MEMORANDUM

TO: All Occupational Therapy Assistant Students

FROM: Edward Gayden, COTA
        Academic Fieldwork Coordinator

RE: Fieldwork Information

Congratulations! You have been selected to pursue an Associate of Applied Science degree as an Occupational Therapist Assistant (OTA) at St. Philip’s College.

You were selected from among the many qualified candidates because of your past academic achievements and sincere interest in contributing toward the improved health of others.

The faculties are dedicated to presenting you with the knowledge and skills required for you to become a fully prepared and qualified OTA. You will be exposed to three types of learning environments during the next two years: the classroom, the laboratory, and a variety of selected operating occupational therapy clinics. The educational contributions of each learning environment will be crucial to your professional development.

Throughout our program, we will encourage problem solving and independent thinking on your part. We expect that as you assimilate into the career field, self-responsibility, along with professional behaviors, will afford you the opportunity to become an active participant and practitioner in the lifelong learning process of occupational therapy.

Again, welcome to the Occupational Therapist Assistant Program, our “point of pride” at St. Philip’s College.

Sincerely,

Faculty and Staff
St. Philip’s College Occupational Therapist Assistant Program

Kathryn Freeman, OT, MOT
Program Director
210.486.2421
Kfreeman24@alamo.edu

Edward Gayden, COTA, BS
Academic Fieldwork Coordinator
210.486.2432
egayden@alamo.edu

Yvette Woods, PhD, OTR
Assistant Professor
210.486.2041
ywoods3@alamo.edu
Introduction

This manual was developed as a resource for those parties invested in the educational program of the Occupational Therapy Assistant (OTA) students at St. Philip’s College. In addition to specifics related to the fieldwork program, information related to the academic program philosophy, faculty, and curriculum is included to provide a broad overview of the OTA program.

As you use this manual, we welcome your feedback and questions. We also thank you for your participation in the professional development of our students. Whether you are a student, fieldwork supervisor, fieldwork site coordinator, facility administrator, or academic faculty member, your role is valued and essential to the goal of educating future members of our profession.

Mission Statement: College

As one of the five Alamo Colleges, St. Philip's embraces the mission of the District: “Empowering our diverse communities for success”. As evidenced below, the St. Philip’s College mission supports this visionary goal.

St. Philip's College, founded in 1898, is a comprehensive, public community college whose mission is to provide a quality educational environment that stimulates leadership, personal growth, and a lifelong appreciation for learning.

As a Historically Black College and as a Hispanic Serving Institution, St. Philip's College strives to be an important force in the community, responsive to the needs of a population rich in its ethnic, cultural, and socio-economic diversity. St. Philip's College seeks to create an environment fostering excellence in academic and technical achievement, while expanding its commitment to opportunity and access.

The College takes pride in its individual attention to students in a flexible and sensitive environment. As a dynamic and innovative institution, St. Philip's College values the role of creative and critical thought in preparing its students, campus, and community to meet the challenges of a rapidly changing world.

Mission Statement: OTA Program

The program’s mission is to provide students with a quality occupational therapy assistant education to become competent entry-level professionals. The program fosters the growth of compassionate, ethical practitioners with leadership abilities, who are valued contributors to the community. The program shares with the College responsiveness to the needs of students with diverse ethnic, cultural, and social-economic backgrounds. These needs are met with a commitment to establishing and maintaining a supportive, professional learning environment, including community service. The program fosters development of critical thinking, creative problem solving, personal growth, leadership abilities, and lifelong pursuit of learning in order to meet the ever-changing demands in healthcare.
OTA Program Philosophy

Beliefs about Human Beings:

The philosophy of the Occupational Therapy Assistant Program at St. Philip’s College is based on AOTA’s “Philosophical Base of Occupational Therapy” (1979). Humans interact, adapt, and control their internal and external environments through occupations and purposeful activity. Constant adaptation to change is required of humans, both for survival and self-actualization. Biological, psychological, social, and/or environmental challenges cause individuals to adapt in new and different manners. Occupational therapy practitioners assist individuals facing dysfunction or to improve quality of life in the process of maximizing adaptation. Engagement in purposeful activity and occupation facilitates the learning of new behaviors as well as providing intrinsic motivation. In Occupational Therapy, the adaptation process is a collaboration among the client, the therapist, family or significant others, and other team members.

The SPC OTA faculty members hold that the following beliefs are most important concerning human beings:

- Treat each individual human being with value and respect
- Open communication, acting ethically and with integrity builds trust
- Growth and transformation will result when individuals take responsibility for one’s own actions and strive for continuous learning

Beliefs About How Adults Learn:

The SPC program beliefs on adult learning include concepts from the following sources: AOTA’s Philosophy of Occupational Therapy Education (2007), Knowles (1998), Bloom (1984), and differing learning styles.

- As educators, the SPC program faculty view humans as lifelong learners with the capacity for continued growth and change. Man learns by “doing” or “occupation”, by engaging the mind, body and spirit. Students will develop the skills needed to be a professional OTA through active participation in internal and external environments. As applicants, students demonstrate their motivation to learn and self-direct their behavior. Once in the program, students build on their knowledge from previous courses and their life experiences. OTA faculty present course materials on the most current trends in Occupational Therapy, understanding that adult students learn more easily from purpose driven and readily applicable information. Learning will occur in the contexts of individual processes of self-directed learning and self-reflection, as well as, from the collective experiences and interactions of the community of students and faculty. Experiencing various activities in problem solving leads to critical thinking skills, this facilitates competence and clinical reasoning skills.

- The OTA faculty believes that college is a growth experience, which is one of Knowles’ (1998) tenets of adult learning. Students entering the program are seen as bringing varied life experiences and knowledge in learning to become competent in the education and skills needed to be an occupational therapy assistant. Faculty will utilize a number of techniques in the classroom and labs, to promote active and collaborative learning, and practical application in a safe environment. Thus, the student’s experiences and their own individual strengths assist the student in integrating occupational therapy concepts into implementation of treatment.

