[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwj3vZGFmbnMAhWDMz4KHf8MCH0QjRwIBw&url=http://onwardstate.com/2015/08/04/penn-state-refreshes-its-brand-identity-with-new-shield/&psig=AFQjCNFr3YcYWFS6O6LFVj17qZMEa3dgaw&ust=1462203060811711)

**The Pennsylvania State University**

**Berks Campus**

**Associate in Science in Occupational Therapy**

**Program Guide and Fieldwork Manual**

**2023-2024**

###### Revised: August 2023

The Pennsylvania State University, in compliance with federal and state laws, is committed to

the policy that all persons shall have equal access to programs, admission, and employment without regard to race, religion, sex, national origin, handicap, age, or status as a disabled or Vietnam-era veteran. Direct all affirmative action inquiries to the Affirmative Action Officer, 201 Willard Building, The Pennsylvania State University, University Park, PA 16802, (814) 863-0471.

**Americans with Disabilities Act Compliance Policy**

Penn State welcomes students with disabilities into the University’s educational programs. For further information, please visit the Student Disability Resources Website: <http://equity.psu.edu/student-disability-resources>  In order to receive consideration for reasonable accommodations, you must: 1) locate the appropriate disability services office at the campus where you are officially enrolled 2) provide documentation, and 3) participate in an intake interview. At PSU Berks please contact Lisa Zackowski, Student Disability Coordinator, at [lkz3@psu.edu](mailto:lkz3@psu.edu). or 610-396-6410 (169 Franco).

**The Pennsylvania State University – Berks Campus**

**Associate in Science in Occupational Therapy**

**Program Guide and Fieldwork Manual**

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**NOTE: An asterisk (\*) beside a page number indicates this is a student signature pagePreface**

This ***Program & Fieldwork Manual*** describes the purpose and processes of Penn State's Associate in Science in Occupational Therapy curriculum, as well as general program information. It addresses specific information about coursework, fieldwork level I, fieldwork level II and service learning.

If questions arise after reading this manual, please consult the PSU Berks OTA Program Director.

**Penn State Berks**

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Reading, PA 19610-6009

David Kresse, MS, OTR/L

OTA Program Director

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NOTE: The Penn State OTA program is offered at the Penn State Berks, Penn State Mont Alto, Penn State DuBois and Penn State Shenango campuses.

**The Pennsylvania State University – Berks Campus**

**Associate in Science in Occupational Therapy**

**Program Guide & Fieldwork Manual**

This is to verify that you have received a copy of *The Pennsylvania State University Associate in Science in Occupational Therapy Program & Fieldwork Manual*.

You are responsible for reading & understanding the contents of the program & fieldwork manual. The manual should be retained and used as a reference while you are enrolled in the Associate in Science in Occupational Therapy Program at Penn State.  Additionally, you will be able to find a copy of the manual on CANVAS, if you need to consult it via the internet at any given time.

The program & fieldwork manual includes all policies and procedures related to your participation in the PSU Berks OTA Program, when engaged in fieldwork level I/II and during service learning.

It is your responsibility to become familiar with the contents of the fieldwork manual. Your signature indicates that you agree to adhere to the requirements as stated in the policies and procedures established therein.

**National Certification of Occupational Therapy Practitioners**

Graduation from an accredited Associate in Science in Occupational Therapy Program qualifies the individual to apply to sit for the national certification examination.  To sit for the examination, the student must submit to NBCOT an official transcript verifying successful completion of all didactic and fieldwork experience, graduation, or eligibility for graduation.  Successful completion of the certification examination results in certification by NBCOT as a certified occupational therapy assistant (COTA).

**Factors that may prohibit a student from taking the certification exam**

*If you have a felony conviction on your record, this may affect your ability to sit for the certification examination*

*administered by NBCOT after you graduate; this can subsequently affect your ability to attain state licensure.*

*Before applying to the OTA program, you can contact NBCOT for information on their early determination program to assess examination eligibility. Go to* [*www.nbcot.org*](http://www.nbcot.org/) *and read the "*[*Early Review*](https://www.nbcot.org/exam/edr)*" section for details.*

Students are to access the [**National Board for Certification in Occupational Therapy (NBCOT)**](http://www.nbcot.org/) for

Information regarding test application procedures, test locations and test dates.  I acknowledge my

understanding of the NBCOT policy that a felony conviction may affect a graduate’s ability to sit for the

NBCOT certification examination and obtain licensure.  I understand that individual advising will be

required if I have a felony conviction.

**By signing below, I understand that I am required to be in full compliance with ALL aspects of The Pennsylvania State University Berks Campus Associate in Science in Occupational Therapy Program Guide and Fieldwork Manual.**

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

Name of Student (Print) Date

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

Signature of Student

***\*A copy of this document will be retained in your student record.***

**The Pennsylvania State University**

**Associate in Science in Occupational Therapy Program**

**Technical Standards for an Occupational Therapy Assistant Student**

The following is a list of technical standards that a student must be capable of performing while enrolled in the *Associate in Science in Occupational Therapy Program*. Students who have concerns about their ability to perform any of these standards should discuss with the Program Director, Academic Fieldwork Coordinator and/or the campus Student Disability Resources officer. Students may be entitled to reasonable accommodations under the Americans with Disabilities Act.  Students need to understand and comprehend that the role of the *Certified Occupational Therapy Assistant* is the direct provision of services to clients, which requires safe and effective contact with individuals/groups.

Any student who, after reasonable accommodations, cannot perform the *Technical Standards for an Occupational Therapy Assistant* will not be able to continue in the OTA program.

|  |
| --- |
| **The Pennsylvania State University**  **Associate in Science in Occupational Therapy Program**  **TECHNICAL STANDARDS for an OCCUPATIONAL THERAPY ASSISTANT**  **ACKNOWLEDGEMENT STATEMENT**  My initials beside the technical standards & my signature below indicate the following:   * I have received, reviewed, and understood the document: *Technical Standards for an Occupational Therapy Assistant Student.*      * I accept full responsibility to notify the Student Disability Resource office at this campus to receive reasonable accommodations under the ADA - should I require it in any didactic course, lab activity, Fieldwork Level I, Fieldwork Level II or any other required learning activity within the OTA program.      * I understand that if I am unable to carry out these technical standards, with or without reasonable accommodation, I may not be able to complete the OTA degree.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name PSU ID# Date  ***A copy will be retained in your student file.*** |

**PHYSICAL STANDARDS** *A student in the Associate in Science in Occupational Therapy Program will demonstrate physical motor skill capacities with sufficient levels of strength, range of motion, endurance and fine and gross motor coordination to safely, accurately and effectively engage in a wide variety of therapeutic techniques, activities and occupations used in the occupational therapy intervention process including the ability to lift and move persons and objects. A student will also demonstrate adequate manual dexterity, arm and hand function needed to use tools and perform other manipulative activities. Students will also have adequate use of limbs and trunk in bending, twisting, stooping, kneeling, crouching, crawling, pulling, pushing, walking, standing, sitting, handling and reaching*.*Students will meet this standard by demonstrating the following technical standards:*

|  |  |
| --- | --- |
| **LIFT**  Ability to complete heavy work (100+ pounds), strength to carry/maneuver heavy equipment, fully/partially support weight of the client during transfers to and from various surfaces (bed, chair, wheelchair, mat, toilet, tub car, etc.) and when engaging client in functional ambulation. |  |
| **BEND/STOOP**  Ability to adjust body parts, clothing and/or equipment when engaging clients in functional daily life activities in all areas of occupational therapy (ADL, IADL, Sleep, Work, Education, Play/Leisure, and Social Participation); for developmental activities. |  |
| **KNEEL**  Ability to assist clients who may fall or faint, to perform CPR., to assist clients with mat activities, developmental activities and functional daily life activities in all areas of occupation (ADL, IADL, Sleep, Work, Education, Play/Leisure,  and Social Participation). |  |
| **CROUCH**  Ability to manage wheelchair parts and hospital beds, equipment adjustment, storing materials; to assist with lower body ADL training, to assist client in seated activities from bed, chair, wheelchair, and mat. |  |
| **CRAWL**  Ability to crawl for developmental interventions; engage in mat activities and assist in lower extremity ADL’s. |  |
| **REACH**  Ability to reach forward and overhead for retrieval of items in closets, cabinets, etc. Students will also demonstrate the ability to adjust equipment and to guard clients. |  |
| **HANDLE**  Ability to use a sustained grasp and manipulate body parts during intervention activities including: grasping and manipulating tools/equipment and modalities used in OT service delivery, including but not limited to pens/pencils, craft supplies, educational supplies, personal care items, positioning devices, functional mobility equipment, physical agent modalities, BP cuffs, protective gloves, gowns and masks, computers & assistive technology, adaptive, equipment, suspension equipment, etc. |  |
| **DEXTERITY**  Ability to use fine motor skills when performing standardized tests (dynamometer, goniometer, etc.);  constructing orthotic devices/splints; writing /documenting; adjusting knobs, dials and BP cuffs;  donning and doffing protective gloves, masks and gowns. |  |
| **STAND**  Ability to stand for extended periods of time and for majority of a work shift. |  |
| **SIT**  Ability to sit in class for up to 8 hours a day (with at least two, 10 minute breaks/30 minute lunch). |  |
| **WALK/MOBILITY**  Ability to walk/move to and within facility environment (internal) for assigned shift within facility  environment (external grounds - even and uneven surfaces) for functional mobility training. |  |
| **PUSH/PULL**  Ability to push/pull wheelchairs, hospital beds, scooters, Hoyer lifts, and other equipment including,  but not limited to IV poles, oxygen tanks, portable devices. |  |

**SENSORY STANDARDS**  *A student in the Associate in Science in Occupational Therapy Program will demonstrate sufficient postural control, neuromuscular control, eye/hand coordination, strength, and integrated function of the senses of vision, hearing tactile sense, vestibular and proprioception to manipulate and use common occupational therapy equipment, devices, materials and supplies. The student will also demonstrate competency in the use of these objects within the classroom and in treatment procedures commonly used in occupational therapy practice. Students will meet this standard by demonstrating the following technical standards:*

|  |  |
| --- | --- |
| **BALANCE**  Demonstrate balance to assist clients with functional activities, including mobility (even and uneven surfaces). |  |
| **TACTILE**  Demonstrate the ability to feel/palpate muscle contractions and circulatory pulses, bony landmarks and identify joint articulation. The student will also demonstrate the ability to exert the necessary pressure to form splints and apply resistance to movements. Students will also demonstrate the ability to discern skin texture/temperature and to discriminate hot and cold modalities. |  |
| **AUDITORY**  Demonstrate the ability to hear verbal directions and requests from health care team and clients/families, hear heart sounds through a stethoscope, hear breath sounds, hear client distress sounds and calls for assistance up to 10 feet away; hear environmental safety alarms; hear for effective communications between families/clients/co-workers. |  |
| **VISUAL**   * Demonstrate the ability to see in detail to observe and detect client’s movements, facial expressions and performance during individual and group intervention; see to observe and attend to behaviors and needs of up to 10 individuals in a group session; see from a distance to observe client behaviors and performance; see to detect safety hazards in the environment (water on floor, cords, and other small items, etc.) that could pose danger to a client’s mobility/functional performance; see in detail to detect and assess BP (manometer dial) and ROM (goniometer). * Read numbers, letters, printed, typed, and cursive writing in fine print; read paper and computerized files/records; read dials on modality equipment; read manuals and forms for administering and scoring standardized tests; read client records; read to collect information and screening data in English; read directions accompanying equipment; read to research subject. * Demonstrate the ability to take and pass tests and quizzes in a variety of formats. |  |
| **SPEAK**  Demonstrate the ability to speak English language in clear and concise manner; to communicate in person and by phone with clients, families, significant others, health care team, and community (report factual data orally; interview clients/family, explain role of occupational therapy and purpose of interventions). |  |
| **RESPOND**   * Demonstrate the ability to respond to clients with communication disorders (aphasia, hearing loss), or those with ESL. |  |
| * Demonstrate the ability to respond to clinical situations with appropriate feedback including death, pain, illness and disability. |  |
| **COMPREHEND**  Demonstrate the ability to comprehend oral and written language, including health care terminology in order to communicate with clients, families, significant others, health care providers, and community. |  |

**COGNITIVE/BEHAVIORAL AND SOCIAL/PROFESSIONAL STANDARDS** *A student in the Associate in Science in Occupational Therapy Program will demonstrate physical, mental and emotional capacity to work a 40-60 hour week while engaging in fieldwork Level II experiences, with industry standard productivity standards. Students will meet this standard by demonstrating the following technical standards:*

|  |  |
| --- | --- |
| **COGNITIVE**   * Demonstrate the ability to use proper English spelling, punctuation and grammar to document and explain procedures and to teach skills. * Apply information gained from practice; to learn, retain and use information from texts, journals documentation and other written resources to guide in delivery of evidenced based practice. * Think critically for sound clinical judgment in the delivery of occupational therapy services (plan implement, and synthesize appropriate client-centered interventions; problem solve to make adjustments in therapeutic interventions based on appropriate and inappropriate physiological and psychological responses by clients; determine need for consultation with occupational therapist and other health care providers/team members) * Abide by established policies and procedures of education and health care institutions. |  |
| **BEHAVIORAL & SOCIAL**   * Function safely, effectively, and calmly under demanding and stressful situations. * Remain alert to surroundings, potential emergencies; respond to client situations including falls, pain, changes in physical and/or mental status. * Prioritize multiple tasks and maintain composure while managing multiple tasks simultaneously. * Exhibit social skills necessary to interact effectively with clients, families, supervisors, co-workers and community members of the same or different cultures with respect, compassion, politeness, tact, collaboration, teamwork, and discretion. * Maintain personal hygiene consistent with close personal contact associated with classmates and client care. * Demonstrate the ability to maintain composure when exposed to close physical contact with classmates and clients to assist with bodily fluids, ADL’s, goniometry, and transfers. |  |
| **PROFESSIONAL**   * Display attitudes/actions consistent with the core values and ethical standards of the occupational therapy profession. * Display attitudes and actions to effectively engage in the supervisory and instructor/student process including acceptance of feedback, modifying behavior in relation to the feedback and providing feedback in the classroom, clinic, or laboratory. * Display attitudes/actions to approach workplace problems in a mature and responsible manner, seek and utilize effective strategies to resolve problems. * Exhibit professional demeanor including appropriate language, dress, and hair color and acceptance for responsibility of conduct. * Abide by established policies and procedures of education and health care institutions. |  |
| **ATTENDANCE/ENDURANCE**   * During fieldwork Level II experiences students are required to endure full time attendance, i.e. 40+ hours for 8 +weeks. * Maintain attention during 2-5 hours for extended OTA classroom experiences. * Tolerate classroom experiences for a total of 8-10 hours daily. * Acknowledge that absences from fieldwork are likely to interfere with successful completion of fieldwork and ultimately successful completion of the OTA program. |  |

***NOTE:*** *Healthcare institutions may not be able to accommodate considerations for extended time for completion of treatment/intervention planning, documentation and/or billing.*

**INFORMED CONSENT**

**ASSUMPTION OF RISK AND RELEASE**

Informed consent and release executed by\_(name:)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, residing at\_(address:)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

to The Pennsylvania State University.

I wish to be a participant in the Occupational Therapy Assistant Program of The Pennsylvania State University.

I understand that the Occupational Therapy Assistant (OTA) Program will include academic, laboratory and clinical work performed in the classroom, laboratory, hospital and other clinical facilities and will include direct care or exposure to clients with a variety of illnesses and diseases and will include the handling of and/or contact with human bodily fluids and tissues. I, therefore, understand that I may or will be exposed to disease-carrying bacteria and microorganisms. I assume the responsibility and understand that I am obligated to inform the Instructor of any class, fieldwork, or service learning activity, of any known or perceived contraindications or precautions for a treatment procedure or skill that I may have. I further understand that if I fail to inform the instructor of this information, and harmful consequences occur, I hereby release and hold harmless the Pennsylvania State University and its directors, officers, and employees because of my neglect to inform truthfully.

I also understand that as a student in the Occupational Therapy Assistant Program, I consent to participate in human subject demonstrations and practice in the classroom, laboratory, and clinical facilities as part of the educational process.

Participation in said activities in the Occupational Therapy Assistant Program necessitates the wearing of appropriate clothing. Clinical clothing includes, but is not limited to, laboratory jackets, scrubs, identification tags, professional shirt, slacks, and shoes. Use of Personal Protective Equipment such as masks, face shields, etc., as dictated by program policy and/or faculty instruction, may be necessary.

