occupational Therapy Association (AOTA) Fieldwork Education Resources located at:

<https://www.aota.org/education-careers/fieldwork.aspx>

Provides the following information:

- Level I Fieldwork located at <https://www.aota.org/Education-Careers/Fieldwork/Levell.aspx>
- Level II Fieldwork located at <https://www.aota.org/Education-Careers/Fieldwork/LevelII.aspx>
- Site Specific Objectives located at <https://www.aota.org/Education-Careers/Fieldwork/SiteObj.aspx>
- Student Supervision located at <https://www.aota.org/Education-Careers/Fieldwork/StuSuprvsn.aspx>
- Fieldwork Educators Certificate Workshop located at <https://www.aota.org/Education-Careers/Fieldwork/Workshop.aspx>
- Answers to Your Fieldwork Questions located at <https://www.aota.org/Education-Careers/Fieldwork/Answers.aspx>