- The OTA faculty believes that Bloom’s (1984) cognitive levels explain the sequencing of learning. Students first learn the basic terminology or concepts for a firm foundation, much
of which is rote memory (Knowledge). As students gain understanding (Comprehension),
they can then begin to see and make adapt terminology to situations (Application). As
students see patients in the clinics, they compare and relate this to the didactic information
(analysis). At the most complex levels, students are integrating patient diagnosis
information with treatment interventions (Synthesis) and finally critiquing themselves and
validating their choices and actions (Evaluation).

- Learning styles are as varied as the students are. Based on this fact, the OTA students
complete two learning style inventories. The information from these inventories is then used
to guide students in study techniques. Faculty members use the information in creating
learning activities. Students are encouraged to experiment with a number of strategies in the
adaptation process of learning. This will assist students in understanding how to encourage
and teach clients in the clinic, as well as, how to meet the demands of multiple learning
styles in the workplace. Inventories that have been utilized are the Multiple Intelligences
Test, which is based on Howard Gardner's Multiple Intelligence Model and a simple
Verbal-Auditory-Kinesthetic learning style inventory.

The OTA faculty members hold that the following beliefs are most important concerning how
human beings learn:

- Show respect for the individual
- Present material through a variety of approaches to guide learning
- Active participation is required of the student, whether individually or in groups
- Utilize and build on one’s life experiences
- Collaboration and diversity of ideas of the students and faculty will develop a joyful,
creative community of learning and service

OTA PROGRAM CURRICULUM FRAMEWORK

The Occupational Therapy Assistant program curriculum is designed to be in accordance with the mission
and philosophy of St. Philip’s College and the American Occupational Therapy Association. Additionally,
the curriculum design meets the needs of the SPC OTA Advisory committee, NBCOT, ACOTE Standards,
and the needs of the community. The SPC Occupational Therapy Assistant faculty agrees
upon the educational objectives for the Associate of Applied Science in the Occupational Therapy Assistant
curriculum.

The scope, sequencing, and major themes of the curriculum are designed for students to acquire the
knowledge, skills, attitudes and competencies, as expressed in our program objectives, to become proficient
entry-level occupational therapy assistants and life-long learners.

OTA Program Goals:

1. Ensure that the program application process selects qualified individuals in a non-discriminatory
manner for affordable access to quality higher education for citizens of Bexar county and
surrounding service area.
2. Provide support mechanisms, coursework and fieldwork education that prepares students with
sufficient knowledge, skills, and attitudes to meet ACOTE entry-level competencies and pass the
National Board of Certification in Occupational Therapy (NBCOT) certification exam.
3. Provide effective occupational therapy assistant workforce education and training experience in
partnership with and to meet the needs of businesses and community-based organizations.
4. Provide the OTA faculty of Alamo Colleges with the financial, technologic, and physical capacities, including but not limited to, faculty salaries, faculty professional development, program equipment and supplies effectively meeting their mission of the OTA program.

OTA Educational Goals:
Upon completion of the program, the student will demonstrate the attitudes, knowledge, and skills necessary for competent entry-level practice required through an integrated healthcare team delivery system as reflected in the following:

- Serve a diverse population in a variety of systems that are consistent with entry-level practice
- Promote the value of lifelong learning and the need to utilize research in clinical practice
- Apply occupational therapy principles in an effective manner to implement and document occupation-based intervention tools to achieve expected outcomes
- Advocate for the strengths and opportunities of the profession, services and consumers
- Effectively practice within the distinct roles and responsibilities of the occupational therapy assistant under the supervision of an occupational therapist
- Provide occupational therapy services within the framework of legal, ethical, and professional standards
- Consistently monitor the therapeutic environment within a clinical setting to ensure safety, order, and patient/client privacy

Preparation for Practice
The Occupational Therapy Assistant Program is a sequenced 2-year Associate of Arts in Science (AAS) degree program consisting of lecture, laboratory, and clinical instruction. Year one consists of classroom instruction during the fall semester. The spring semester has classroom instruction along with one-day-a-week clinical. The Second Year of the program consists of classroom instruction during the fall or third semester, with two-days-a-week in clinical. The subsequent spring semester consists of two (2), full-time, minimum of eight-week clinical internships.

The SPC Occupational Therapy Assistant programs will prepare students for practice in hospitals, outpatient facilities, skilled nursing facilities, mental health facilities, schools, and home-health care. Students will have at least one experience in an emerging practice area with a community agency. Further, students will have courses specific to the pediatric population and the elderly population; all other courses will utilize examples from ages across the life span. Students are taught to view persons holistically, however, for better comprehension; the areas of mental health and physical function are each specifically studied in courses in the third semester.

Scope of Content
The SPC OTA program scope of content is based on repetition of basic concepts of occupational therapy practice, with less exposure to more advanced concepts.

Examples of “Basic concepts” include:
- Focus on human structure and function that leads to competency in assessing range of motion and manual muscle testing and knowledge of specific exercises to improve motion and strength.
- Focus on human reflexes that are vital for treatment with Pediatrics as well as Neurodevelopmental treatment (NDT).
- Focus on the patient practitioner relationship and self-reflection is basic to every interaction, whether it be in person, by phone, or electronically.
- Focus on treatment techniques and interventions for selected diseases or disorders that are most common among the clients that OTAs will treat.
Examples of “Advanced concepts” include:

- One lecture and lab to practice making 2 basic splints
- One lecture and lab to practice electrotherapeutic modalities such as TENS, ultrasound, and e-stimulation.
- One lecture and lab to review orthotics-static, dynamic, and with e-stimulation attachments

Fieldwork within the Curriculum

Fieldwork Level I

Starting in the second semester of the curriculum, students participate in fieldwork experiences within individual courses to enhance course content. The students have specific objectives and assignments they are required to complete during each Level I fieldwork experience.