In consideration of being permitted to participate in the Pennsylvania State University Occupational Therapy Assistant Program, I, the undersigned, in full recognition and appreciation of the dangers and hazards inherent in the health care field, and in particular in the medical facilities where I may be present during my participation in the program, do hereby agree to assume all the risks and responsibilities surrounding my participation in the program or any independent activities undertaken as an adjunct thereto; and further, I do for myself, my heirs, and personal representative, hereby agree to defend, hold harmless, indemnify, release, and forever discharge The Pennsylvania State University and any and all of its directors, officers, agents, and employees, from and against any and all claims, demands, actions, or causes of action, on account of damage to personal property, or personal injury, disease, or death which may result to me from my participation in this program and my exposure to the risks inherent in the program.

**I hereby certify that I have read this document, that I am fully familiar with the contents of this document, and that I fully understand its terms and provisions. Any questions that I have about the Occupational Therapy Assistant Program and the contents of this document have been fully explained to my satisfaction.**

SIGNATURE \_\_\_DATE \_\_\_\_\_\_\_\_\_\_\_

PARENT OR (If under 18) DATE \_\_\_\_\_\_\_\_\_\_\_

GUARDIAN

WITNESS \_\_\_ DATE \_\_\_\_\_\_\_\_\_\_\_

**General Academic Advising**

Each student enrolled in the OTA program is assigned an occupational therapy faculty member as their academic advisor.  Advising of incoming first year (freshman) students is completed in the summer of the academic year.  Students in advanced standing having transfer credits from other institutions are encouraged to discuss course options with their advisor. Students are required to refer to their degree audit on LionPath, as well as ask questions as needed during advising sessions.

**Advising Sessions**

The occupational therapy faculty academic advisor provides guidance related to coursework in the occupational therapy assistant program, professional behavior, and fieldwork education. Advising sessions will be officially held during each semester; however, if the student feels the need to talk to an advisor, they may make an appointment at any time. The faculty advisor may require a student to sign a written advising note summarizing the content of an advising session.  Advising notes addressing fieldwork issues will be signed by the AFWC in addition to the program director.   All remediation plans developed for a student following academic advising must be provided in writing and signed by the student, the program director, and the AFCW in fieldwork related remediation plans.   If the Director of Academic Affairs participates in developing the remediation plan their signature is also required.   When an advising note or remediation plan requires signatures, a copy is provided to the student and a copy is retained in the occupational therapy office.

**Successful Progression & Academic Retention**

Students must earn a grade of C or better in all OT classes as indicated by the course syllabus grade distribution to pass the class.  Kindly see *Academic Retention Policies* for more detailed information*.*

*\*The Program Director has the discretion to consider a withdrawal or late drop from a class as a failure or F grade for implementation of academic retention policy.*

**Fieldwork Level I/II Progression, Retention & Removal from Degree Status**

A student who fails Level I or Level II fieldwork *may be* permitted to repeat the fieldwork.  The repeat is dependent upon the circumstances and combined assessment and recommendation of failure by the Program Director, Academic Fieldwork Coordinator, and Fieldwork Educator who submitted the failing evaluation of fieldwork performance.  If the student is permitted to attend a second fieldwork after a failed attempt and fails at the second attempt – the student will have reached two fieldwork failures and will be removed from the associate in science in occupational therapy major.

If a student fails a fieldwork level I experience and passes the second experience, but then consequently fails a fieldwork level II experience, that student will be removed from the associate in science in occupational therapy major.

Hence, two failed attempts at fieldwork level I and/or fieldwork level II in any combination will result in a student being dropped as a degree candidate in the OTA Program.

A student who is dropped as a degree candidate should refer to the campus Office of University Registrar.  For further information see the [**Penn State Academic Policy of non-degree candidates**](https://senate.psu.edu/policies-and-rules-for-undergraduate-students/14-00-non-degree-students/).

**Pennsylvania State University**

**Associate in Science in Occupational Therapy Program**

**Student Learning Outcomes for Graduates**

As per the [**Accreditation Council for Occupational Therapy Education (ACOTE) Standards of Occupational Therapy Education**](https://acoteonline.org/accreditation-explained/standards/), at the completion of the Associate in Science in Occupational Therapy Program at the Pennsylvania State University, the Occupational Therapy Assistant graduate must:

1.  Have acquired an educational foundation in the liberal arts and sciences, including a focus on issues related to diversity.

2. Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.

3. Have achieved entry-level competence through a combination of didactic and fieldwork education.

4. Define theory as it applies to practice.

5. Be prepared to articulate and apply occupational therapy principles and intervention tools to achieve expected outcomes as related to occupation.

6. Be prepared to articulate and apply therapeutic use of occupations with persons, groups, and populations for the purpose of facilitating performance and participation in activities, occupations, and roles and situations in home, school, workplace, community, and other settings, as informed by the Occupational Therapy Practice Framework (AOTA, 2020).

7. Be able to apply evidence-based occupational therapy interventions to address the physical, cognitive, functional cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life, as informed by the Occupational Therapy Practice Framework (AOTA, 2020).

8. Be prepared to be a lifelong learner to keep current with evidence-based professional practice.

9. Uphold the ethical standards, values, and attitudes of the occupational therapy profession.

10. Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process for service delivery.

11.Be prepared to effectively collaborate with occupational therapists in service delivery.

12. Be prepared to effectively communicate and work inter-professionally with all who provide services and programs for persons, groups, and populations.

13. Be prepared to advocate as a professional for access to occupational therapy services offered and for the recipients of those services.

14. Demonstrate active involvement in professional development, leadership, and advocacy.

**Associate in Science in Occupational Therapy Program**

**STRATEGIC PLAN**

**Mission Statement of the Pennsylvania State University**

The Pennsylvania State University is a multi-campus, land-grant, public research university that educates students from around the world and supports individuals and communities through integrated programs of teaching, research, and service.

Our instructional mission includes undergraduate, graduate, professional, continuing, and extension education, offered through both resident instruction and distance learning. Our educational programs are enriched by the talent, knowledge, diversity, creativity, and teaching and research acumen of our faculty, students, and staff.

Our discovery-oriented, collaborative, and interdisciplinary research and scholarship promote human and economic development, global understanding, and advancement in professional practice through the expansion of knowledge and its applications in the natural and applied sciences, social and behavioral sciences, engineering, technology, arts and humanities, and myriad professions.

As Pennsylvania’s land-grant University, we provide unparalleled access to education and public service to support the citizens of the Commonwealth and beyond. We engage in collaborative activities with private sector, educational, and governmental partners worldwide to generate, integrate, apply, and disseminate knowledge that is valuable to society.

**Full Strategic Plan can be viewed @** <https://strategicplan.psu.edu>

**INSTITUTIONAL VALUES**

Six core institutional values, sustain the strategic plan and offer essential context for the successful execution of Penn State’s mission.

• **Integrity.** We act with integrity in accordance with the highest academic, professional, and ethical standards.

• **Respect.** We respect and honor the dignity of each person, embrace civil discourse, and foster a diverse, inclusive, and safe community.

• **Responsibility.** We act responsibly and hold ourselves accountable for our decisions, actions, and their consequences.

• **Discovery.** Through advanced research and scholarship, we seek and create new knowledge and understanding, and foster creativity and innovation, for society’s benefit.

• **Excellence.** We strive for excellence in all of our endeavors as individuals, an institution, and a leader in higher education and research.

• **Community.** We work together for the betterment of our University, the communities we serve, and the world.

**FOUNDATIONS**

Foundations are integral to everything Penn State does and will be essential to implementing this strategic plan. These foundations—[Enabling Access to Education](https://strategicplan.psu.edu/plan/foundations/enabling-access-to-education/)**,**[Engaging Our Students](https://strategicplan.psu.edu/plan/foundations/engaging-our-students/)**,**[Advancing Inclusion, Equity, and Diversity](https://strategicplan.psu.edu/plan/foundations/inclusion-equity-diversity/)**,**[Enhancing Global Engagement](https://strategicplan.psu.edu/plan/foundations/enhancing-global-engagement/)**,**[Driving Economic Development](https://strategicplan.psu.edu/plan/foundations/driving-economic-development/)**,**and [Ensuring a Sustainable Future](https://strategicplan.psu.edu/plan/foundations/ensuring-a-sustainable-future/)—are not specific to or owned by certain programs or units, or by individual faculty and staff. Instead, these are the responsibility of all members of our University community. The foundations are woven throughout the thematic priorities and are essential in implementing each of them.

**Mission Statement of the Associate in Science in Occupational Therapy Program**

The mission of the Associate of Science in Occupational Therapy Program is two-fold: to prepare graduates who will be competent entry-level certified occupational therapy assistants and to meet the unique needs of the community through education and service. The program seeks to accomplish its mission by providing:

* The groundwork in understanding the importance of occupation and its application.
* A comprehensive curriculum which integrates support courses.
* Opportunities for individual and group growth and development.
* Collaborative partnerships within the community.
* Excellence in instruction and advising by highly qualified faculty.

**Strategic Plan & Goals of the**

**Associate in Science in Occupational Therapy Program 2021 - 2024**

*Following are the foundations of Penn State aligned with the Associate in Science in Occupational Therapy Program. This alignment ensures the missions of both were reflected upon and set-up for engagement by/between students, faculty, and the community at large.*

**PSU Foundation 1:  Enabling Access to Education *-- The Occupational Therapy Assistant Journey:  Education to Practice***

**OTA Program Goal 1:**  Develop plans for continued education for current students and alumni beyond the Associate in Science in Occupational Therapy degree Penn State and/or other institutions of higher education, which will include pathways to baccalaureate and/or graduate programs.

**OTA Program Goal 2:** Conduct a yearly curriculum & program review. Respond to identified strengths and needs by making changes within courses and/or delivery formats that enables productive student learning outcomes.

**PSU Foundation 2:  Engaging our Students**

**OTA Program Goal 3:** Commit to provide and develop opportunities for students to engage in community service by developing partnerships within PSU and students’ communities.

**OTA Program Goal 4:** Prepare graduates who reflect the profession’s priority to develop occupational therapy assistants who engage with a high level of professionalism in intra & inter-professional education & practice (IPEP).

**OTA Program Goal 5:** Support students’ growth in the Occupational Therapy Assistant Curricular Threads and Assessment Measures Framework, to ensure they will pass the required NBCOT exam to become Certified Occupational Therapy Assistants.

**PSU Foundation 3:  Advancing Inclusion, Equity and Diversity *-- Supporting the Health of Individuals, Communities & Society through Occupational & Social Justice***

**OTA Program Goal 6:** Ensure that students are equipped with the critical thinking skills, knowledge, and confidence to utilize meaningful occupation, given any cultural situation, as their primary guide in practice to ensure occupational and social justice.

**OTA Program Goal 7:** Support faculty participation in creative and scholarly activities (i.e. presentations, publications, committee leadership) that enhance and sustain their knowledge of education and practice in a complex & ever-changing world.

**PSU Foundation 6:  Ensuring a Sustainable Future *-- Modeling Evidence-Based Practice via the Person-Environment-Occupation-Performance Model***

**OTA Program Goal 8:** Aligning with the [**United Nations 17 goals for Sustainable Development**](https://sdgs.un.org/goals) we will build teaching-learning experiences that challenge students’ knowledge & skills, as guided by evidence-based practice, to provide occupational therapy services in current and emerging settings with the least amount of impact on the environment.

**Philosophy of the Associate in Science in Occupational Therapy Program**

The philosophy of Occupational Therapy, as taught in the Associate in Science in Occupational Therapy Program at

The Pennsylvania State University embraces the Philosophical Base of Occupational Therapy stated by

the American Occupational Therapy Association (2017):

*Occupations are activities that bring meaning to the daily lives of individuals, families, and communities and enable them to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health, and well-being across the lifespan. Thus, participation in meaningful occupation is a determinant of health and leads to adaptation.*

*Occupations occur within diverse social, physical, cultural, personal, temporal, or virtual contexts. The quality of occupational performance and the experience of each occupation are unique in each situation due to the dynamic relationship between factors intrinsic to the individual, the environment and context in which the occupation occurs, and the characteristics of the occupation.*

*The focus and outcome of occupational therapy are clients’ engagement in meaningful occupations that support their participation in life situations. Occupational therapy practitioners conceptualize occupations as both a means and an end to therapy. That is, there is therapeutic value in occupational engagement as a change agent, and engagement in occupations is also the ultimate goal of therapy.*

*Occupational therapy is based on the belief that occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation/adaptation. The use of occupation to promote individual, family, community, and population health is the core of occupational therapy practice, education, research, and advocacy.*

**Penn State’s OTA Program Commitment to Diversity, Equity, and Inclusion**

The American Occupational Therapy Association’s (AOTA) Vision 2025 is the profession’s example of having a steadfast commitment to [diversity, equity, and inclusion (AOTA, 2020)](https://www.aota.org/~/media/Corporate/Files/Practice/Manage/ajot74S3002DiversityEquityInclusionStatement.pdf) for the Penn State Occupational Therapy Assistant Program. We embrace and will ensure the profession’s commitment to foster an environment of growth for all individuals, groups, and communities by supporting diversity, equity, and inclusion within all areas of practice, education, and research. In doing so – we stand united with the following statement by AOTA (2020):

*AOTA affirms the inalienable right for every individual to feel welcomed, valued, a sense of belonging, and respected while accessing and participating in society, regardless of the internal or external factors that make every individual unique. This statement supports efforts to increase diversity, equity, and inclusion within all aspects of occupational therapy, including practice, education, and research, as well as policy development and advocacy.*

**Philosophy of Teaching-Learning in the Associate in Science in Occupational Therapy**

**as related to the Program’s Scholarship Agenda**

As related to the students who enter the program, they are believed to be capable of cognitive, psychological, social, and physical development, intrinsically motivated to influence their own health, the health of others, and their social and physical environments through purposeful engagement in a lifelong teaching-learning process and by engaging in meaningful occupations within their own and the educational environment(s). Furthermore, students will use this engagement in the lifelong teaching-learning process to facilitate their professional behavior development within their work occupations and personal development within their daily living and leisure occupations.

The faculty of the OTA program at Pennsylvania State University understand the diverse and complex learning

needs of the students entering, managing, and completing the associate degree in occupational therapy. Students

in the program may include, but are not limited to the following groups: first year students with no previous

academic experiences in higher education, students transferring from other degree programs and institutions,

adult students with previous academic histories and adult students with no prior academic experience. The

students’ learning styles and abilities to attend to and complete individual learning tasks as well as collaborative

learning activities will influence the collective learning needs and dynamic scholarship agenda of the program.

Students come to the program with diverse social, economic and cultural perspectives, which add to the class

structure and dynamics and at times pose conflicts and immediate learning potential. In addition to these

differences, the students in the OTA program manage multiple roles and outside responsibilities which directly and

indirectly impact their academic roles. It is recognized that the students’ needs in the program may be diverse

within each campus, as well as, across the campuses offering the degree. To this end, the program faculty will

recognize the diversity in student needs, be sensitive to the multiple influences that impact learning and will

provide multiple learning opportunities within the program that are a dynamic reflection of program’s scholarship

agenda to address student, community, and societal needs.

The OTA faculty are committed to evaluating the program and learner needs on a regular basis and will make

changes to the program to meet the needs of the students when deemed appropriate to do so. The faculty

recognizes the value and importance of developing clinical reasoning skills appropriate to the level of the

occupational therapy assistant (Lyons & Crepeau, 2001; Coviello, Lockhart, Keene & Potvin, 2019). As such, clinical reasoning in the OTA teaching-learning process is defined as the use of procedural, interactive, conditional, and pragmatic reasoning, all of which lead to functional use of **narrative reasoning** by the student in clinical/case

based practice situations.

To this end, the program focuses on ***procedural reasoning*** as the process ofunderstanding and utilizing information re: diagnosis, conditions, illnesses, and diseases to help formulate treatment. ***Interactive reasoning*** includes, but is not limited to, the ability to interact and engage with patients/residents/ clients, interact and lead therapeutic groups and appreciate the individual’s life story and occupational performance profiles. ***Conditional reasoning*** is promoted in terms of understanding and appreciating the contextual issues affecting the individual’s roles and the treatment delivery process. ***Pragmatic reasoning*** is facilitated when the student understands and develops skills necessary to manage the role of a practitioner necessary for the successful completion of level I and level II fieldwork experiences. Furthermore, at the juncture of being a graduating student and entry-level therapist, it is the accumulation of understanding that they can now utilize ***narrative reasoning*** to explain, with confidence, that human beings are unique and have a relationship with the environment that is interdependent and constantly changing while engaged in meaningful occupations.