Fieldwork Level II

The fourth semester students complete two eight week (full-time) fieldwork experiences.

Sequencing of Content:

The sequence of the SPC OTA curriculum content is based on a developmental model, where the courses are sequenced to begin with basic OTA concepts for a firm foundation. In subsequent courses, these basic principles are presented again, in increasingly abstract and complex manners that require greater levels of problem solving, critical thinking, and adaptive processing for the student. This educational program is hierarchical in nature in that it begins with foundations of basic science knowledge and liberal arts and progresses from occupational therapy concepts and theories to the application of these concepts into treatment procedures and clinical reasoning.

All first semester courses build on the pre-requisites of Anatomy and Physiology, English and Math. Information from other general education courses of Psychology, Sociology, and Philosophy are also included but are not pre-requisites. The majority of the information in the foundational OTA courses is at Bloom’s cognitive levels of knowledge and comprehension, with some application level and critical thinking assignments.
The first semester OTA core concepts and course titles are:

1. The language and task analysis used in occupational therapy – Therapeutic Use of Occupations or Activities I (OTHA 1315/1415).
2. The study of body movement – Human Structure & Function in Occupational Therapy (OTHA 1409).

<table>
<thead>
<tr>
<th>1st Semester – Knowledge and Comprehension</th>
<th>Examples of Core Occupational Therapy Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE NUMBER/TITLE</td>
<td>EXAMPLES OF CORE OCCUPATIONAL THERAPY CONCEPTS</td>
</tr>
</tbody>
</table>
| 1315 or 1415/Therapeutic Use of Occupations or Activities I | • Language and processes of occupational therapy  
|                                           | • Task analysis                                |
| 1409/Human Structure & Function in Occupational Therapy | • Study of body movement  
|                                           | • Neurological concepts                        |
| 1405/Principles of Occupational Therapy | • General occupational therapy history and tenets  
|                                           | • Patient practitioner skills                  |
| 1211/Occupational Performance Throughout the Life Span | • Overview of stages of occupational performance in all stages of life |

The first semester OTA core concepts and course titles are:

2. The language and task analysis used in occupational therapy – Therapeutic Use of Occupations or Activities I (OTHA 1315/1415).
2. The study of body movement – Human Structure & Function in Occupational Therapy (OTHA 1409).
During the second semester, each course builds on all the core OT concepts from the first semester, combining and adding new information, which is applied to populations by age. Students demonstrate their comprehension from the first semester then, based on Bloom’s Taxonomy, apply and begin to analyze the content in more complex assignments.

- One second semester course is a direct continuation of its predecessor, Therapeutic Use of Occupations or Activities I (OTHA 1315/1415) and Therapeutic Use of Occupations or Activities II (OTHA 2402). An example of the core concepts being more complex and abstract is that this course combines task analysis with human movement with patient practitioner skills – Therapeutic Use of Occupations or Activities I (OTHA 1315/1415), Human Structure & Function in Occupational Therapy (OTHA 1409), and Principles of Occupational Therapy (OTHA 1405) respectively; these concepts are applied to transfers, vital signs, dressing techniques, and manual muscle testing.

- The foundational information about all ages of occupational performance in Occupational Performance Throughout the Life Span (OTHA 1211) is re-framed with occupational therapy principles – Principles of Occupational Therapy (OTHA 1405), and task analysis – Therapeutic Use of Occupations or Activities (OTHA 1315/1415) to analyze and develop treatment techniques and treatment plans for the Pediatric population Occupational Performance from Birth through Adolescence (OTHA 1341) and the Elder population Occupational Performance for Elders (OTHA 1253) by the end of each course.

- During Clinical I – Occupational Therapy Assistant (OTHA 1160), students will utilize information from all previous and current courses in a clinic setting one day a week. Students will demonstrate the knowledge, skills and attitudes required of an OTA by interviewing, observing, and interacting with clients. Assignments challenge students to analyze and apply the core OT concepts and theories and reflect on these experiences.

<table>
<thead>
<tr>
<th>3rd Semester – Application, Analysis, and Synthesis</th>
<th>KNOWLEDGE BASE OF PREVIOUS COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COURSE NUMBER/TITLE</strong></td>
<td><strong>EXAMPLES OF CORE OCCUPATIONAL THERAPY CONCEPTS</strong></td>
</tr>
<tr>
<td>2331/Physical Function in Occupational Therapy</td>
<td>• Advanced treatment techniques for selected physical function diagnoses</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2309/Mental Health in Occupational Therapy</td>
<td>• Advanced treatment techniques for selected psychosocial/mental health diagnoses</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2335/Health Care Management in Occupational Therapy</td>
<td>• Management, reimbursement and professional aspects</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1361/Clinical II – Occupational Therapy Assistant</td>
<td>• Syntheses and integration of knowledge, skills and attitudes from all previous and current courses through experience in clinic/community setting one day a week</td>
</tr>
</tbody>
</table>

SPC FIELDWORK MANUAL
The third semester courses are where the core OT concepts are applied, analyzed, and synthesized according to Bloom’s taxonomy. In this semester, students investigate the occupational therapy intervention techniques for selected specific diagnoses. By the end of the academic coursework, students will integrate treatment for the body, mind, and spirit of clients.