Figure 1. Clinical Reasoning Paradigm for the Penn State OTA Student

***In summary, the philosophical foundation of the PSU OTA teaching-learning process is that it prepares graduates to assume the role of a lifelong learner via clinical reasoning skills, thus moving them to continued levels of higher learning. Again, it is through this teaching-learning process that students will glean the skills, knowledge, and understanding that human beings are unique and have a relationship with the environment that is interdependent and constantly changing while engaged in meaningful occupations.***

**Associate in Science in Occupational Therapy**

**Program Curricular Design**

The occupational therapy faculty conceptualize the curriculum design as a ***progressive learning model*** having five curricular threads infusing the dynamic ***phases of learning***.  The first level introduces each of the threads; subsequent levels provide new content while reinforcing material presented in prior levels using it in increasingly complex ways.  Care is given to introduce concepts and content in a manner, which reflects our understanding of the learning processes articulated in *Bloom’s Taxonomy* (2014), clinical and professional reasoning in occupational therapy by Schell & Schell (2017) with reference to Mattingly, Fleming, Schell, and Cervero’s (1993) grounded theory work on clinical reasoning processes. **\*See Figure 2.**

Concepts presented as knowledge are applied and synthesized as they recur within the learning model of the occupational therapy curriculum over five semesters.  When the synthesis and evaluation stages of Bloom’s Taxonomy are reached, the clinical reasoning processes are most clearly interwoven in the upper level of the ***progressive learning model***.

A ***progressive learning model*** was also the conceptual design used in planning Level I Fieldwork and community-based outreach experiences.  Students engage in Fieldwork Level I and service learning at the 100 level and/or 200 level within the curriculum.  Specific learning objectives related to the ***progressive learning model*** are attached to each of these Fieldwork Level I and service-learning experiences.  It is the intent that skill sets are constructed, which prepares the student for Level II Fieldwork as the culminating teaching-learning experience of the program.  In other words, skills learned in early Level I Fieldwork placement and during Service Learning are expanded upon in subsequent settings as new skills are added.  Within the ***progressive learning model*** of the curriculum design, the students have multiple opportunities to master and integrate the competencies required to become entry-level OTA practitioners.

**Curricular Threads/Levels of Learning**

***For each curricular thread, students will move through the levels of learning.***

* **LEADERSHIP…as related to Intra and Inter Professional Collaboration, Leadership & Engagement**

Leadership & engagement are essential to the profession. Intra-professional collaboration refers to engagement with other occupational therapy practitioners, whereas inter-professional collaboration refers to engagement in practice with the array of individuals and/or groups that are involved in the task at hand. ***Program Learning Objective 1: Build practice values, skills, attitudes, and knowledge required of an entry-level OTA practitioner.***

* **OCCUPATION AS FOUNDATION OF PRACTICE**

First, the OTPF is the domain that centers & grounds the profession’s focus and actions. Secondly, it outlines the process of evidence-based occupational therapy evaluation and intervention that is dynamic and linked to the profession’s focus on and use of occupation. The domain and process are necessarily interdependent, with the domain defining the area of human activity to which the process is applied (AOTA, 2020).

***Program Learning Objective 2: Build entry-level skills and knowledge in utilizing the OTPF & meaningful occupation in practice.***

* **LIFELONG TEACHING-LEARNING GROWTH**

The focus of lifelong learning is integral to the journey of scholarship for the student from the educational to community practice, as well as formal and informal learning moments. The meaningful occupation of learning is emphasized throughout the curriculum.

***Program Learning Objective 3: Build influence and involvement in the teaching-learning process between faculty, peers, and fieldwork educators.***

* **CLINICAL REASONING AND CRITICAL REFLECTION:** **Mindfulness,** **Knowledge & Skills**

It is our belief that learners must use clinical reasoning, and critical thinking and be mindful in being, doing, and becoming practitioners. These elements are integral to the decision-making process as related to clinical data, client-centered practice, and professional judgment and knowledge, and are essential components of thoughtful practitioners.

***Program Learning Objective 4: Build fundamental clinical reasoning & critical reflection skills which are mindful and essential to practice.***

* **THERAPEUTIC USE OF SELF**

Understanding that the use of oneself in a therapeutic manner becomes an invaluable component in the evaluation and intervention process of OT.

***Program Learning Objective 5: Understand & build a working knowledge that the client-practitioner relationship is a key factor in determining positive therapy outcomes.***

**Levels of Learning**

**1. Building Knowledge Base:** OT 100S, OT101, OT103, community-based outreach & service, + gen eds

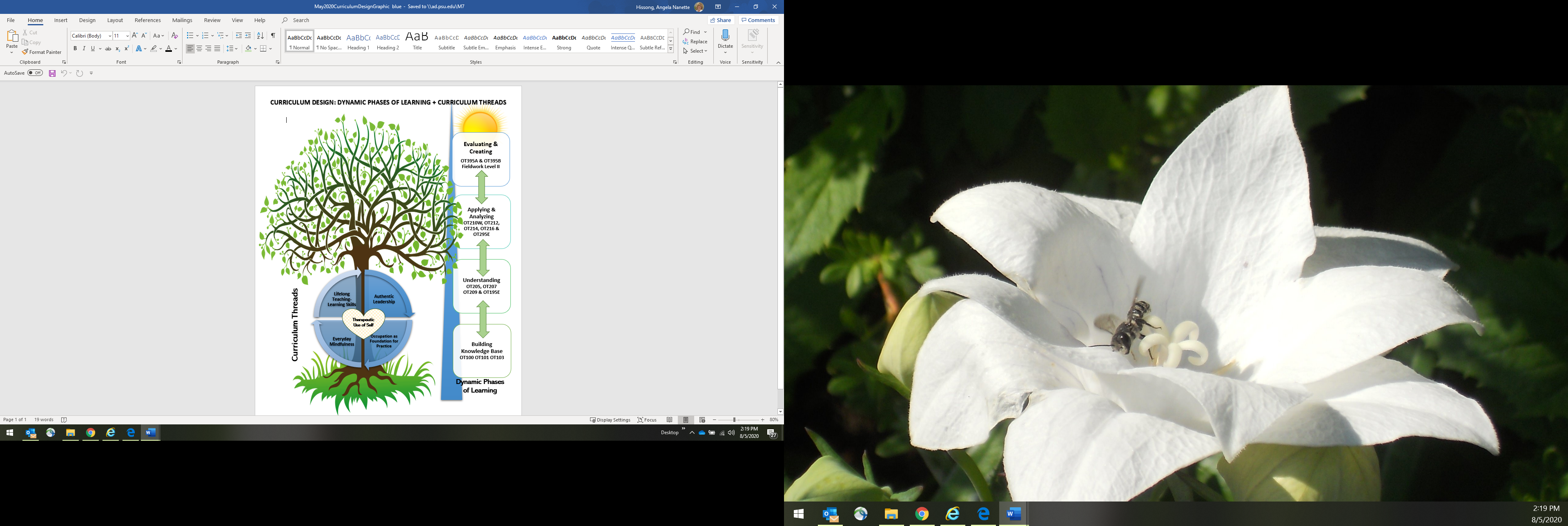
**2. Understanding:** OT205, OT207, OT209, OT195E, community-based outreach & service, + gen eds

**3. Applying & Analyzing:** OT210W,OT212, OT214, OT216, OT295E, community-based outreach & service, + gen eds

**4. Evaluating & Creating:** OT 395A and OT395B

**CURRICULUM DESIGN**

***DYNAMIC PHASES OF LEARNING INFORMED BY CURRICULUM THREADS***



**Clinical Reasoning**

**Reasoning Reasoning**

**Description of OT Courses across the Curriculum**

***Building Knowledge Base***

**OT 100S Structural Foundations of Occupational Therapy** (1) An overview of the structural foundations of the occupational therapy profession.

[**OT 101**](http://bulletins.psu.edu/undergrad/courses/O/O%20T/101/201314FA) **Conceptual Foundations of Occupational Therapy Practice** (2) An overview of the conceptual foundations of occupational therapy practice. Observation of therapists in treatment settings.

**OT 103 (US)** **Occupational Performance across the Life Span** (3) Analysis of occupations from birth to death including descriptions of occupational performance and factors which influence performance.

*In the* ***Building Knowledge Base Level***, *most students complete the general education requirements for the associate of science degree and the major requirements which support the OTA curriculum such as BIOL 161, BIOL 162, BIOL 163, BIOL 164, PSYCH 100, and lifespan human development (HDFS129 or PSYCH 212). Students gain initial exposure to all curricular threads and to multiple areas of practice.*

***Understanding Base***  
[**OT 205**](http://bulletins.psu.edu/undergrad/courses/O/O%20T/105W/201314FA) **Group Process across The Lifespan** (3) The course addresses concepts & theories related to group processes and dynamics within the OT therapeutic context. Topics addressed in the course, include but are not limited to: types of groups, group roles, leadership styles, theory of group development & implementation, group norms, and the selection of appropriate activities based on age and occupational performance areas or components, safety, management of the environment, and time management.

**OT 207 Assistive Technologies and Methods of Adaptation** (3) Assistive technologies and methods of adaptation analyzed; selection criteria, methodologies, proper use, and precautions presented.

[**OT 209**](http://bulletins.psu.edu/undergrad/courses/O/O%20T/109/201213SP) **Management, Leadership and Ethics in Occupational Therapy** (3) Focus on management, leadership and ethics in occupational therapy practice will be addressed. Importance of intraprofessional and interprofessional collaboration, as well as, reimbursement and policies related to the delivery of services will be emphasized.

**OT195**[**E**](http://bulletins.psu.edu/undergrad/courses/O/O%20T/195A/201213SP) **Fieldwork Level I Experience** (1) Community-based experience related to entry-level occupational therapy assistant student coursework.

*In the* ***Understanding Level***, *key topics are introduced which will be applied and synthesized in the next two levels. Students engage in a Service Learning experience which supports classroom learning and broadens their understanding and skills in all the curricular threads. All prerequisite major requirements so indicated must be completed prior to entering the Application Level. See Course Sequence for specific courses. Additionally, all students engage in a minimum of 15 hours of FW Level I by this point in the curriculum.*

***Applying & Analyzing***

[**OT 210W**](http://bulletins.psu.edu/undergrad/courses/O/O%20T/201/201314FA) **Clinical Reasoning and Documentation in Occupational Therapy** (3) This course entails a broad scope experience in clinical reasoning strategies, proficient writing and documentation skills required by the occupational therapy assistant across a wide variety of practice settings. The objective of this course is to provide intensive & rigorous teaching-learning opportunities for students to utilize verbal and written clinical reasoning to facilitate occupation-based assessments, interventions and discharge planning. Additionally, student will be able to demonstrate knowledge of the use of technology in practice for electronic documentation, virtual environments, and telehealth platforms.

[**OT 212**](http://bulletins.psu.edu/undergrad/courses/O/O%20T/202/201314FA) **Occupational Therapy for Child & Adolescent Health** (4) Examines developmental, physical, and psychosocial components and practical applications of occupational performance for children and adolescents whose daily living has been affected by developmental, psychosocial and/or physical condition(s). Additionally, the role of occupation in the promotion of health and prevention of injury, disease or dysfunction is addressed for  
children and adolescents.

[**OT 214**](http://bulletins.psu.edu/undergrad/courses/O/O%20T/204/201314FA) **Occupational Therapy for Psychosocial & Behavioral Health** (4) Examines the psychosocial and behavioral components and practical applications of occupational performance in individuals,  
groups, communities and/or the larger society. Students examine the effects of conditions associated with psychosocial and behavioral health and how these affect occupational performance skills & patterns.

[**OT 216**](http://bulletins.psu.edu/undergrad/courses/O/O%20T/206/201314FA) **Occupational Therapy for Physical Health & Rehabilitation** (4) Examines the structure and function of the human body with practical applications to occupational therapy practice in physical health and rehabilitation. Students examine the effects of conditions associated with physical structures of the body and how these affect occupational performance.

[**OT 295E**](http://bulletins.psu.edu/undergrad/courses/O/O%20T/195B/201213SP) **Fieldwork Level I Experience** (2) Community-based intermediate fieldwork. Occurs during 4th semester.

*In the* ***Applying & Analyzing Level***,*students are fully engaged in and have a working knowledge of all the curricular threads. The goal of Fieldwork Level I at this level is for students to understand the application of evidence-based occupational therapy interventions in practice. All students engage in a minimum of 20 hours of FW I. Upon completion of the* ***Application and Analysis Level***, *students are ready to engage in FW Level II for their final professional preparation. The didactic portion of preparation as a generalist, required by Standard A.6.1, most fully occurs at this level.*

***Evaluating & Creating*   
OT 395A Fieldwork Level II Experience in Occupational Therapy I** (6) Part I. Supervised experience in select settings (traditional occupational therapy and/or emerging practice settings) in the role of an occupational therapy assistant.

**OT 395B** **Fieldwork Level II Experience in Occupational Therapy II** (6) Part II. Supervised experience in select settings (traditional occupational therapy and emerging practice settings) in the role of an occupational therapy assistant.

*In the* ***Evaluating & Creating Level***, *students are placed in two to three different settings which complete their preparation to practice as entry level OTA’s. During this level they also participate in a seminar which reviews NBCOT credentialing exam requirements, test taking strategies, state licensure issues, resume preparation, interviewing skills, and other topics pertinent to the entry level practitioner. Students are connected to the university during this Level by phone and e-mail at all times, during onsite visits* *from the AFWC, and via an online learning environment linked to OT 395A/B.*

*Note: Students must receive a passing score in all areas of professional development & safety to be eligible for placement in Level II Fieldwork.*

**Community-based Outreach & Service Learning**

Service Learning is introduced, typically at the knowledge level, and then engaged in during the understanding and applying and analyzing levels. Community-based service learning encourages students to explore current and emerging practice areas throughout the curriculum. It prepares students to work with a variety of populations including, but not limited to, children, adolescents, adults, and elderly persons in a variety of practice settings. The community-based service learning experiences at the understanding and applying and analyzing levels are designed to facilitate:

* An understanding of the meaning and process of community-based service learning;
* Beginning competency skills for facilitating client-centered 1:1, small group, and/or large group activities in the community or healthcare setting;
* Acquisition through observation and directed participation, beginning

knowledge about group compositions and group processes in the community;

* Development of inter-professional and intra-professional conduct and attitudes related to therapeutic roles and responsibilities within a service learning experience.

**Course Requirements**

**Associate in Science Degree in Occupational Therapy**

**See** <https://bulletins.psu.edu/>

**General Education: 27 credits**

Biology 161 (GN) 3 credits Biology 162 (GN) 1 credit

Biology 163 3 credit Biology 164 1 credit

English 15 (GWS) 3 credits

HDFS 129/Psych 212(GS) 3 credits Psychology 100 (GS) 3 credits

GQ 3 credits GA 3 credits

GH 3 credits

**OT Courses: 42 credits**

OT 100 1 credit OT 101 2 credits

OT 103(US) 3 credits OT 205 3 credits

OT 207 3 credits OT 209 3 credits

OT195E 1 credit OT 210W 3 credits

OT 212 4 credits OT 214 4 credits

OT 216 4 credits OT 295E 2 credits

OT 395A 6 credits OT 395B 6 credits

**\*A minimum of 71 credits is required to graduate from the program.**

**Prescribed Gen Ed Course Descriptions**

**Biology 161/162/163/164 (Anatomy and Physiology I and II - Lecture and Lab)** – This two-semester sequence introduces human anatomy and physiology, which is the branch of biology that focuses on the structure and function of the human body.

**English 15 (Rhetoric and Composition)** - This is generally considered a freshman writing course. Depending on your freshman testing scores (FTCAP), you may be asked to take an additional, pre-writing course before completing this course.

**General Arts (GA) Elective** - This needs to be a hands-on, active arts course. (Do **not** take an art history or music appreciation course.) This course may include such courses as: drawing, photography, pottery, etc. It may also include some theater courses, some creative writing courses, and some music courses.

**General Humanities (GH) Elective** - This course is considered an elective course, which means you have many options. The only requirement is that it is general humanities course. This typically means courses like history, philosophy, some literature courses, and world religions.

**Human Development and Family Studies (HDFS 129)** - This is a basic human development course. If taking this course at another college make sure the class covers human development from birth to death (not just child and adolescent development) (**Psych 212** **Developmental Psychology** is also acceptable for this requirement).