- The most complex course of study of body movement – Physical Function in Occupational Therapy (OTHA 2331), combines knowledge from courses Human Structure & Function in Occupational Therapy (OTHA 1409), Pathophysiology in Occupational Therapy (OTHA 2201/2301), Therapeutic Use of Occupations or Activities I (OTHA 1315/1415), and Therapeutic Use of Occupations or Activities I (OTHA 2402).
- The Mental Health in Occupational Therapy (OTHA 2309) re-frames concepts from task analysis – Therapeutic Use of Occupations or Activities I (OTHA 1315/1415), with patient practitioner skills – Principles of Occupational Therapy (OTHA 1405); Pathophysiology in Occupational Therapy (OTHA 2201/2301).
- The Healthcare Management in Occupational Therapy (OTHA 2335) specifically builds on the foundational information from Principles of Occupational Therapy (OTHA 1405), such as ethic reasoning, models of supervision, and professional workplace skills.
- During Clinical II—Occupational Therapy Assistant (OTHA 1361), students integrate and synthesize information from all previous and current courses in a clinic setting two days a week. Students demonstrate the knowledge, skills and attitudes required of an OTA by hands on treatment, if appropriate in the setting, and determining the planning and implementing of interventions. Further, students write a case study/treatment plan, which includes the creation of a piece of adaptive equipment or group protocol based on research. Assignments continue to challenge students to analyze and synthesize the core OT concepts and theories and reflect on these experiences.

### 4th Semester – Synthesis and Evaluation

<table>
<thead>
<tr>
<th>COURSE NUMBER/TITLE</th>
<th>EXAMPLES OF CORE OCCUPATIONAL THERAPY CONCEPTS</th>
<th>KNOWLEDGE BASE OF PREVIOUS COURSES</th>
</tr>
</thead>
</table>
| 2662/Clinical III Occupational Therapy Assistant | - Synthesis and evaluation of all knowledge, skills and attitudes for entry-level practice supervised five days a week experience in clinic.  
- Initial workplace skills | 1st Semester | 2nd Semester |
|                     |                                               | 1211 | 1160 |
|                     |                                               | 1315/1415 | 1253 |
|                     |                                               | 1409 | 1341 |
|                     |                                               | 1405 | 2201/2301 |
|                     |                                               | 2402 | |
| 2663/Clinical IV Occupational Therapy Assistant | - Synthesis and evaluation of all knowledge, skills and attitudes for entry-level practice supervised five days a week experience in clinic.  
- Entry-level workplace skills | 3rd Semester | |
|                     |                                               | 1261 | |
|                     |                                               | 2309 | |
|                     |                                               | 2331 | |
|                     |                                               | 2335 | |

The fourth semester courses are where the core concepts culminate in Bloom’s taxonomy of evaluation skills when students are in occupational therapy clinics five days a week. There are two eight-week courses, with a minimum of 288 clinic hours, where students demonstrate generalist, entry-level occupational therapy assistant knowledge, skills, and attitudes. By the end of each course, students are planning and implementing interventions for a full client caseload, including documentation and professional skills. Students write a case study/treatment plan, which includes
the creation of a piece of adaptive equipment or group protocol based on research. Clinics may also
give assignments that continue to challenge students to analyze and synthesize the core OT concepts
and theories.

Evaluation Strategies:
Evaluation methods are based on the type of material that the students are required to learn. Learning activities are also based on the type of material: facts (knowledge) are presented in lecture format, while skills, attitudes, and competencies are discussed, then demonstrated and practiced. The methods of evaluations for lecture material are multiple choice and short answer exams, either
in computerized or non-computerized formats. Evaluation of skills, attitudes, and competencies is
accomplished by practical exams or check offs, interviews, group or individual presentations, and
written reports.

CURRICULUM CONTENT CONNECTING THREADS OR THEMES:
The following curriculum content threads or themes are considered important by the St. Philip’s
College Occupational Therapy program faculty. The content themes are consistent with the stated
college and program missions and reflect the essential concepts and philosophy of the profession of
occupational therapy. The curriculum content themes and the program’s beliefs about learning guide
the rationale for the sequencing of courses, the courses offered, and evaluation strategies. The
content themes demonstrate the scope, specifically the depth and breadth, of the program.

Therapeutic Use of Self in Treatment of Others
- Demonstrate knowledge and comprehension of self
- Demonstrate knowledge and comprehension of interacting with others
- Demonstrate knowledge and comprehension of group interaction
- Demonstrate knowledge and comprehension of cultural awareness
Program Objective: Serve a diverse population in a variety of systems that are consistent with
entry-level practice
  - Student Learning Outcome: Use individual and group interaction techniques and
    therapeutic use of self as a means of achieving therapeutic goals.

Occupational Therapy Language and Principles
- Integrate Occupational Therapy Practice Framework knowledge in clinical settings
- Assimilate AOTA philosophy and statements through practice
- Effectively utilize medical terminology in written and verbal communication
- Incorporate pathophysiology knowledge and comprehension for safe interventions
Program Objective: Promote the value of lifelong learning and the need to utilize research in
clinical practice
  - Student Learning Outcome: Demonstrate the ability to explain the meaning and
dynamics of occupation and purposeful activity related to health matters, at the level of
the receiver’s understanding. This includes the interaction of the areas of occupation,
performance skills, performance patterns, activity demands, contexts and environments,
and client factors.

Occupational Therapy Implementation Skills for Treatment and Intervention
- Effectively assist in treatment planning
- Gather relevant information and effectively interpret same in Occupational Therapy client
  profiles
- Perform with competence and safety the following patient treatment skills, but not limited to,
vital signs, transferring, ROM, MMT
- Incorporate teaching and learning techniques in patient treatment
• Employ clinical reasoning in treatment decision-making

**Program Objective:** Apply occupational therapy principles in an effective manner to implement and document occupation-based intervention tools to achieve expected outcomes
  o **Student Learning Outcome:** Selects, adapts, and sequences therapeutic occupations and purposeful activities that support the intervention goals and plan as written by occupational therapist. These occupations and purposeful activities meet an individual’s physical, cognitive, psychosocial, sensory perceptual or developmental needs. These occupations and purposeful activities are meaningful to the client, maximizing participation and independence.

**Collaborative Practitioner**

• Collaborate with client to obtain information, to set client-centered and occupation-based goals, motivate and treat
• Collaborate with family/significant others/friends to set goals and understand client
• Collaborate with treatment team, staff, facility personnel for quality patient care

**Program Objective:** Advocate for the strengths and opportunities of the profession, services and consumers
  o **Student Learning Outcome:** Demonstrate the ability to motivate, involve, and communicate (verbal, non-verbal, and written) with the patient/client to meet the needs of the individual and support system (family significant others, colleagues, and other health providers).

**Professional Roles and Skills**

• Uphold ethical standards, values and attitudes of the Occupational Therapy profession in clinical practice
• Document treatment according to standards for reimbursement
• Communicate effectively, both orally and written, in all aspects of care
• Effectively practice within the distinct roles and responsibilities of the occupational therapy assistant under the supervision of an occupational therapist

**Program Objective:** Effectively practice within the distinct roles and responsibilities of the occupational therapy assistant under the supervision of an occupational therapist
  o **Student Learning Outcome:** Effectively document Occupational Therapy services for accountability of services and to meet standards for reimbursement of services. Documentation shall convey the need and rational for skilled occupational therapy services.
  o **Student Learning Outcome:** Demonstrate the distinct roles and responsibilities of an Occupational Therapist and an Occupational Therapy Assistant in the supervisory process.

**Program Objective:** Provide occupational therapy services within the framework of legal, ethical, and professional standards
  o **Student Learning Outcome:** Advocate for those one serves, the profession, for services offered, and for oneself.

**Safety and Management of the Environment**

• Display appropriate safety measures during treatment
• Adhere to environmental practices and procedures for safety
• Fully completes assigned duties and tasks involved in clinic management

**Program Objective:** Consistently monitor the therapeutic environment within a clinical setting to ensure safety, order, and patient/client privacy
  o **Student Learning Outcome:** Demonstrate safety in patient treatment, including but not limited to diagnostic precautions, contraindications, and use of infection control
standards.
  o **Student Learning Outcome:** Create a safe therapeutic environment within a clinical setting.
  o **Student Learning Outcome:** Monitor and maintain safe operation of clinical equipment and business related functions according to a given facility’s policies and procedures.

**USE OF CURRICULUM DESIGN:**
The curriculum design explained above is the foundation for the selection of the content, scope, and sequencing of coursework in the Associate of Applied Science degree in Occupational Therapy Assistant. It is also the basis for systematic, ongoing evaluation of the course content and structure, in order to achieve the educational goals of the program. This evaluation process strives to develop consistency across courses and a developmental progression of learning throughout the program.

**ROLE OF CLINICAL FACULTY AND STAFF**

**Academic Fieldwork Coordinator**
The development and implementation of the fieldwork education program is the prime responsibility of the Occupational Therapy Assistant Program Director. The Occupational Therapy Assistant Academic Fieldwork Coordinator responsibilities, in addition to regular faculty duties, are:

1. to coordinate the efforts of the academic and fieldwork facilities in the professional education of the occupational therapy assistant student
2. to schedule fieldwork opportunities for students and assist with specific arrangements, if necessary
3. to be readily available when students, fieldwork faculty or other concerned persons have suggestions, questions, or problems related to fieldwork education
4. to visit fieldwork sites as needed to discuss pertinent matters with students, fieldwork supervisor(s) and/or fieldwork site coordinators
5. to evaluate the student’s fieldwork experiences by 1) contacting the fieldwork site, and 2) thoroughly reviewing and evaluating all materials returned from students and fieldwork instructors
6. to alert fieldwork site coordinators to changes in the academic curriculum so that fieldwork experiences can be planned in accordance with classroom activities
7. to develop fieldwork sites that will provide varied, beneficial experiences for students

**SPC Faculty Clinical Liaison**
The SPC FCL is the representative of the OTA program that conducts site visits, grading of students assignments, and is the direct contact for student issues. If there is an issue that cannot be resolved by the FCL; the AFWC will then be contacted.
**Fieldwork Site Coordinator**

The Fieldwork Site Coordinator (FWSC) is the individual at the fieldwork education site responsible for overseeing the fieldwork program at that site. The FWSC is responsible for the training and coordination of fieldwork supervisors and the assignment of a student to a fieldwork supervisor. The FWSC helps in planning and problem solving with the fieldwork supervisor and student team in a manner that enhances the fieldwork learning experience. The FWSC is the student’s contact at the fieldwork facility related to the experience at the facility. The FWSC is the director of fieldwork direct contact to the fieldwork facility. The FWSC is responsible for developing and maintaining a current Fieldwork Data Form.

**Fieldwork Educator (Supervisor)**

The fieldwork supervisor for Level I fieldwork is a licensed professional working in conjunction with occupational therapy or within an emerging field of occupational therapy.

The fieldwork supervisor for Level II fieldwork is the occupational therapist and/or occupational therapy assistant responsible for instruction, supervision, and evaluation of the student at the fieldwork education site. If the fieldwork supervisor is an occupational therapy assistant, an occupational therapist is responsible for supervising the student four hours per week. Fieldwork supervisors must have at least one year of experience in that practicing field. At some sites, more than one fieldwork supervisor may share these duties, or one fieldwork supervisor may supervise more than one student.

**Student Responsibilities at Fieldwork Sites during Fieldwork Experiences**

The rights and responsibilities of the SPC OTA department and the fieldwork sites are fully delineated in the SPC Affiliation Agreement.

1. Student shall adhere to all policies, procedures, and standards established by the Facility, and shall do so under the specific instruction of supervisory staff of the Facility. College or facility may immediately remove any student deemed to be clinically unsafe to patients, employees, or others. Facility reserves the right to prohibit the return of any such students unless a corrective action plan satisfactory to Facility has been proposed and its compliance assured by the college. Facility further reserves the right to request removal of any student whose conduct is contrary to Facility’s standards of conduct as set forth in its policies and procedures.