**GQ/Math** Math/quantification classes that meet this requirement include Math 17, 18, 30, 33, 34, 35, 36 and Stat 100.

**Psychology 100** - This is a general psychology course. Most colleges offer a basic first course in psychology.

**The Pennsylvania State University Berks Campus**

**Associate in Science in Occupational Therapy**

***Suggested Academic Plan***

The typical two and half year, five semester plan for completing the OTA program is as follows:

|  |  |
| --- | --- |
| **Fall (Semester One)** | **Spring (Semester Two)** |
| **OT100S\* 1**  **OT101\* 2**  BIOL 161\* 3  BIOL 162\* 1  ENG 015 (GWS)\* 3  PSYCH 100 (GS)\* 3  **13 credits** | **OT103\* + 3**  HDFS 129 or PSYCH212\* 3  BIOL 163 \* 3  BIOL 164 \* 1  Math (GQ)\* 3  **13 credits** |
| **Fall (Semester Three)** | **Spring (Semester Four)** |
| **OT205\* 3**  **OT207\* 3**  **OT209\* 3**  **OT195E\* 1**  Humanities Elective (GH)3  Art Elective (GA) 3  **16 credits** | **OT210W\* 3**  **OT212\* 4**  **OT214\* 4**  **OT216\* 4**  **OT295E\* 2**  **17 credits** |
| **Summer / Fall (Semester Five)** | **KEY FOR COURSES** |
| OT395 A\* 6  OT395 B\* 6  **12 credits**  ***FW Level II typically is two different***  ***8 week full-time placements.*** | \* Students must earn a grade of C or better in these courses.  + OT 103 meets the intercultural requirement and is designated US. |

**ADDITIONAL INFORMATION**

* Students **must** complete these courses prior to enrolling in the 200 level OT courses:

ENG 15, PSYC 100, BIOL 161, 162, 163, 164, and HDFS 129.

* OT courses in **bold** **print** may only be taken in the designated semester/order.
* Courses meeting GQ, GH, GA requirements may be taken during semesters 1-4.
* Some general education courses are able to shift from semester-to-semester. Consult with advisor for best individual academic plan.
* All didactic degree requirements must be completed prior to enrolling in OT 395 A/B.
* FW Level II dates will be set by the Fieldwork Coordinator. Academic advising is required to establish FW II placements.
* OT 395A/B must be completed within 20 months of completing the didactic requirement.

**GRADING POLICY FOR OT COURSES**

A=95-100 A-=90-94 B+=87-89 B=84-86 B-=80-83 C+=77-79

C=73-76 D=65-72 F=Below 65

*Note 1: Students must earn a grade of C in OTA courses to be eligible to continue in the OTA Program.*

*Note 2: See OT195E and OT295E Evaluation of Level I Fieldwork Experience for passing score requirement.*

*Note 3: Students must maintain a GPA of 2.0 or better per Academic Progress Policy 54-00*

***DOVETAILING ACOTE STANDARDS and PSU COURSE OBJECTIVES***

***Occupational Therapy Assistant Student Teaching-Learning Journey***

**OT 100**

***OT 100******Structural Foundations of Occupational Therapy*** *(1) An overview of the structural foundations*

*of the occupational therapy profession.*

***OT 100 Specific Learning and Performance Objectives as Related to ACOTE Educational Standards***

*Upon successful completion of OT 100, the student will be able to:*

***In relation to the practice of occupational therapy, the student will:***

* Offer a beginning definition of occupational therapy, meaningful occupation, intra-professional, and inter-professional education/practice which will be explored through beginning work with Occupational Therapy Practice Framework, 4th edition.
* Demonstrate an understanding of the Penn State Curricular Design & Levels of Learning.
* Offer a beginning definition of evidence-based practice.
* Clearly demonstrate an understanding of the **Technical Standards of the Occupational Therapy Assistant Student, which are listed on the OTA Webpage for students to review prior to entrance to the program per ACOTE Standard A.** The technical standards will be reviewed twice during the course:  Week 1 & Week 4.  The student will be asked to sign *Acknowledgement of Understanding* by Week 5.  If at any time a student would like to discuss and/or have questions about the technical standards they should feel free to make an appointment with a faculty member for clarification.

***Penn State First Year Seminar Purpose & Objectives***

***Facilitate student's adjustment to the high expectations, demanding workload, increased academic liberties, and other aspects of the transition to college life.***

1. Demonstrate the ability to use LionPath, LIAS, CANVAS, ZOOM and Penn State e-mail.
2. Explore the benefits of engaging in stress management techniques.
3. Explore and identify time-management strategies to assist with the responsibilities associated with the daily role of being a student.
4. Understand and work within the guidelines for scholarly discourse and civil behavior.
5. Determine the academic requirements and produce a degree audit for the chosen major.

**OT 101**

***OT 101 Conceptual Foundations of Occupational Therapy Practice*** *(3) An overview of the conceptual foundations of occupational therapy practice.*

***OT 101 Specific Learning and Performance Objectives as Related to ACOTE Educational Standards***

*Upon successful completion of OT 101, the student will be able to:*

**1. Apply knowledge and define the critical persons, events, and philosophies which influenced and shaped the profession of occupational therapy from its inception along with current legislation and regulations (state & federal) implications.**

***3.1 OT History, Philosophical Base, Theory, and Sociopolitical Climate***

Apply knowledge of occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society’s current and future occupational needs as well as how these factors influence and are influenced by practice.

***2*.  Explain the distinct nature of occupation, along with evidence, that impacts practice areas, while keeping in mind how meaningful occupation supports performance, participation, health and well-being while one is living life to its fullest.**

***3.3 Distinct Nature of Occupation***

Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.

**3. Explain and demonstrate the use of qualitative and quantitative professional literature appropriate to the practice of occupational therapy.**

***6.1 Professional Literature and Scholarly Activities***

* Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist.
* Explain how scholarly activities and literature contribute to the development of the profession.

***6.2 Quantitative and Qualitative Methods***

Understand the difference between quantitative and qualitative research studies.

***6.3 Scholarly Reports***

Demonstrate the skills to understand a scholarly report.

**4.  Establish and build knowledge about American Occupational Therapy Association (AOTA), State OT Associations, Regional OT Associations, and World Federation of Occupational Therapy (WFOT) while discerning the impact on a practitioner’s knowledge and ongoing leadership development.**

***7.2 Professional Engagement***

Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies.

**5.  Identify professional development strategies by actively participating in at least one organization/agency that promotes occupational therapy (i.e. Facebook, Campus, community, face-to-face) and mindful awareness of the basis of occupational therapy practice to interested and concerned parties.**

***7.3 Promote Occupational Therapy***

Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.

***7.4 Ongoing Professional Development***

Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.

**OT 103**

**OT 103 (US)** **Occupational Performance across the Life Span** (3) Analysis of occupations from birth to death including descriptions of occupational performance and factors which influence performance.

**United States Cultures (US)**

A course that fulfills the United States Cultures requirement must strive to increase students' understanding of

contemporary United States society. Such a course need not focus exclusively on the present and may concern a historical subject. Courses with the United States Cultures designation will include two or more of the following components and will include those components in the graded evaluation of student performance:

1.Cultivate student knowledge of issues of social identity such as ethnicity, race, class, religion, gender,

physical/mental disability, age, or sexual orientation.

2. Convey to students’ knowledge of different United States values, traditions, beliefs, and customs.

3. Increase student knowledge of the range of United States cultural achievements and human conditions through

Time.

4. Increase student knowledge of United States social identities not in isolation, but in relation to one another (for

example, the interaction of race or gender with socioeconomic status).

5. Introduce students to interpersonal communication and interaction issues among United States cultures.

***OT 103 Specific Learning and Performance Objectives as Related to ACOTE Educational Standards***

*Upon successful completion of OT 103, the student will be able to:*

**1.  Demonstrate knowledge and apply understanding of a variety of occupations that people engage across the life span as articulated in the *Occupational Therapy Practice Framework* and other pertinent writings.**

***B.3.2 Interaction of Occupation an Activity***

Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environment, and client factors.

***B.4.2 Clinical Reasoning***

Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills.

***B.4.23 Effective Communication***

Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness

**2.  Define and explain various influences (i.e. interaction of race and/or gender with socioeconomic status), which impact occupational performance as articulated in the *Occupational Therapy Practice Framework* and other pertinent writings.**

***B.3.3 Distinct Nature of Occupation***

Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.

**3.  Demonstrate activity analysis for a wide range of activities and assessments focused on occupations using selected formats and be able to assess, grade, and modify appropriately considering interpersonal communication and interactions among cultures within the United States and globally.**

***B.3.6 Activity Analysis***

Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to implement the intervention plan.

***B.4.3 Occupation-Based Interventions***

Utilize clinical reasoning to facilitate occupation-based interventions that address client

factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.

***B.4.18 Grade and Adapt Processes or Environments***

Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.

**4. Demonstrate knowledge of how engagement in meaningful occupation across the lifespan, promotes health & wellness for individuals who are at risk for social injustice, occupational deprivation, and disparity in the receipt of services, as well as define how occupational justice relates to the practice of occupational therapy.**

***B.3.4 Balancing Areas of Occupation, Role in Promotion of Health, and Prevention***

Demonstrate knowledge of scientific evidence as it relates to the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations.

**OT 205**

**OT 205 Group Process across the Lifespan** (3) The course addresses concepts & theories related to group processes and dynamics within the OT therapeutic context. Topics addressed in the course, include but are not limited to: types of groups, group roles, leadership styles, theory of group development & implementation, group norms, and the selection of appropriate activities based on age and occupational performance areas or components, safety, management of the environment, and time management.

***OT 205 Specific Learning and Performance Objectives as Related to ACOTE Educational Standards***

*Upon successful completion of OT 205, the student will be able to:*

**1.  Demonstrate and apply concepts related to group dynamics and lead activity-focused groups within therapeutic contexts. Topics include but are not limited to types of groups, group roles, leadership styles, group norms, and the selection of appropriate activities based on age and performance area or components, safety, sociopolitical climate, and management of the time along with sustainable factors.**

**B.3.1.** ***OT History, Philosophical Base, Theory, and Sociopolitical Climate***

Apply knowledge of occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society’s current and future occupational needs as well as how these factors influence and are influenced by practice.

***B.3.6 Activity Analysis***

Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to implement the intervention plan.

***B.4.10 Provide Interventions and Procedures***

Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods, and tasks (including therapeutic exercise), education and training, and advocacy.

**2.  Demonstrate knowledge of approaches when developing and facilitating working groups, including but not limited to establishing leadership roles and boundaries, facilitating group interaction, and sharing, working through conflicts within groups and appreciating culture and the influence culture plays within group dynamics.  Furthermore, demonstrate a thorough understanding of the role self as a therapeutic medium during the processes of group intervention.**

***B.3.4 Balancing Areas of Occupation, Role in Promotion of Health, and Prevention***

Demonstrate knowledge of scientific evidence as it relates to the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations.

***B.4.1 Therapeutic Use of Self***

Demonstrate therapeutic use of self, including one’s personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.

**3.  Define and apply the basic concepts of OT theory and frames of reference to the selection and application of activities in therapeutic intervention. Theories and frames of reference include sensorimotor development and remediation, behavioral management, cognitive remediation and adaptation, psychoanalytical and cognitive- behavioral approaches, occupational performance, Model of Human Occupation, PEO model and the existential/ humanistic approach.**

***B.2.1 Scientific Evidence, Theories, Models of Practice, and Frames of Reference***

Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.

***B.2.2 Theory Development***

Define the process of theory development and its importance to occupational therapy.

**Additionally, the student will:**

* Identify resources appropriate to the practice of occupational therapy as related to group

process.

* Demonstrate a thorough understanding of the role of group and activity analysis as used by occupational therapy practitioners during the intervention process.

**OT 195E**

**OT 195E Fieldwork Level I Experience** Community-based experience related to entry-level occupational therapy assistant student coursework.

***OT 195E Specific Learning and Performance Objectives as Related to ACOTE Educational Standards***

*Upon successful completion of OT 195E, the student will be able to:*

**1. Apply TUS as an effective tool in the therapeutic process when interacting with groups and**

**individuals.**

***4.1   Therapeutic Use of Self***

Demonstrate therapeutic use of self, including one’s personality, insights,

perceptions, and judgments, as part of the therapeutic process in both individual and group interaction

**2. Describe the personal and professional responsibilities of role delineation, collaboration, supervision, and liability of Occupational Therapy practitioners and non-OT professionals in various practice settings.**

***4.6 Reporting Data***

Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes.

**3.  Professional and ethical conduct while engaged in fieldwork experience as per AOTA Code of Ethics (2020) and AOTA Standards of Occupational Therapy Practice (2017).**

***7.1 Ethical Decision Making***

Demonstrate knowledge of the American Occupational Therapy Association (AOTA)

*Occupational Therapy Code of Ethics* and AOTA *Standards of Practice* and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.

**4. Per ACOTE Standard 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.** *\*Secondary to nature of planning & organizing fieldwork level I this may standard may apply to OT195E and/or OT295E. Kindly see current academic calendar syllabus for further information.*

* Identify how psychological and social factors influence client’s participation in occupation(s), to understand how to engage with the client, design and implement meaningful, client-focused, and occupation-based interventions.

**OT295E**

**OT 295E Fieldwork Level I Experience** Community-based experience related to entry-level occupational therapy assistant student coursework.

***OT 295E Specific Learning and Performance Objectives as Related to ACOTE Educational Standards***

*Upon successful completion of OT 295E, the student will be able to:*

**1.  Employ critical thinking and understanding of evidence-based practice to gather and report on client data and need for OT services, select and provide appropriate OT interventions, participate in the teaching-learning process, and communicate with stakeholders both intra-professionally and**

**Inter-professionally.**

***4.6 Reporting Data***

Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes.

***4.22 Need for Continued or Modified Intervention***

Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention and communicate the identified needs to the occupational therapist.

***5.5 Requirements for Credentialing and Licensure***

Provide care and programs that demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws.

**2. Mindfully identify and describe the full scope of professional accountabilities along the journey of doing, becoming, and being a certified occupational therapy assistant.**

***4.1 Therapeutic Use of Self***

Demonstrate therapeutic use of self, including one’s personality, insights,

perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.

***4.10 Provide Interventions and Procedures***

* Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations.
* This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.

**4. Professional and ethical conduct while engaged in fieldwork experience as per AOTA Code of Ethics (2020) and AOTA Standards of Occupational Therapy Practice (2017).**

***7.1 Ethical Decision Making***

Demonstrate knowledge of the American Occupational Therapy Association (AOTA) *Occupational Therapy Code of Ethics* and AOTA *Standards of Practice* and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.

**5. Per ACOTE Standard 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.** *\*Secondary to nature of planning & organizing fieldwork level I this may standard may apply to OT195E and/or OT295E. Kindly see current academic calendar syllabus for further information.*

* Identify how psychological and social factors influence client’s participation in occupation(s), to understand how to engage with the client, design and implement meaningful, client-focused, and occupation-based interventions.

**OT 207**

**OT 207 Assistive Technologies and Methods of Adaptation** (3) Assistive technologies and methods of adaptation analyzed; selection criteria, methodologies, proper use, and precautions presented.

***OT 207 Specific Learning and Performance Objectives as Related to ACOTE Educational Standards***

*Upon successful completion of OT 207, the student will be able to:*

**1.Identify, explain, and demonstrate the concepts of adaptation to performance and contexts when one’s ability to safely engage in occupations is limited, including but not limited to adaptive technology/equipment, adaptive techniques and approaches, positioning, ADA recommendations and environmental adaptations, augmented communication, and use of prosthetic devices.**

**4.9 Remediation and Compensation**

Demonstrate an understanding of the intervention strategies that remediate and/or

compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance.

**4.11 Assistive Technologies and Devices**

Explain the need for and demonstrate strategies with assistive technologies and devices (e.g., electronic aids to daily living, seating, and positioning systems) used to enhance occupational performance and foster participation and well-being.

**4.12 Orthoses and Prosthetic Devices**

Explain the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation. Train in the safe and effective use of prosthetic devices.

**4.16 Dysphagia and Feeding Disorders**

Demonstrate interventions that address dysphagia and disorders of feeding and eating, and train others in precautions and techniques while considering client and contextual factors.

**4.18 Grade and Adapt Processes or Environments**

Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.

**2.  Identify, explain, and apply concepts regarding functional and community mobility that address user’s ability to effectively engage in occupations in the environment including transfers, mobility devices including wheelchairs, and community transportation including driver rehabilitation.**

**4.13 Functional Mobility**

Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices**.**

**4.14 Community Mobility**

Provide training in techniques to enhance community mobility, and address transportation transitions, including driver rehabilitation and community access**.**

**3. Describe the professional role delineation and collaboration of the OTR/OTA throughout the occupational therapy process.**

**4.25 Principles of Interprofessional Team Dynamics**

Demonstrate awareness of the principles of interprofessional team dynamics to perform

                 effectively in different team roles to plan, deliver, and evaluate patient- and population-

                 centered care as well as population health programs and policies that are safe, timely, efficient,

                 effective, and equitable.

**OT 209**

**OT 209 Management, Leadership & Ethics in Occupational Therapy (3)** Focus on management, leadership and ethics in occupational therapy practice will be addressed. Importance of intraprofessional and interprofessional collaboration, as well as reimbursement and policies related to the delivery of services will be emphasized.

***OT 209 Specific Learning and Performance Objectives as Related to ACOTE Educational Standards***

*Upon successful completion of OT 209, the student will be able to:*

**1. Demonstrate an understanding of the process of program delivery, development, management, and marketing for the profession in the delivery of services.**

***4.29 Reimbursement Systems and Documentation***

* Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy.
* Documentation must effectively communicate the need and rationale for occupational therapy services.

***5.3 Business Aspects of Practice***

Explain an understanding of the business aspects of practice including, but not limited to, financial management, billing, and coding.

***5.6 Market the Delivery of Services***

Identify the need and demonstrate the ability to participate in the development, marketing, and management of service delivery options.

***5.7 Quality Management and Improvement***

Participate in the documentation of ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and implement program changes as needed to demonstrate quality of service.

**2. Demonstrate the ability to advocate for the profession of occupational therapy.**

***5.2 Advocacy***

Explain the role and responsibility of the practitioner to advocate for changes in service delivery policies, effect changes in the system, recognize opportunities in emerging practice areas, and advocate for opportunities to expand the occupational therapy assistant’s role.

***7.3 Promote Occupational Therapy***

Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.

**3. Describe the varied roles of the occupational therapy assistant including manager, care coordinator, consultant, educator, researcher, and entrepreneur in both traditional and emerging areas of practice and how different styles and approaches to management impact on an organization.**

***4.20 Care Coordination, Case Management, and Transition Services***

Understand and articulate care coordination, case management, and transition services in traditional and emerging practice environments.

***7.5 Personal and Professional Responsibilities***

Demonstrate knowledge of personal and professional responsibilities related to:

* Liability issues under current models of service provision.
* Varied roles of the occupational therapy assistant providing service on a contractual basis.

**4. Identify and demonstrate an understanding of personal and professional skills which inform leader style/approaches that support delivery of education and services to persons, groups, and populations, as well as the professional development that needs to occur as individuals grow into varied roles within the field.**

***4.21 Teaching–Learning Process and Health Literacy***

Demonstrate the principles of the teaching–learning process using educational methods and health literacy education approaches:

* To design activities and clinical training for persons, groups, and populations.
* To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.

***6.6 Preparation for Work in an Academic Setting***

Understand the principles of teaching and learning in preparation for work in an academic setting.

***7.2 Professional Engagement***

Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies.

***7.3 Promote Occupational Therapy***

Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.

***7.4 Ongoing Professional Development***

Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.

**5. Explore ethical issues in occupational therapy practice guided by the AOTA Code of Ethics (2020) and articulate strategies for analyzing and making decisions to resolve the ethical conflict in question.**

***5.1 Factors, Policy Issues, and Social Systems***

Identify and explain the contextual factors; current policy issues; and socioeconomic, political,

geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations and social systems as they relate to the practice of occupational therapy.

***5.8 Supervision of Personnel***

Define strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel.

***7.1 Ethical Decision Making***

Demonstrate knowledge of the American Occupational Therapy Association (AOTA) *Occupational Therapy Code of Ethics* and AOTA *Standards of Practice* and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.

**6. Demonstrate knowledge of the process of regulation and standard setting in occupational therapy, including licensure, certification, and supervision.**

***5.1 Factors, Policy Issues, and Social Systems***

Identify and explain the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations and social systems as they relate to the practice of occupational therapy.

***5.4 Systems and Structures that Create Legislation***

Define the systems and structures that create federal and state legislation and regulations, and their implications and effects on persons, groups, and populations, as well as practice.

**7. Identify the unique skills and knowledge that occupational therapy assistants hold that support**

**opportunities in emerging areas of practice.**

***5.2 Advocacy***

Explain the role and responsibility of the practitioner to advocate for changes in service delivery policies, effect changes in the system, recognize opportunities in emerging practice areas, and advocate for opportunities to expand the occupational therapy assistant’s role.

**8.  Describe the professional role delineation and collaboration of the OTR/OTA throughout the occupational therapy process.**

***4.26 Referral to Specialists***

Identify and communicate to the occupational therapist the need to refer to specialists both

internal and external to the profession, including community agencies.

***4. 27 Community and Primary Care Programs***

Identify and communicate to the occupational therapist the need to design community and primary care programs to support occupational performance for persons, groups, and populations.

***5.8 Supervision of Personnel***

Define strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel.

**9. Demonstrate knowledge of how engagement in meaningful occupation across the lifespan promotes health & wellness for individuals who are at risk for social injustice, occupational deprivation, and disparity in the receipt of services, as well as define how occupational justice relates to the practice of occupational therapy.**

**1.3 Social Determinants of Health**Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an understanding of the epidemiological factors that impact the public health and welfare of populations. \*Note: Epidemiology is the branch of medical science that investigates all the factors that determine the presence or absence of diseases and disorders.

**OT 210W**

**OT 210W Clinical Reasoning and Documentation in Occupational Therapy (3)** This course entails a broad scope experience in clinical reasoning strategies, proficient writing and documentation skills required by the occupational therapy assistant across a wide variety of practice settings. The objective of this course is to provide intensive & rigorous teaching-learning opportunities for students to utilize verbal and written clinical reasoning to facilitate occupation-based assessments, interventions and discharge planning. Additionally, student will be able to demonstrate knowledge of the use of technology in practice for electronic documentation, virtual environments, and telehealth platforms.

***OT 210W Specific Learning and Performance Objectives as Related to ACOTE Educational Standards***

*Upon successful completion of OT 201W, the student will be able to:*

**1. Utilize critical reasoning along with appropriate terminology, approved abbreviations, as well as evidence-based evidence, theories, models of practice, and frames of reference in intervention,**

**evaluation, and discharge planning via the occupational therapy process.**

**B.2.1 Scientific Evidence, Theories, Models of Practice, and Frames of Reference**

Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.

***B.4.2 Clinical Reasoning***

Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills.

**4.3 Occupation-Based Interventions**

Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.

**4.28 Plan for Discharge**

Implement a discharge plan from occupational therapy services that was developed by the occupational therapist in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.

**2. Demonstrate an understanding of the legal, ethical, and professional aspects of documentation, reimbursement, telecommunication, and quality measures throughout the occupational therapy**

**process in traditional and emerging practice.**

***4. 15 Technology in Practice***

Demonstrate knowledge of the use of technology in practice, which must include:

* Electronic documentation systems
* Virtual environments
* Telehealth technology

***4.29 Reimbursement Systems and Documentation***

* Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy.
* Documentation must effectively communicate the need and rationale for occupational therapy services.

***5. 3 Business Aspects of Practice***

Explain an understanding of the business aspects of practice including, but not limited to, financial management, billing, and coding.

**3. Demonstrate clinical reasoning and an understanding of the importance of evidence-based practice in the occupational therapy teaching-learning process to effectively communicate occupational therapy              practice to persons, groups, and the community.**

***4.21 Teaching–Learning Process and Health Literacy***

Demonstrate the principles of the teaching–learning process using educational methods and health literacy education approaches:

* To design activities and clinical training for persons, groups, and populations.
* To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.

***6.1 Professional Literature and Scholarly Activities***

* Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist.
* Explain how scholarly activities and literature contribute to the development of the profession.

**OT 212**

**OT 212 Occupational Therapy for Child and Adolescent Health** (3) Examines developmental, physical, and psychosocial components and practical applications of occupational performance for children and adolescents whose daily living has been affected by developmental, psychosocial and/or physical condition(s). Additionally, the role of occupation in the promotion of health and prevention of injury, disease or dysfunction is addressed for children and adolescents.

***OT 212 Specific Learning and Performance Objectives as Related to ACOTE Educational Standards***

*Upon successful completion of OT 212, the student will be able to:*

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| **Employ critical thinking and demonstrate competence in collaborating with client, caregiver, and other professionals to design intervention(s) which support child or adolescent occupational performance in all areas of occupation. This will include client-centered, occupation & evidence-based interventions, which are remediation, compensatory, or wellness focused as related to physical, cognitive, perceptual, sensory, neuromuscular, and behavioral needs.** |
|  |
| **B.3.5 Effects of Disease Processes**  Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance. |
| **B.4.9 Remediation and Compensation**  Demonstrate an understanding of the intervention strategies that remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance. |
| **B.4.16 Dysphagia and Feeding Disorders**  Demonstrate interventions that address dysphagia and disorders of feeding and eating, and train others in precautions and techniques while considering client and contextual factors.  **4.20 Care Coordination, Case Management, and Transition Services**  Understand and articulate care coordination, case management, and transition services in traditional and emerging practice environments. |
| **2.  Gather and share data for the purpose of evaluating child or adolescent’s occupational performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation.** |
| ***4.4 Standardized and Non-standardized Screening and Assessment Tools***   * Contribute to the evaluation process of client(s)’ occupational performance, including an occupational profile, by administering standardized and non-standardized screenings and assessment tools and collaborating in the development of occupation-based intervention plans and strategies. * Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence-based intervention plans and strategies. * Intervention plans, and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence. |

**OT 214**

**OT 214 Occupational Therapy for Psychosocial & Behavioral Health** (3) Examines the psychosocial and behavioral components and practical applications of occupational performance in individuals, groups, communities and/or the larger society. Students examine the effects of conditions associated with psychosocial and behavioral health and how these affect occupational performance skills & patterns.

***OT 214 Specific Learning and Performance Objectives as Related to ACOTE Educational Standards***

*Upon successful completion of OT 214, the student will be able to:*

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| **1. Employ critical thinking and demonstrate competence in collaborating with client, caregiver, and other**  **professionals to design intervention(s) with mental health, well-being as the focus across the lifespan related to everyday living for individuals, families, and their communities – considering the contextual environment(s). This will include client-centered, occupation & evidence-based interventions, which are remediation,**  **compensatory, or wellness focused as related to physical, cognitive, perceptual, sensory, neuromuscular,**  **and behavioral needs.** |
| **1.2 Sociocultural, Socioeconomic, Diversity Factors & Lifestyle Choices**  Explain the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (e.g., principles of psychology, sociology, and abnormal psychology).  **3.4 Balancing Areas of Occupation, Role in Promotion of Health, and Prevention**  Demonstrate knowledge of scientific evidence as it relates to the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations. |
| **B.3.5 Effects of Disease Processes**  Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance. |
| **B.4.9 Remediation and Compensation**  Demonstrate an understanding of the intervention strategies that remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational  performance. |
|  |
| **2.  Gather and share data for the purpose of evaluating child or adolescent’s occupational performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation.** |
| ***B.4.4 Standardized and Non-standardized Screening and Assessment Tools***   * Contribute to the evaluation process of client(s)’ occupational performance, including an occupational profile, by administering standardized and non-standardized screenings and assessment tools and collaborating in the development of occupation-based intervention plans and strategies. * Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence-based intervention plans and strategies. * Intervention plans, and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence. |

**OT 216**

**OT 216 Occupational Therapy for Rehabilitation and Physical Health** Examines the structure and function of the human body with practical applications to occupational therapy practice in physical   
health and rehabilitation. Students examine the effects of conditions associated with physical structures of the body and how these affect

 occupational performance.

***OT 216 Specific Learning and Performance Objectives as Related to ACOTE Educational Standards***

*Upon successful completion of OT 216, the student will be able to:*

**1.  Engage with intra and inter-professionally with peers while employing critical thinking and evidence-based practice to select appropriate occupational based   intervention including adaptations, preventative measures, compensatory strategies, and training to promote occupational performance.**

***B.4.19 Consultative Process***

Engage in the consultative process with persons, groups, programs, organizations, or

communities in collaboration with inter- and intra-professional colleagues.

***B. 4.24*** ***Effective Intra-professional Collaboration***

Demonstrate effective intra-professional OT/OTA collaboration to explain the role of the

occupational therapy assistant and occupational therapist in the screening and evaluation

process.

**2.  Gather and share data for the purpose of evaluating client(s)’ occupational performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation. Evaluation of occupational performance includes occupational profile, client factors, performance patterns, performance skills, and other contextual factors.**

***B. 3.5     Effects of Disease Processes***

Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.

***B.3.7***  ***Safety of Self and Others***

Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.

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| ***B.4.4 Standardized and Non-standardized Screening and Assessment Tools***   * Contribute to the evaluation process of client(s)’ occupational performance, including an occupational profile, by administering standardized and non-standardized screenings and assessment tools and collaborating in the development of occupation-based intervention plans and strategies.      * Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence-based intervention plans and strategies. * Intervention plans, and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence. |

***B 4.13*** ***Functional Mobility***

Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.

**3.  Recognize the use of superficial thermal and mechanical modalities as a preparatory measure to improve occupational performance. Based on the intervention plan, demonstrate safe and effective administration of superficial thermal and mechanical modalities to achieve established goals while adhering to contraindications and precautions.**

***B 4.17*** ***Superficial Thermal, Deep Thermal, and Electrotherapeutic Agents and Mechanical Devices***

Define the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions.

***Professional Behaviors and the Development of Professional Identity***

Professional behaviors are attitudes, characteristics or actions that are not explicitly part of the core of knowledge and technical skill required to practice as an OTA but are required for success in the profession. A large part of professional socialization and development of professional identity also lie in the student understanding and gaining knowledge in the ***Occupational Therapy Code of Ethics*** (AOTA, 2020). Additionally, students should understand and align their everyday work engagement with the ***Standards of Occupational Therapy Practice*** (AOTA, 2021).

**Ability-Based Assessment of Professional Behavior**

The Penn State OTA Faculty have identified *ten areas of professional behavior* that are necessary for competent practice.  The development of professional behavior is a collaborative process between the student and the university including full time and part time faculty, and Fieldwork Educators as applicable.

Each student rates their professional development using the ***Ability-Based Assessment of Professional Behavior*** during each of the first three levels of the curriculum design.  During the understanding and applying/analyzing levels, the faculty of the OTA program rate the student’s professional development.  This information is shared during one-to-one advising meetings.   It is the responsibility of the faculty advisor to gather feedback from all faculty and fieldwork educators involved in the students’ education during the report period.   It is the responsibility of all OTA program faculty to contribute to the development of student professional assessment. Items scored NI or NSI in the understanding and applying/analyzing level must be addressed with a plan for remediation.  The remediation plan must contain measurable goals including a timeline for completion.  Signatures of both the student and the academic advisor and the date of the meeting are required.  To enroll in OT 395A/B, the student must earn a satisfactory score in at least 8 of the 10 categories during the applying/analyzing level. The student may not score NSI on any item.  Items scored NSI must be remediated prior to placement in FW Level II.

RATINGS: the following ratings are used assessing professional development

S = satisfactory, routinely meets expectation

NI = needs improvement, not consistent in meeting expectation

NSI = needs significant improvement, seldom meets expectation

N/O = not observed at this time; does not imply behavior is missing

***Note: Detailed explanation of the Ability-Based Assessment of Professional Behavior will be presented later in this manual.***

[Occupational Therapy Code of Ethics (AOTA, 2020)](file:///\\ad.psu.edu\M7\Private\anh1\Downloads\7413410005p1_1608638436.45696.pdf)

***See*** [*Occupational Therapy Code of Ethics*](https://research.aota.org/ajot/article/74/Supplement_3/7413410005p1/6691/AOTA-2020-Occupational-Therapy-Code-of-Ethics) ***and Canvas***

**Preamble**

The 2020 Occupational Therapy Code of Ethics (the Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the occupational therapy profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in practice, research, education, and policy. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients of service in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be persons, groups, families, organizations, communities, or populations (AOTA, 2020)

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It sets forth Core Values and outlines Standards of Conduct the public can expect from those in the profession. The Code applies to all occupational therapy personnel in all areas of occupational therapy and should be shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes: 1. It provides aspirational Core Values that guide occupational therapy personnel toward ethical courses of action in professional and volunteer roles. 2. It delineates ethical Principles and enforceable Standards of Conduct that apply to AOTA members.