2. Student shall be responsible for his or her own transportation and shall not be authorized to transport any client of the Facility by car or other vehicle.

3. Student shall provide proof to the facility of health insurance coverage during the placement and shall comply with all the health and immunization requirements of the Facility.

4. Student shall be responsible for adhering to established schedules and notifying Facility and College of any absences or necessary schedule changes.

5. Student shall obtain prior written approval of Facility and College before publishing any material relative to the placement.

SPC FIELDWORK MANUAL
6. Student shall maintain confidentiality related to Facility’s employees, patients, clients, customers, business operations, and/or trade secrets.

CHANNELS OF COMMUNICATION

The effectiveness of fieldwork education depends in large part upon communication between the Occupational Therapy Assistant Program and the fieldwork sites. It is important, therefore, that all parties be familiar with the available channels of communication that include:

1. Letters

2. Forms and Questionnaires - At various times during the year, forms and/or questionnaires are sent to fieldwork sites, usually in preparation for fieldwork internships.
   a. Fieldwork Data Forms
   b. Notification of Fieldwork Experience Dates
   c. Announcement of Fieldwork Experience Assignments
   d. Surveys regarding changes and/or evaluations

3. Telephone Calls - Students and fieldwork facility are encouraged to use the telephone as a means of communication whenever they perceive any problem(s) or have concerns(s) about the fieldwork education process. Please contact the Occupational Therapy Assistant Academic Fieldwork Coordinator (at 210-486-2432) as soon as problems and/or concerns are identified so that appropriate action can be taken.

4. Fieldwork Performance Reports (i.e. Site Supervisor’s Weekly Check List, Level 1 Fieldwork Student Evaluation, Fieldwork Performance Evaluation (AOTA), and Student Evaluation of Fieldwork Form (AOTA)) - Evaluation of student performance is of utmost importance for it provides the Program, as well as the student, with feedback about each student’s fieldwork abilities. In addition, it provides the Program with feedback about the strengths and weaknesses of the academic curriculum and thus serves as a basis for appropriate modifications.

5. Fieldwork Site Visits – The Occupational Therapy Assistant Faculty Clinical Liaison contacts each fieldwork facility during each experience as needed when students are assigned to the facility. As necessary, on-site meetings by the Occupational Therapy Assistant Faculty Clinical Liaison are arranged during each student experience. The purpose of the contact is to provide a forum during which both students and fieldwork faculty can discuss their activities so as to encourage early problem identification and remediation. If necessary, on-site meetings are usually scheduled approximately mid-way through the affiliation period. The Occupational Therapy Assistant Academic Fieldwork Coordinator may make other site visits if situations arise which cannot be resolved by other means.

6. Fieldwork Education Meetings/Symposia - As needed, SPC has sponsored meetings for Fieldwork Supervisors and Fieldwork Educators to discuss the fieldwork education in the Occupational Therapy Assistant Program. Information regarding curricular or other program changes is also sent to fieldwork facilities as needed.
Fieldwork Policies

Documentation Required before Attending a Fieldwork Site

The student is responsible for updating these forms with the OTA program if information changes at any time.

Fieldwork Information Consent

This form provides the OTA program with documentation that the student has read the Fieldwork manual and agrees to abide by the policies set forth in the Manual.

Additional requirements: Health, Legal & CPR

To participate in classroom and fieldwork activities, students must have on file at SPC Department of Occupational Therapy Assistant Program documentation of all the following health requirements. You must also have a copy of evidence of current Cardiopulmonary Resuscitation (CPR) Healthcare Provider certification, Blood Borne Pathogens, and HIPAA compliance. Students will complete Blood Borne Pathogens and HIPAA compliance as part of the program. All students are encouraged to keep copies of all legal and health information. The college may not release any of this information except to the student specifically.

Proof of the immunization

Documentation of immunization or record of disease for Rubeola (Measles), Rubella (German Measles), Mumps, Tetanus and Diptheria, varicella (chicken pox) and Polio. Documentation of immunization for influenza, when it is available in the fall.

Documentation of Evidence of Hepatitis B Vaccination series

Because the Hepatitis B vaccination is a series of three inoculations over a six-month period, we recommend that you begin the Hepatitis series as soon as possible. You must have the first two vaccinations of the series complete by the end of the first semester. Students do have the option of declining the Hepatitis B vaccination series. If students decline this vaccination series, they must sign the declination statement.

Documentation of Evidence of yearly Tuberculosis (TB) testing

The Department requires all students to have results of a Mantoux skin test for tuberculosis (TB) completed within the last twelve months on file with the Occupational Therapy Assistant Program Academic Fieldwork Coordinator at all times. A student who was immunized against TB or received treatment for TB and has a positive Mantoux needs to have a chest x-ray done to demonstrate that there is no evidence of active TB. The Occupational Therapy Assistant Program Academic Fieldwork Coordinator and the clinical site, when appropriate, must be given documentation that the radiograph was clear of evidence of active TB. According to guidelines, a chest radiograph should be repeated every four years or sooner if required by a clinical facility. In addition to the Department’s policy for TB testing,
some clinical education facilities may require a more recent test, such as within 30 days before the first day at the clinical education site, or a “two-step” TB test.

**CPR certification**

Evidence of current certification in Healthcare Provider CPR.

Healthcare Provider CPR will include CPR training for the adult, child and infant as well as training in the use of an Automatic External Defibrillator (AED).

**Drug testing and criminal background checks**

Some clinical education sites may require the student to complete a drug test and supply the results of a criminal background check. Students may be responsible for costs associated with these tests. Students are encouraged to ask about these tests and to obtain information on avoiding ingesting anything that could cause a false positive result on a drug test. Criminal Background checks will be performed by the vendor hired by the college. Students will also be screened for clearance on the sex offender registry and child abuse clearance. Students who present with positive results without documentation of medical necessity will not be allowed to begin or continue in the program. The student may apply for readmission and/or re-entry after one year pending evidence of subsequent treatment, counseling and negative drug screen. Refusal by a student to submit to testing will result in that student’s dismissal from the program. Instructions for completion of the drug screening process will be supplied by the St. Philip’s College Occupational Therapy Assistant Program Director.