Whereas the Code helps guide and define decision making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. Adherence to the Code is a commitment to benefit others, to the virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analyzing the complex dynamics of situations, applying moral theories and weighing alternatives, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel are expected to abide by the Principles and Standards of Conduct within this Code.

The process for addressing ethics violations by AOTA members (and associate members,2 where applicable) is outlined in the Code’s Enforcement Procedures (AOTA, 2019).

Although many state regulatory boards incorporate the Code or similar language regarding ethical behavior into regulations, the Code is meant to be a freestanding document that guides ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist with resolving conflicts and ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees, organizational ethics officers or consultants, and the AOTA Ethics Commission. For a full list of AOTA ethics resources, please refer to the AOTA website at https://www.aota.org/Practice/Ethics.aspx. Appendix A describes the revision process for the 2020 Code. Appendix B summarizes the history of the AOTA Occupational Therapy Code of Ethics

**Core Values**

The occupational therapy profession is grounded in seven longstanding Core Values: Altruism, Equality, Freedom, Justice, Dignity, Truth, and Prudence (AOTA, 1993). The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. These Core Values should be considered when determining the most ethical course of action (adapted from Core Values and Attitudes of Occupational Therapy Practice; AOTA, 1993):

1. **Altruism** indicates demonstration of unselfish concern for the welfare of others. Occupational therapy personnel reflect this concept in actions and attitudes of commitment, caring, dedication, responsiveness, and understanding.

2. **Equality** indicates that all persons have fundamental human rights and the right to the same opportunities. Occupational therapy personnel demonstrate this value by maintaining an attitude of fairness and impartiality and treating all persons in a way that is free of bias. Personnel should recognize their own biases and respect all persons, keeping in mind that others may have values, beliefs, or lifestyles that differ from their own. Equality applies to the professional arena as well as to recipients of occupational therapy services.

3. **Freedom** indicates valuing each person’s right to exercise autonomy and demonstrate independence, initiative, and self-direction. A person’s occupations play a major role in their development of self-direction, initiative, interdependence, and ability to adapt and relate to the world. Occupational therapy personnel affirm the autonomy of each individual to pursue goals that have personal and social meaning. Occupational therapy personnel value the service recipient’s right and desire to guide interventions.

4. **Justice** indicates that occupational therapy personnel provide occupational therapy services for all persons in need of these services and maintain a goal directed and objective relationship with recipients of service. Justice places value on upholding moral and legal principles and on having knowledge of and respect for the legal rights of recipients of service. Occupational therapy personnel must understand and abide by local, state, and federal laws governing professional practice. Justice is the pursuit of a state in which diverse communities are inclusive and are organized and structured so that all members can function, flourish, and live a satisfactory life regardless of age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in social justice: addressing unjust inequities that limit opportunities for participation in society (Ashe, 2016; Braveman & Bass-Haugen, 2009). They also exhibit attitudes and actions consistent with occupational justice: full inclusion in everyday meaningful occupations for persons, groups, or populations (Scott et al., 2017).

5. **Dignity** indicates the importance of valuing, promoting, and preserving the inherent worth and uniqueness of each person. This value includes respecting the person’s social and cultural heritage and life experiences. Exhibiting attitudes and actions of dignity requires occupational therapy personnel to act in ways consistent with cultural sensitivity, humility, and agility.

6. **Truth** indicates that occupational therapy personnel in all situations should be faithful to facts and reality. Truthfulness, or veracity, is demonstrated by being accountable, honest, forthright, accurate, and authentic in attitudes and actions. Occupational therapy personnel have an obligation to be truthful with themselves, recipients of service, colleagues, and society. Truth includes maintaining and upgrading professional competence and being truthful in oral, written, and electronic communications.

7. **Prudence** indicates the ability to govern and discipline oneself through the use of reason. To be prudent is to value judiciousness, discretion, vigilance, moderation, care, and circumspection in the management of one’s own affairs and to temper extremes, make judgments, and respond on the basis of intelligent reflection and rational thought. Prudence must be exercised in clinical and ethical reasoning, interactions with colleagues, and volunteer roles.

**Principles**

The Principles guide ethical decision making and inspire occupational therapy personnel to act in accordance with the highest ideals. These Principles are not hierarchically organized. At times, conflicts between competing principles must be considered in order to make ethical decisions. These Principles may need to be carefully balanced and weighed according to professional values, individual and cultural beliefs, and organizational policies

**Standards of Conduct**

The Principles and Standards of Conduct that are enforceable for professional behavior include:

(1) Beneficence, (2) Nonmaleficence, (3) Autonomy, (4) Justice, (5) Veracity, and (6) Fidelity. The AOTA Ethics Commission, under the Enforcement Procedures for the AOTA Occupational Therapy Code of Ethics (AOTA, 2019), enforces the Standards of Conduct.

***See Canvas and*** [*AOTA*](https://research.aota.org/ajot/article/74/Supplement_3/7413410005p1/6691/AOTA-2020-Occupational-Therapy-Code-of-Ethics) ***for full copy of AOTA 2020 Occupational Therapy Code of Ethics including a complete description of the Principles and Standards of Conduct.***

**Standards of Practice for Occupational Therapy (2021)**

NOTE: See Canvas and [AOTA](https://research.aota.org/ajot/article/75/Supplement_3/7513410030/23113/Standards-of-Practice-for-Occupational-Therapyfor) for the full Standards of Practice for Occupational therapy document

This document defines minimum standards for the practice of occupational therapy. According to the Occupational Therapy Practice Framework: Domain and Process (4th ed.; OTPF–4), occupational therapy is defined as the therapeutic use of everyday life occupations with persons, groups, or populations (i.e., the client) for the purpose of enhancing or enabling participation. . .Occupational therapy services are provided for habilitation, rehabilitation, and promotion of health and wellness for clients with disability- and non–disability-related needs. These services include acquisition and preservation of occupational identity for clients who have or are at risk for developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or participation restriction. (American Occupational Therapy Association [AOTA], 2020c, p. 1).

Occupational therapy practice addresses the physical, cognitive, psychosocial, sensory–perceptual, and other aspects of clients’ performance in a variety of contexts to support their engagement in occupations that affect physical and mental health, well-being, and quality of life (AOTA, 2011, p. 1). The Standards of Practice for Occupational Therapy are requirements for occupational therapists and occupational therapy assistants for the delivery of occupational therapy services. The Reference Manual of the Official Documents of the American Occupational Therapy Association, Inc. (AOTA, 2018b), contains documents that clarify and support occupational therapy practice, as do various issues and supplements of the American Journal of Occupational Therapy. These documents are reviewed and updated on an ongoing basis for their applicability.

**Education, Examination, and Licensure Requirements**

All occupational therapists and occupational therapy assistants must practice within compliance with federal and state laws (AOTA, 2020a). To practice as an occupational therapist, the individual trained in the United States.

**Standard I.**  **Professional Standing & Responsibility**

**Standard II.**  **Service Delivery**

**Standard III.** **Screening, Evaluation, and Reevaluation**

**Standard IV.** **Intervention Process**

**Standard V.** **Outcomes, Transition, and Discontinuation**

**References**

**The Pennsylvania State University Berks Campus**

**Associate in Science in Occupational Therapy**

**ABILITY BASED ASSESSMENT OF PROFESSIONAL BEHAVIOR**

Professional behavior is a set of behaviors, attitudes, characteristics or actions that are not explicitly part of the core of knowledge and technical skill required to practice as an OT but are required for success in the profession.  This form outlines *ten areas of professional behavior*, which are necessary for competent practice.  The development of professional behavior is a collaborative process between the student and the university including full time and part time faculty, and Fieldwork Educators as applicable.

The student will be asked to rate their professional development using this form during each of the three report levels as indicated:  OT 100S/101/103 *(Building),* OT 205/207/209//OT195E *(Understanding),* and OT 210W/212/214/216/OT295E *(Application & Analysis).*  During the second and third report level, the faculty of the Associate in Science in Occupational Therapy Program will also rate the student’s professional development.  This information will be shared during one-to-one advising meetings.   It is the responsibility of the faculty advisor to gather feedback from all faculty and Fieldwork Educators involved in the students’ education during that report period.   It is the responsibility of all OTA program faculty to contribute to the development of student assessment.

In order to begin Fieldwork Level II, OT 395A/B, the student must earn a satisfactory score in at least 8 of the 10 categories during the third report period:  OT210W/212/214/216.  The student must **not** score NSI on any item during the third report period.

Items scored NI or NSI during the second or third report period must be addressed using a plan for remediation.  The plan must contain measurable goals including a timeline for completion.  Signatures of both the student and the academic advisor are required on the form following the advising meeting. The date of the meeting should be indicated.

RATINGS: the following ratings are used in scoring the form

S = satisfactory, routinely meets expectation

NI = needs improvement, not consistent in meeting expectation

NSI = needs significant improvement, seldom meets expectation

N/O = not observed at this time, does not imply behavior is missing

**ABILITY BASED ASSESSMENT OF PROFESSIONAL BEHAVIOR**

**Descriptions & Guide**

*Utilized by student & faculty to identify/discuss*

*where strengths and needs in professional behaviors exist.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional Behavior** | **Building Knowledge Level**  *Semester 1 & 2*  *OT100S, OT101, OT103* | **Understanding Level**  *Semester 3*  *OT205, OT207, OT209, OT195E* | **Applying & Analyzing**  **Level**  *Semester 4*  *OT210W, OT212, OT214, OT216, OT295E* |
| **1. COMMITMENT TO LEARNING** | a. Identifies own learning approaches/style needs  b. Formulates and verbalizes appropriate questions in class and lab  c. Demonstrates and articulates a positive attitude (motivation) toward learning | a. Communicates own thoughts and ideas, both written and oral.  b. Identifies and communicates own specific learning strengths and needs based on prior experiences  c. Accepts and actively seeks new learning opportunities in and out of the classroom  d. Accepts that there may be more than one answer to a problem  e. Communicates understanding of various possible solutions to a given problem | a. Identifies personal/professional goals for OT education/practice  b .Seeks out and utilizes diverse resources to obtain information  c. Integrates and demonstrates multiple strategies to succeed in the learning environment |
| **2. INTERPERSONAL SKILLS** | a. Respects and listens to the opinions and ideas of others in a nonbiased manner  b. Respects the cultural and personal differences of others  c. Communicates verbally and in writing with others in a respectful, professional manner | a. Recognizes impact of non-verbal communication and modifies behavior and response accordingly    b. Assumes responsibility for own actions in classroom and fieldwork settings.  c. Seeks to gain knowledge and constructive feedback from others.  d. Works effectively and collaboratively with a variety of class members.  e. Contributes to and facilitates the development of learning of other class members. | a. Talks about difficult issues with sensitivity and objectivity in a constructive setting and manner.  b. Demonstrates an awareness of and ability to monitor own biases to facilitate class collaboration. |
| **3. USE OF CONSTRUCTIVE FEEDBACK** | a. Demonstrates active listening skills.  b. Actively seeks feedback and assistance from faculty when needed.  c. Demonstrates a positive attitude toward feedback | a. Assesses own performance accurately.  b. Develops a plan of action in response to feedback.  c. Modifies own performance in response to feedback.  d. Seeks feedback from classmates. | a. Considers the consequences of multiple approaches to responses to feedback.  b. Utilizes feedback from faculty, peers and self in a manner that promotes professional growth. |

|  |  |  |  |
| --- | --- | --- | --- |
| **4. EFFECTIVE USE OF TIME AND RESOURCES** | a. Focuses on tasks at hand.  b. Attends all classes and is consistently on time.  c. Completes assignments on schedule. | a. Coordinates tasks and schedules with classmates for group projects.  b. Plans ahead, anticipates unforeseen time demands.  c. Demonstrates ability to establish priorities in time use. | a. Allots sufficient time to do research and complete multi-staged assignments.  b. Utilizes diverse resources effectively for obtaining information. |
| **5. PROBLEM-SOLVING** | a. Recognizes problems affecting learning situation.  b. Describes known solutions to problem.  c. Identifies known resources needed to develop solutions | a. Prioritizes problems.  b. Implements a solution to problems.  c. Consults with others to clarify problems.  d. Accepts responsibility for implementing solutions. | a. Considers consequences of multiple possible solutions.  b. Reassess solutions.  c. Accepts responsibility for implementing solutions that reflect needs of group and the goals of the profession. |
| **6. COMMUNICATION SKILLS** | a. Demonstrates correct grammar, spelling & punctuation.  b. Demonstrates active listening skills in the classroom/lab.  c. Maintains open and constructive communication.  d. Displays body language appropriate to the academic and fieldwork settings. | a. Demonstrates understanding of professional terminology and utilizes standard English when communicating  b. Restates, reflects and clarifies oral messages as appropriate.  c. Communicates learning needs and concerns in a professional manner. | a. Presents oral and written information with logical organization and sequencing using professional terminology  b. Communicates a clear understanding of the issues and topics through examinations and discussions. |
| **7. PROFESSIONALISM** | a. Demonstrates general understanding of AOTA Code of Ethics  b. Demonstrates awareness of University and OTA Program’s policies and procedures  c. Demonstrates honesty, compassion and respect for all. | a. Projects professional image during oral presentations: content, appearance, and terminology  b. Demonstrates awareness of confidentiality issues/ concerns  c. Identifies positive professional role models/mentors | a. Discusses societal expectations of professionals  b. Demonstrates ability to compromise and negotiate as a team member  c. Demonstrates ability to modify behaviors and communication style to meet varying expectations in professional settings and situations |
| **8. RESPONSIBILITY** | a. Demonstrates punctuality for classes, appointments.  b. Demonstrates dependability.  c. Follows through on commitments: assignments, meetings, etc. | a. Accepts responsibility for own actions/outcomes  b. Completes all projects without being prompted or reminded.  c. Accepts responsibility for maintaining work area.  d. Demonstrates beginning leadership skills in assigned projects. | a. Accepts role as group leader in class and lab activities.  b. Effectively assumes roles to meet the needs of the group.  c. Accepts appropriate responsibility for outcomes of team actions. |

|  |  |  |  |
| --- | --- | --- | --- |
| **9. CRITICAL THINKING** | a. Raises relevant questions  b. Articulates ideas and opinions  c. Gathers and uses all available information when making decisions/judgments | a. Discusses new ideas and seeks alternative ideas  b. Reflects on ideas and thought processes and communicates insight.  c. Exhibits openness to opposing ideas. | a. Justifies solutions or decisions.  b. Demonstrates a beginning ability to offer alternative solutions to complex problems and issues.  c. Communicates potential outcomes from various responses to a problem. |
| **10. STRESS MANAGEMENT** | a. Identifies own stressors or problems.  b. Seeks assistance as needed.  c. Acknowledges (verbally or non-verbally) distress or problems of others.  d. Shows empathy for others. | a. Demonstrates the ability to effectively balance academic and personal work life.  b. Demonstrates appropriate emotional response in diverse situations.  c. Develops and utilizes effective coping strategies to deal with own stressors. | a. Demonstrates the ability to manage multiple commitments to self and others.  b. Assists others in recognizing stressors.  c. Identifies own strengths in solving problems. |

**Pennsylvania State University Berks Campus Occupational Therapy Assistant Program**

**Ability Based Assessment of Professional Behavior**

**2nd Semester Assessment**

*Please rate your overall performance in each area.*

*Refer to the “ABILITY BASED ASSESSMENT OF PROFESSIONAL BEHAVIOR Descriptions & Guide”*

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional Behavior** | **Student Score** | **Faculty Score** | **Comments** |
| 1. Demonstrate a professional commitment to learning. |  |  |  |
| 1. Display professional and empathetic interpersonal skills. |  |  |  |
| 1. Utilize feedback constructively. |  |  |  |
| 1. Utilize time and resources effectively. |  |  |  |
| 1. Demonstrate effective problem solving skills. |  |  |  |
| 1. Display professional communication skills. |  |  |  |
| 1. Display professionalism in judgment, attitudes, and actions. |  |  |  |
| 1. Demonstrate responsibility for own actions. |  |  |  |
| 1. Employ critical thinking. |  |  |  |
| 1. Utilize effective stress management. |  |  |  |
| **S** Routinely meets expectation **NI** Needs improvement, not consistently meeting expectation  **N/O** Not observed **NSI** Needs significant improvement, seldom meets expectation  ***To enroll in OT395A/B the student must earn a satisfactory score of 8/10 items during semester 4 and have no score of NSI.*** | | | |

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

Faculty Advisor Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_

**The Pennsylvania State University Berks Campus**

**Associate in Science in Occupational Therapy**

**2nd Semester Self-Assessment of**

**Professional Development & Behaviors**

**Student:**

1. Based on the curriculum and activities of the first year, what aspects of OT are the most intriguing or interesting to you?

2. What aspects of OT are least interesting to you?

3. **Academic Strengths**: Based on the course assignments, activities, and exams, what are your academic strengths?

4. **Academic Needs**: Based on the course assignments, activities, and exams, what are your academic needs?

5. Write three personal goals for the spring semester. What do you hope to accomplish?

a.

b.

c.

**Pennsylvania State University Berks Campus Occupational Therapy Assistant Program**

**Ability Based Assessment of Professional Behavior**

**3rd Semester Assessment**

*Please rate your overall performance in each area.*

*Refer to the “ABILITY BASED ASSESSMENT OF PROFESSIONAL BEHAVIOR Descriptions & Guide”*

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional Behavior** | **Student Score** | **Faculty Score** | **Comments** |
| 1. Demonstrate a professional commitment to learning. |  |  |  |
| 1. Display professional and empathetic interpersonal skills. |  |  |  |
| 1. Utilize feedback constructively. |  |  |  |
| 1. Utilize time and resources effectively. |  |  |  |
| 1. Demonstrate effective problem solving skills. |  |  |  |
| 1. Display professional communication skills. |  |  |  |
| 1. Display professionalism in judgment, attitudes, and actions. |  |  |  |
| 1. Demonstrate responsibility for own actions. |  |  |  |
| 1. Employ critical thinking. |  |  |  |
| 1. Utilize effective stress management. |  |  |  |
| **S** Routinely meets expectation **NI** Needs improvement, not consistently meeting expectation  **N/O** Not observed **NSI** Needs significant improvement, seldom meets expectation  ***To enroll in OT395A/B the student must earn a satisfactory score of 8/10 items during semester 4 and have no score of NSI.*** | | | |

**Semester 3**

**Reflection on learning to date, as related to Professional Behavior and Growth**

Professional Behavior Objective 1:

Professional Behavior Objective 2:

Areas of Need:

Areas of Strength:

Comments:

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Faculty Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

**Pennsylvania State University Berks Campus Occupational Therapy Assistant Program**

**Ability Based Assessment of Professional Behavior**

**4th Semester Assessment**

*Please rate your overall performance in each area.*

*Refer to the “ABILITY BASED ASSESSMENT OF PROFESSIONAL BEHAVIOR Descriptions & Guide”*

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional Behavior** | **Student Score** | **Faculty Score** | **Comments** |
| 1. Demonstrate a professional commitment to learning. |  |  |  |
| 1. Display professional and empathetic interpersonal skills. |  |  |  |
| 1. Utilize feedback constructively. |  |  |  |
| 1. Utilize time and resources effectively. |  |  |  |
| 1. Demonstrate effective problem solving skills. |  |  |  |
| 1. Display professional communication skills. |  |  |  |
| 1. Display professionalism in judgment, attitudes, and actions. |  |  |  |
| 1. Demonstrate responsibility for own actions. |  |  |  |
| 1. Employ critical thinking. |  |  |  |
| 1. Utilize effective stress management. |  |  |  |
| **S** Routinely meets expectation **NI** Needs improvement, not consistently meeting expectation  **N/O** Not observed **NSI** Needs significant improvement, seldom meets expectation  ***To enroll in OT395A/B the student must earn a satisfactory score of 8/10 items during semester 4 and have no score of NSI.*** | | | |

**Semester 4**

**Critical Thought Process related to Readiness for FW Level II**

**Status of Professional Behavioral Growth**

Professional Behavioral Objective 1:

Professional Behavioral Objective 2:

Areas of Need:

Areas of Strength:

Comments:

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Faculty Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

**The Pennsylvania State University Berks Campus**

**Associate in Science in Occupational Therapy**

**Academic Retention Policy**

**OTA Student Academic Success**

Students in the Associate in Science in Occupational Therapy Program must earn a grade of C or better in BIOL161,

BIOL162, BIOL163, BIOL 164, PSYCH100, HDFS129/PSYCH 212, OT 100, 101, 103, 205, 207, 209, 210W, 212, 214, and 216

As outlined in the course syllabi and the *Associate Degree Programs Bulletin*, students must earn passing grades in

prerequisite occupational therapy courses to enroll in subsequent occupational therapy courses. Students will take the OT didactic courses offered in each semester, concurrently and in the prescribed sequence, since the curriculum is a progressive learning model. Level II fieldwork is completed only after the OT didactic courses and all general education requirements are successfully completed.

**Ongoing Progression in the OTA Program**

The faculty and administration will work with students for successful completion of the OTA program.

However, there are some instances where progression in the program is non-negotiable and they are as

follows:

1. A student who earns a D or F in any two OT didactic and/or fieldwork courses will not be allowed to continue in the program (Examples include but are NOT limited to: OT103 & OT295E or OT195E & OT395A or OT101 & OT101).
2. A student who fails any two fieldwork I/II experiences (i.e. OT195E, OT295E, OT395A or OT395B in any combination) will not be allowed to continue in the program.
3. A student may be disenrolled from the program for ANY violation of the *Occupational Therapy Code of Ethics* and/or [***PSU Academic Integrity* (Policy G-9).**](https://undergrad.psu.edu/aappm/G-9-academic-integrity.html)
4. A student may ***not*** progress to the 3rd semester of the curriculum until BIOL161, BIOL162, BIOL163, and BIOL164 have been successfully completed with a C or better.  If BIOL courses are not successfully passed by 3rd semester, the student may withdraw from the University or remain active and return to 3rd semester of prescribed OT courses the following year with the approval of Program Director.
5. Students ***must*** maintain a minimum grade point of 2.0 to be eligible to engage in Fieldwork

Level I & II (OT195E/295E & OT395A/B): refer to the **Fieldwork Policy** sectionof this manual regarding policies and procedures for successful completion, termination, or failure of Level I and Level II Fieldwork.

**Leave of Absence:** For extenuating circumstances, it may be necessary for a student to request a leave of absence

or extend the program over a longer period of time. The Pennsylvania State University *Associate Degree Bulletin* outlines policies and procedures for Leave of Absence, Course Withdrawal, Re-enrollment and Reinstatement that impact all Pennsylvania State University students. It is expected that a student who, because of academic difficulties or extenuating circumstances, is not able to complete the OT designated courses within the programmed sequential semesters, will complete the prerequisite OT designated course work no more than one academic year prior to enrolling in the subsequent OT designated courses. If the time lapse between stopping and restarting the occupational therapy didactic course sequence exceeds one year, the student is responsible for demonstrating current competency in previously completed courses, even though they had earned passing grades for those courses, before enrolling in those courses which need to be completed. The Program Director and/or the faculty members responsible for the occupational therapy courses in which the student wishes to enroll will determine current competency. Demonstration of current competency may include: auditing of previous courses, formal retesting of knowledge and skills, projects, etc.

**Policy for Academic Warning, Drop, or Reinstatement**

**Associate in Science in Occupational Therapy Program**

*Reference Senate Policies 54-00*

<https://senate.psu.edu/policies-and-rules-for-undergraduate-students/54-00-academic-progress/>

University Faculty Senate Policy 54-00 Academic Progress includes the following policies:

* [54-00 Academic Difficulty and Recovery](https://senate.psu.edu/policies-and-rules-for-undergraduate-students/54-00-academic-progress/#54-00)
* [54-10 Good Standing](https://senate.psu.edu/policies-and-rules-for-undergraduate-students/54-00-academic-progress/#54-10)
* [54-20 Academic Warning](https://senate.psu.edu/policies-and-rules-for-undergraduate-students/54-00-academic-progress/#54-20)
* [54-40 Academic Suspension](https://senate.psu.edu/policies-and-rules-for-undergraduate-students/54-00-academic-progress/#54-40)
* [54-50 Academic Dismissal](https://senate.psu.edu/policies-and-rules-for-undergraduate-students/54-00-academic-progress/#54-50)
* [54-56 Drops by Colleges](https://senate.psu.edu/policies-and-rules-for-undergraduate-students/54-00-academic-progress/#54-56)
* [54-58 Notification](https://senate.psu.edu/policies-and-rules-for-undergraduate-students/54-00-academic-progress/#54-58)
* [54-90 Academic Renewal](https://senate.psu.edu/policies-and-rules-for-undergraduate-students/54-00-academic-progress/#54-90)

The faculty of the Occupational Therapy Assistant Program will review and evaluate the performance of the undergraduate degree candidate to determine if the performance of a degree candidate is considered to be below established standards and the candidate is not adapted to the work of the college. This is in compliance with Senate Policy 54-00 and Senate Policy 56-00.

The following criteria will be applied in the review and evaluation process: adherence to the *American Occupational Therapy Associate Code of Ethics (2020),* the *American Occupational Therapy Association Standards of Practice (2016)*, the *Occupational Therapy Assistant Program & Fieldwork Manual of the Pennsylvania State University*; and adherence to the Pennsylvania State University Policies and Rules for Undergraduate Students (see link below). Students found guilty of an infraction of academic integrity that also violates the *AOTA Code of Ethics* may be ineligible for completion of the program and may be ineligible to sit for the certification exam required for practice as a Certified Occupational Therapy Assistant. Students convicted of a felony may not be eligible to sit for the certification exam required for practice as a COTA, as per the National Board for Certification in Occupational Therapy (NBCOT). Additional information - <https://www.nbcot.org/en/Students/Services#EligibilityNotice>

Students not adapted to the work of the college as determined by the above criteria will be provided written notice during the semester in which their work is so judged. A copy of the letter will be retained in the OTA program office and one will be forwarded to the Office of the Associate Dean of Academic Affairs. The student will have one semester following the receipt of the written notice to remediate the circumstances which caused the deficit. A written plan of remediation will be developed. The student and the OTA Program Director will retain copies of the remediation plan. If the plan is successful, the student may continue in the program. If the student does not successfully complete the remediation plan, their name will be forwarded to the dean for removal from degree candidacy in the OTA major as follows:

* Senate Policy 54 Academic Progress
* Senate Policy 56 Withdrawal & Leave of Absence

Counseling as to other degree options will be provided by the University.

*A full explanation of PSU Policies & Rules for Undergraduate Students can be found at:*

<http://senate.psu.edu/policies-and-rules-for-undergraduate-students/>

**I-5: DROPS (OR DISENROLLMENTS) BY COLLEGE**

<http://undergrad.psu.edu/aappm/I-5-drops-disenrollments-by-college.html>

**Procedure: Failure to Meet Academic Retention Standards**

To require a student to disenroll from a college or major under Senate Policy 54-56.1, a college dean shall provide in writing a notice to the student that such action is pending, to be executed effective at the beginning of the next semester. The Division of Undergraduate Studies will be informed when such notice is given. The student should be strongly encouraged to consult with their adviser and with the Division of Undergraduate Studies regarding possible transfer to the Division or to another major.

The student may process a Change of Major form to accomplish a transfer of enrollment to another academic program or to the Division of Undergraduate Studies, subject to the provisions of Senate Policy 37-30.

Effective at the beginning of the next semester after appropriate notice to the student (under Policy 54-56.1), the college dean may place an academic administrative hold on the registration of the student in the college. The hold will prevent the student from registering as a degree candidate in the college during that semester or after. The hold to register as a degree candidate would be removed if the student has successfully processed a Change of Major form. The hold would not prevent the student from enrolling during that semester as a nondegree student. After one semester of no enrollment as a degree candidate under the administrative hold, the student's status would change to that of withdrawn from degree candidacy. If later the student wished to be re-enrolled to degree candidacy under Senate Policy 58-00, the student would not be re-enrolled to the college from which they had been disenrolled under Policy 54-56.1 without certification by the college dean that the student has satisfied all admission and entrance to major requirements. (Ref: Senate Policy 54-56.1)

**Students Not Adapted to Work in the College** The faculty of a college through its advising system should periodically review and evaluate the performance of the undergraduate degree candidates.

If the performance of a degree candidate is considered to be below standards and the candidate is not adapted to the work of the college, the candidate will be counseled and informed by letter of any deficiencies. The candidate will be given at least one semester after receipt of the letter to remove deficiencies or show that they have adapted to the work of the college. If, after one or more semesters the student's performance has not improved, the college dean may recommend to the President that the student be dropped as a degree candidate.

The recommendation to the President is forwarded to the Vice President and Dean for Undergraduate Education. The recommendation should include a transcript, copies of any letters sent to the student, and a summary of counseling sessions.

In order to control registration, billing, etc., drops by colleges are expected to occur only at the end of a semester in accordance with an announced deadline. The deadline is normally 24 hours after the final examination period ends. (Ref: Senate Policy 54-56.2)

Approved: ACUI (9-13-79)

Revised: ACUI (5-19-83)

Revised: ACUE (9-26-96)

Revised: Editorial (3-13-12)

**The University may make changes in policies, procedures, educational offerings, and requirements at any time. Please consult a Penn State academic adviser for more detailed information. Penn State is an affirmative action, Equal Opportunity University.**

**PSU SENATE POLICTY 56.30 Withdrawal Revisions to this policy were approved at the January 28, 2020 Senate meeting. These revisions are pending implementation procedures. For more information,**[view the legislation](https://senate.psu.edu/senators/agendas-records/january-28-2020-agenda/appendix-e/)**.**

A student who is unable to complete a schedule of courses for a given semester may withdraw from enrollment in all courses at the University. The student may withdraw any time up to and including the last day of classes, before the final examination period begins. If the student is a degree candidate, then at the time of withdrawal from enrollment in courses the student also withdraws from the university as a degree candidate. Thus, to enroll in courses at a later time as a degree candidate, a request for re-enrollment as a degree candidate must be made in accordance with the policies and procedures for re-enrollment given in Section 58-00. If the person is a nondegree student who wishes to enroll in courses at a later time, the policies and procedures given in Section 14-00 must be followed. Students withdrawing from enrollment in courses at the University before the end of a semester receive refunds according to a schedule detailed under the section on tuition and fees in the current Baccalaureate Degree Programs Bulletin or a current copy of the Schedule of Courses.

At University Park, if the director of University Health Services determines that a student is unable to complete a schedule of classes because of illness, the director may give the student permission to withdraw from the University. The director of University Health Services should inform either the dean of the college of enrollment or the director of the Division of Undergraduate Studies if the student is enrolled in that division of this action. If the student is not able to initiate a withdrawal, the dean of the college in which the student is enrolled or the director of the Division of Undergraduate Studies if the student is enrolled in that division may do so upon proper notification. At other locations, if the executive officer or a designated academic officer determines that a student is unable to complete a schedule of classes because of illness, the executive officer or designated academic officer may give the student permission to withdraw from the University and may also initiate the withdrawal.

If a student is suspended or dismissed from the University for nonacademic reasons, the director of Judicial Affairs should inform either the dean of the college of enrollment, or the director of the Division of Undergraduate Studies if the student is enrolled in that division, that the student has been separated from the University. If the student fails to initiate a withdrawal, the dean or the director of the Division of Undergraduate Studies may do so upon proper notification.

If a degree candidate does not register for consecutive semesters (with the exception of summer session) and does not file for a leave of absence, the person’s status as a degree candidate is automatically terminated. The person must request re-enrollment and be accepted as a degree candidate following the policies and procedures of Section 58-00 before resuming as a degree candidate.

A person who was a degree candidate but who has withdrawn from the University may wish to enroll in courses at another university or college while absent from the University. To return to the University as a degree candidate, the person must request re-enrollment and be accepted as a degree candidate, following the policies and procedures given in Section 58-00. A degree candidate who wishes to take courses at another institution only during the summer session need not apply for re-enrollment as a degree candidate for the following fall semester. The procedures for obtaining credit for courses taken at other universities and colleges can be found in Sections 42-80 and 42-90.

**Note:** Before attending the other institution the candidate should secure from the dean of the college in which the candidate is enrolled, or the director of the Division of Undergraduate Studies if the candidate is enrolled in that division, verification that the courses to be taken are appropriate for the candidate’s program. The candidate should prepare a written request to the director of admissions in order to determine what credits are transferable. In addition, the candidate may be requested to provide a catalog from the other institution.