**Impaired Students**

If, in the judgment of the instructor, the student’s ability to function safely in the clinical area is impaired, the student will be immediately removed. The instructor will document the incident and report it to the AFWC. A copy of the Report of Student Update will be incorporated into the student’s file.

- once this is documented, the student will be placed on an action plan by department to determine reasonable actions to be taken.
- this includes but is not limited to falling asleep in the class room or clinical location.

**Use of Prescribed Medications**

- The student must provide signed documentation from the prescribing practitioner to attend and participate in clinical activities without restriction. It is the student’s responsibility to determine from a physician or nurse practitioner whether a medically prescribed drug may affect clinical performance. The student must report the use of such drugs or other substances that may impair clinical performance to the instructor. Failure to report the use of such drugs or substances or failure to provide proper evidence of medical authorization for use may result in the student’s termination from the program.

SPC FIELDWORK MANUAL
Employment

Balancing employment with the demands of the OTA program is very difficult. The student is expected to be alert in both class and in clinical for academic success and client safety. Clinical and classroom expectations and schedules will not be altered to accommodate student employment.

Health Insurance

Students are required to show proof of current health insurance. If a student does not have health insurance, please see the Occupational Therapy Assistant Program AFWC to discuss options within the community.

☐ Dress Code

Whenever students are present at a fieldwork site and representing SPC, students are expected to dress, appear, and act professionally. Students are expected to follow the dress code of the academic program, while being mindful of their representation of themselves, the Department of Occupational Therapy Assistant at SPC and the profession of Occupational Therapy.

☐ No shorts, jeans of any type, athletic or cargo pants, Capri pants, overalls, t-shirts, sweatshirts, sleeveless shirts, shirts that reveal midriffs or thermal underwear shirts. Shirts with tails should be tucked in. Shirts without collars should not be mistaken for t-shirts. Clothing should not restrict movement.

☐ No open-toed shoes, sandals, platform shoes or high heels are allowed. Socks/hosiery must be worn. If athletic shoes are worn, they must have a neat and clean appearance.

☐ Care should be taken to appear clean and well groomed. No dangling jewelry, long nails, perfume, colognes or body soaps / lotions with strong odors. Facial hair should be well groomed.

This list is not exhaustive, and it is impossible to continually update with every change in contemporary fashion. SPC expects the student to project a professional appearance at all times. If in doubt, err on the conservative side.

☐ Transportation

Students are required to provide their own form of reliable transportation to and from fieldwork sites. In order to provide students with the scope and breadth of experiences necessary to prepare entry level Occupational Therapy Assistants, students may need to travel over an hour to a fieldwork site.

SPC FIELDWORK MANUAL
**Attendance and Makeup**

Assignments for Fieldwork Level II (OTHA 2262 & 2263) are full time (typically 40 hours per week). The student’s schedule is dictated by the fieldwork site and the Fieldwork educator/Fieldwork supervisor. This may include weekend or evening work, or alternate work schedules (e.g. four, 10 hour days).

Any special requests regarding time off must be approved by the Occupational Therapy Assistant Academic Fieldwork Coordinator and fieldwork site. The fieldwork educator, fieldwork supervisor, and Occupational Therapy Assistant Academic Fieldwork Coordinator retain the right to deny any request for time off. Any time away from the clinic is required to be made up and must be approved by the site and Occupational Therapy Assistant Academic Fieldwork Coordinator in advance (whenever possible). Failure to notify the fieldwork site and the Academic Fieldwork Coordinator of any absence is considered a violation of the Departmental policy. In cases of illness, the student is expected to contact the fieldwork site prior to their scheduled arrival time to notify them of the illness. The student is expected to contact the Occupational Therapy Assistant Faculty Clinical Liaison and the Academic Fieldwork Coordinator to notify the OTA program of the absence.

Students are required to attend all scheduled fieldwork seminars. Depending on the time and location, the student is expected to follow the policies of the assigned fieldwork site for attendance in the clinic before and after the meeting. Dates for the meetings will be given to the student and the fieldwork site before the start of the internship.

Students may be given the opportunity of attending a continuing education course, workshop, or in-service offered through their fieldwork site. Attendance at these activities and makeup time is at the discretion of the fieldwork educator/supervisor. The Occupational Therapy Assistant Academic Fieldwork Coordinator, however, must be notified about any fieldwork education time the student misses due to these activities.

**Withdrawal from a Fieldwork Course**

Any student who is unable to complete an assigned fieldwork course because of an extraordinary circumstance such as a health or family emergency, must notify the Occupational Therapy Assistant Academic Fieldwork Coordinator, in advance. If prior notification is not possible due to extreme emergency, the student should consider the time missed in clinic prior to communication as absences. Until confirmed by the Occupational Therapy Assistant Program Director, the fieldwork experience has not been canceled, and the student has not withdrawn. In compliance with college grading policies, the student must supply the Occupational Therapy Assistant Program Director with any supporting documentation of the circumstances for approval and be making satisfactory progress to receive a grade of Incomplete.

The student who receives a grade of ‘Incomplete’ in a Fieldwork experience will be required to complete a plan developed by the Occupational Therapy Assistant Program Director. The Occupational Therapy Assistant Program Director and Academic Fieldwork Coordinator will determine the length of the fieldwork experience to be completed. The determination of the plan for completion will be made by the Occupational Therapy Assistant Program Director and Academic Fieldwork Coordinator based on feedback from the Fieldwork Site Coordinator, the student, and the nature of the fieldwork experience. The Occupational Therapy Assistant Program Director and Academic Fieldwork Coordinator are responsible for the assignment of the student to an alternate fieldwork education site if the original site is no longer available.
Any student who withdraws from a fieldwork experience and does not follow these procedures or whose performance would have resulted in a grade of ‘Fail’ had they completed the fieldwork experience cannot receive a grade of ‘Incomplete.’

**Accommodations for Students with Disabilities**

The SPC faculty and staff are committed to working in accordance with the provisions of the Americans with Disabilities Act (ADA) and providing reasonable accommodations for individuals with physical or mental limitations. Appropriate learning experiences are provided which are geared to maximize each student’s abilities. Students with disabilities are encouraged to work with faculty and staff to identify ways in which the critical functions and skills of an Occupational Therapy Assistant can be performed in a manner that will satisfactorily fulfill the requirements of the fieldwork education program while meeting the student’s unique needs.

The ADA defines a person with a disability as one who has a physical or mental impairment that substantially interferes with one or more major life functions, one who has a record of such impairment, or one who is regarded as having such impairment. A reasonable accommodation is any modification to the environment, schedule, or practice that makes it possible for an individual with a disability to fulfill academic or fieldwork requirements. An acceptable, reasonable accommodation does not put other individuals at significant risk for harm, nor does it impose undue hardship on the College or fieldwork institution. Undue hardship may be considered high cost, unsettling environmental modification, impractical practice or schedule changes, or changes that would alter the primary nature of professional education or standards of practice.

In order to receive accommodations, the student must provide written documentation of the disability from an appropriate qualified practitioner. The student must also identify what types of accommodations are needed. The Occupational Therapy Assistant Program Director and the Special Needs Department will advise the student on seeking accommodations from the fieldwork site.

**Confidentiality of Student Fieldwork Records**

All assessment tools containing information pertaining to a student must be considered confidential and may only be shared between fieldwork sites where the student is scheduled, the student, and the Occupational Therapy Assistant Program.

**EVALUATION OF THE FIELDWORK EXPERIENCE**

Each member of the fieldwork education “team” is essential to successful fieldwork experiences, and efficient, early communication is the foundation of that success. Should any problems arise, early identification and remediation is to everyone’s benefit. Students share in the important responsibility to communicate directly with the fieldwork educator, fieldwork superiors, Faculty Clinical Liaison, and the Academic Fieldwork Coordinator. Constructive feedback regarding the student program in general should be brought to the attention of the Academic Fieldwork Coordinator and, if necessary, to the Program director.

**Fieldwork Level I**

During the first three semesters of the curriculum, students participate in fieldwork experiences within individual courses to enhance course content. The students have specific objectives and assignments they are required to complete during each fieldwork level 1 experience. Specifics related to these experiences can be found in the Fieldwork Manual. Each site or location is based on contracts the college has with specific locations and can only be arranged by the Academic Fieldwork Coordinator.
Fieldwork Level II

In the fourth semester, students complete two eight week fieldwork experiences. Each fieldwork experience will have a minimum of 288 hours of documented information per experience. The students will have general guidelines of activities to be completed that best fits the specific site in which they participate in. Each site or location is based on contracts the college has with specific locations and can only be arranged by the Academic Fieldwork Coordinator.

The Occupational Therapy Assistant Program faculty assigns grades for the fieldwork education experiences. In assigning the grade, the Occupational Therapy Assistant Program faculty evaluates:

- The Fieldwork Performance Evaluation (FWPE) © completed by the student’s fieldwork supervisor(s) at midterm and the final for each placement.
- At midterm, students will receive a midterm scoring, by their supervisor and work on constructive feedback for professional behavior development.
- Student Evaluation Fieldwork Experience, SEFWE document completed by the student with the student’s feedback on the fieldwork experience, at the end of each experience.
- Any additional feedback provided by the fieldwork educator-supervisor, fieldwork site coordinator, academic fieldwork coordinator or student.

Students are expected to score at a 54 & above at midterm and a 70 & above at final on the FWPE to be considered passing. If a student is below a 54 at midterms, a learning contract will be implemented to encourage growth in weaker areas.

Students who demonstrate difficulty in progressing in categories related to ethics and safety may be removed from the fieldwork experience prior to the end of the experience with a resultant failing grade.

At the completion of the fieldwork experience, the student is responsible for:

- Ensuring the FWPE has been signed by both the fieldwork educator/supervisor and the student
- The entire original AOTA Evaluation of Fieldwork Experience evaluation form completed and signed by the fieldwork educator/supervisor

All paperwork must be to the academic fieldwork coordinator within 2 business days of the completion of the fieldwork experience unless otherwise specified by the Occupational Therapy Assistant Program Director or Academic Fieldwork Coordinator.

The student will receive a passing grade for a fieldwork level II course if all requirements for the course have been met. These requirements include satisfactory completion of the objectives for the fieldwork experience, completion of all required hours at the fieldwork site, completion of all assignments, and the return of all required documentation to the Occupational Therapy Assistant program Academic Fieldwork Coordinator. A student will receive a grade of fail if any of these requirements have not been completed. Students with outstanding grades of fail are not permitted to continue in the program.

SPC FIELDWORK MANUAL
As per SPC policy, an Incomplete (IN) may be assigned in lieu of a Fail only when all of the following conditions are met: a) the student has been making satisfactory progress in the course; b) the student is unable to complete all course work due to unusual circumstances that are beyond personal control and are acceptable to the course instructor(s); and c) the student presents these reasons prior to the time that the final grade roster is due. The grade of an Incomplete is a given and contract with the student and instructor to complete the designated course work in a designated time frame (up to 180 days). A student who fails to meet these conditions will receive a grade of failed.

In addition, for a student to participate in the College’s graduation ceremony, all required paperwork must be submitted prior to the ceremony.