**Procedure**

Withdrawal from the University is a serious action. The University has the responsibility to advise the student of the implications of the withdrawal action. However, it is the responsibility of the student who withdraws from enrollment in courses at the University to make the final decision and to understand the implication of their withdrawal action. To insure that the student has had full advising opportunity, two methods of initiating the withdrawal are provided:

1. Sign an Official Withdrawal form and submit this signed form to the campus Registrar's Office. The Official Withdrawal form can be obtained from the student's college dean, college advising center, campus Division of Undergraduate Studies Office, or campus Registrar's Office.
2. Complete the withdrawal action using LionPath.

Before the withdrawal is processed the student will be informed of issues that pertain to their specific situation and be provided with appropriate advising contacts. The withdrawal process will examine the student's record for the following conditions:

* Academic College
* Receiving Student Aid
* Living in University Residence Hall
* Student Athlete
* International Student
* Enrolled in a Controlled Major
* ROTC Student
* Active Duty Military Member
* Spouse or Same-Sex Domestic Partner of Active Duty Military Member

After the withdrawal is processed, appropriate offices will be notified of the student's withdrawal action by electronic mail.

The effective date of the withdrawal action will be the date the form is received by the campus Registrar's Office or the date processed on LionPath. The Fee Assessor will determine the amount of refund due the student. The Bursar's office home page gives details on refunds of tuition and charges.

Students who live in a residence hall must check out of the hall within 24 hours after processing the withdrawal action.

This withdrawal action drops all courses (current semester and future semesters) offered through resident instruction, continuing education, and World Campus.

The deadline for withdrawing is 5:00 p.m. on the last day of classes.

A "W" symbol will appear in the grade column on a student's transcript for all courses still in session on the effective date of withdrawal. Courses that ended before the effective date of the withdrawal will be grade reported following normal conventions. All courses that have not yet started as of the effective date of the withdrawal will be deleted and no entry will appear on the student's transcript.

The student transcript will also contain a message in the special notes and action section. This notation will be of the following format:

WITHDRAWAL FALL 2021

Degree students who withdraw from the University must apply for re-enrollment if they wish to return to degree status (see Senate Policy 58-00).

**Medical Withdrawal:**

In the event that a student may be unable to complete a schedule of classes due to illness, a withdrawal for medical reasons should be accomplished. Student medical withdrawals are authorized under one of two actions.

1. University physicians can initiate withdrawal actions by recommending to the college dean/campus executive officer that the student be withdrawn. The University physician sends a memo to the student college dean/campus executive officer authorizing medical withdrawal.
2. Students who require a medical withdrawal and are unable to consult with a University physician may contact their college dean/campus executive officer and request a medical withdrawal. The college dean/campus executive officer may initiate the request for a medical withdrawal on behalf of a student. Consultation and authorization from a University physician may be solicited.

Students capable of signing the Official Withdrawal form are expected to do so. If the student is not capable of signing the Official Withdrawal form, the college dean/campus executive officer may sign on behalf of the student.

University physicians have the option of placing registration holds on students withdrawing for medical reasons. This hold will require that the student consult with University physicians before a re-enrollment request will be approved.

**Summer Only Withdrawal:**

There are two special conditions associated with a "summer only withdrawal" These conditions are:

1. Because summer is not a required period of enrollment, students withdrawing during the summer continue to be eligible for enrollment during the following fall semester. (Re-enrollment is not required.)
2. Summer only withdrawal is not available to newly admitted undergraduate students during their summer of admission. New summer admits must process a regular withdrawal for summer and re-enroll for the fall semester.

**Military Duty Withdrawal:**

Military withdrawal is available only:

1. To students who

1. Are active-duty service members or activated reserve-component members of the U.S. armed services (**not** a contractor or civilian working for the military), and/or are spouses or same-sex domestic partners of active-duty members or activated reserve-component members **and**
2. Are ordered to relocate, and, as a result, are unable to meet class attendance and other participation requirements, including web-based activities.

Students and/or spouses or same-sex domestic partners should contact the campus Registrar's Office and present a copy of the military orders with formal correspondence on unit letterhead signed by the commander requesting military withdrawal from Penn State due to orders. The formal correspondence must include the following:

1. Unit commander contact information, and
2. Verification of duration and location of pending assignment.

If the student is a spouse or same-sex domestic partner of an active-duty member or activated reserve-component member, then proof of current dependency must accompany the formal correspondence.

An Official Withdrawal form will be signed by the student and the campus Registrar's Office. The reason cited on the form will be "Military."

If timing does not permit an initial presentation of the military orders, the student may later initiate the withdrawal by providing a formal request in writing, personally signed, and sent to the University Registrar, 114 Shields Building, University Park, PA 16802; or by FAX to 814-863-1929. A copy of the military orders and formal correspondence as described above must also be provided.

The University Registrar will initiate the withdrawal action on behalf of the student. In addition to the various offices normally notified by the withdrawal action, the Fee Assessor will be specifically notified. When approved, the notation "military withdrawal" will be provided on the transcript.

The Office of Student Aid will review eligibility for aid funds already received by the student. Students will be evaluated and advised on the status of their financial aid based on the date of their withdrawal. Students will also be advised of actions required to defer loan(s) repayments based on active military duty.

Students with a "military withdrawal" will not be charged tuition for the semester of withdrawal. They will be charged a housing assessment to cover expenses already incurred. Unused meal plan points will be refunded. No refunds can be made until the University has received a copy of the military orders and formal correspondence as described above.

The student's Penn State access account remains active and the monthly fee is waived for the duration of the pending assignment.

At the time the student is discharged from military service or is placed on inactive duty, the student and/or spouse or same-sex domestic partner are eligible for "military re-enrollment" to the University, assuring the student and/or spouse or same-sex domestic partner direct access to the same major and location as was assigned at the time of withdrawal. These students are eligible to advance register for courses at the time of re-enrollment to the University. The re-enrollment fee is waived for "military re-enrollment."

Questions by students during military absence regarding their status or procedures for re-entry into the University can be directed to the Veterans Program Office.

Revised: Editorial (9-29-00)  
Revised: Editorial (11-1-07)  
Revised: Administrative (5-25-11)  
Revised: ACUE (5-2-13)  
Revised: ACUE (1-9-14)

Approved: ACUI (4-29-76)  
Revised: ACUI (4-13-78)  
Revised: ACUI (4-8-82)  
Revised ACUI (1-17-85  
Revised: ACUI (3-25-85)  
Revised: ACAS (5-8-87)

**CREDENTIALING PROCESSES: Certification and Licensure**

The Associate in Science in Occupational Therapy major at The Pennsylvania State University is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American

Occupational Therapy Association (AOTA).

**The American Occupational Therapy Association, Inc.  (AOTA)**   
 6116 Executive Boulevard, Suite 200

North Bethesda, MD 20852-4929  
Phone: 301-652-2682   
<http://www.aota.org/>

**Accreditation Council for Occupational Therapy Education (ACOTE)**   
6116 Executive Boulevard, Suite 200  
North Bethesda, MD 20852-4929  
301-652-AOTA  
<http://www.acoteonline.org/>

*Penn State University receives its accreditation from the Middle States Commission on Higher Education. Penn State was first accredited in 1921 and reaffirmed in 2015.  The current Statement of Accreditation Status can also be viewed at* <https://www.msche.org/institution/0544/> *The Pennsylvania State University is authorized to grant Associate degrees and the accreditation status granted by Middle States Commission on Higher Education includes such degrees. As detailed in the Statement of Accreditation Status, the Middle States Commission on Higher Education recognizes the U.S. Secretary of Education’s approval of the Accreditation Counsel for Occupational Therapy Educator (ACOTE) to accredit occupational therapy assistant education programs.*

**CERTIFICATION**

Graduates who have satisfactorily completed all academic coursework and both Level II placements are eligible to sit for the national certification examination for the Occupational Therapy Assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). Passage of this exam allows the graduate to use the credential of Certified Occupational Therapy Assistant (COTA).

Certification must be renewed as prescribed by NBCOT to continue using the COTA credentials.

**A felony conviction may affect a graduate’s ability to sit for the NBCOT exam and obtain licensure.**

**National Board for the Certification of Occupational Therapy, Inc. (NBCOT)**   
One Bank Street   
Suite 300   
Gaithersburg, MD 20878   
Phone: 301-990-7979   
<http://www.nbcot.org/>

***Failure of the certification examination***

There are no limits to the number of times candidates may sit for the certification examination.

Candidates taking the certification examination may continue to examine until they are successful.

However, candidates taking the examination for licensure purposes are advised to check with their state regulatory board to determine whether there are any limits on the number of times candidates may take the certification examination.

**STATE REQUIREMENTS FOR OCCUPATIONAL THERAPY**

In addition, states regulate the occupational therapy profession.  Regulation may be in the form of

licensure laws, registration laws, certification laws, or trademark laws.  Most states accept the results of

the NBCOT exam to obtain the additional credential.  An updated list of states presently operating with

licensure laws and their respective contact information is available from the AOTA legislative & political

affairs division.  Here is the AOTA link for a list of State Board contacts for licensure or regulation for all

states = [**http://www.aota.org/en/Advocacy-Policy/State-Policy/Licensure.aspx**](http://www.aota.org/en/Advocacy-Policy/State-Policy/Licensure.aspx)

**Here are direct links to the states most commonly practiced in by PSU OTA Graduates:**

* **Pennsylvania State Board of Occupational Therapy Education and Licensure**   
  P.O. Box 2649, Harrisburg, PA 17105-2649   
  Phone - (717) 783-1389   
  Fax - (717) 787-7769   
  [ST-OCCUPATIONAL@pa.gov](mailto:ST-OCCUPATIONAL@pa.gov)

<https://www.dos.pa.gov/professionallicensing/boardscommissions/occupationaltherapy/Pages/default.aspx>

* New Jersey Occupational Therapy Advisory Council

PO Box 45037, Newark, NJ 07101,

Phone - (973) 504-6570

<https://www.njconsumeraffairs.gov/ot>

***Additional Information about Licensure in Pennsylvania***

According to section 42.11 of the Pennsylvania Licensure Act, a candidate may take the certification exam and fail two times. After the second failure the Board may require the candidate to complete additional training approved by the Board. Written notice will be provided to the candidate as to what additional training will be required.

**The Pennsylvania State Board of Education & Licensure advises that a drug-related conviction and/or conviction of a felonious act may result in denial and/or revocation of license to practice occupational therapy.**

**ACT 31:** All new applicants must take a 3-hour course and upon renewal of license must take a 2 hour course in *Recognizing & Reporting Child Abuse: Mandated & Permissive Reporting*. \*See University of Pittsburgh’s free course - <https://www.reportabusepa.pitt.edu/>

**GRIEVANCES ABOUT THE OTA PROGRAM**

**PURPOSE**

To ensure and describe the plan that is in place for addressing grievances submitted by students about the Penn State OTA program (ACOTE Standard 4.4).

***Reference:*** [**Penn State 20-00 Resolution of Classroom Problems**](https://senate.psu.edu/policies-and-rules-for-undergraduate-students/20-00-resolution-of-classroom-problems/)

**PROTOCOL**

1.      Student attempts to resolve the issue with the instructor.

2.      If that is not successful, student contacts the Program Director to register a written complaint.

3.      Program Director attempts to resolve the complaint (i.e. mediate student and instructor).

4.      If that is unsuccessful, complaint moves to Science Division Head.

5. If that is unsuccessful, complaint moves to Chief Academic Officer.

6.      If that is unsuccessful, the Chief Academic Officer will move the complaint to the Office of Dean of University College.

**IN RESPONSE TO ABOVE STEPS OF PROTOCOL**

* Starting at step 2, mediator drafts a response which becomes part of the complaint packet, either describing the resolution or the impasse.
* In the instance that the complaint is about the Program Director, the student should proceed to Step 4.
* The Science Division Head at Penn State Berks is Dr. Pradip Bandyopadhyay pkb10@psu.edu
* Chief Academic Officer at Penn State Berks is Dr. Todd Migliaccio tmm6950@psu.edu
* Office of Dean of University College   
  111 Old Main, University Park, PA 16802  
  Phone: (814) 863-0327
* Associated Link:

<https://studentaffairs.psu.edu/conduct>

<https://studentaffairs.psu.edu/support-safety-conduct/student-conduct/code-conduct>

**GENERAL**

**FIELDWORK INFORMATION Pennsylvania State University Berks Campus - Associate in Science in Occupational Therapy**

**Student Responsibility Acknowledgment for Fieldwork Level I & II Education**

*This form must be completed prior to engaging in fieldwork level I experiences and shall remain in effect through the completion of fieldwork level II****.***

1. I understand that I must abide by all information in the PSU Berks OTA Program Guide & Fieldwork Manual.
2. I understand that it is my responsibility to provide transportation to each fieldwork site, up to 2 hours driving distance one way.

1. I understand that I must utilize *CastleBranch* annuallyto meet the requested requirements (i.e. drug test, background checks, physical, immunization records, etc.) of each fieldwork site that I am assigned to, prior to the beginning of each fieldwork experience. I further understand there is an annual cost to using CastleBranch.

1. I understand I will be required to purchase professional liability insurance. I will provide a copy of the certificate of insurance as proof of such coverage upon request.

1. I understand that fieldwork is required for OT195E, OT295E, OT395A, and OT395B. Failure to complete fieldwork requirements during the assigned semester due to a breach in professional behaviors/standards of practice or negligence of student responsibilities will result in a failure of that fieldwork experience.
2. I understand that it is my responsibility to follow all policies & procedures of the fieldwork site while completing the fieldwork experience at each facility.

1. I understand that a grade of "C" (70%) is required in OT395A and OT395B. If a lower grade is received, depending on the grade and/or the circumstances, I will be faced with one or more of the following: a) additional coursework; b) additional FW experience; and/or c) failure of course.

1. I understand that the facility may revoke my right to do fieldwork at the site if, at the facility’s sole discretion: a) my performance in unsatisfactory; b) my health status is or becomes a detriment to the successful completion of the educational experience; or c) I fail to fully comply with each of the statements in this Acknowledgement.

1. I acknowledge my responsibility under HIPAA and the Memorandum of Understanding with the facility to keep confidential any information regarding patients, as well as all confidential information about the facility. I agree not to reveal to any person(s) except authorized staff and associated personnel, any specific information regarding any client and further agree not to reveal to any third party any confidential information of the facility, except as required by law or authorized.

1. I acknowledge my responsibility under *ACT31 Mandated Child Abuse Reporter*. I will complete the training as part of OT195E or 295E for Fieldwork I as a pre-requisite for OT 395A/B Fieldwork II.

1. I understand the following: although the Academic Fieldwork Coordinator (AFWC) will consider each student's interests and geographical location with respect to fieldwork placements, the AFWC cannot guarantee that student requests will be granted. Fieldwork assignments will be determined by the AFWC and will be based upon the availability of experiences, the program's desire to provide a variety of different practice-based experiences, and each student's abilities or needs.
2. I understand that at no time am I allowed to contact a fieldwork site prior to the AFWC giving me permission to do so. A breach of this nature will immediately be addressed with the OTA Director and/or the Chief Academic Officer.

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Student Signature Date

**The original will be placed in the student file and the student will retain a copy for their records.**

**Fieldwork I & II Site Requirements Policy**

**Policy**

The faculty of the OTA Program at The Pennsylvania State University – Berks Campus will inform students of requirements and clearances requested by the fieldwork site for completion prior to the start of the fieldwork level I and/or II experience.

**Procedure**

The Pennsylvania State University has memorandum of understandings with various facilities that have **requirements** that must be met prior to the start of a fieldwork experience at that facility. These requirements are requested by the site and are between the student and the site. The following criteria outline the roles and responsibilities related to the requested requirements:

1. The university is responsible for informing the student that they may be asked to complete various requirements prior to fieldwork placements. These are described in the "Student Responsibility Acknowledgement for FW I/II Education" form that is signed by the student as a component of OT100S (1st course in the program).
2. The student initiates communication with the site **only after** permission has been given to the student by the Academic Fieldwork Coordinator (AFWC) and inquires about the requested requirements for each fieldwork experience.
3. The student is responsible for completing any site-specific requirements requested by the site within a reasonable time period (2-5 weeks) prior to the start date of the fieldwork experience.
4. The students must submit the results in writing to the site, within the site’s time-frame prior to the start date of the fieldwork experience. Student must also meet ALL CastleBranch requirements (ex. uploading physical, proof of background check, etc.) PRIOR to starting fieldwork.
5. The student will hold all requirement results and share them with the site as requested.
6. The student will refrain from posting any clinical information, opinions, or discussions regarding level I or II fieldwork on social media.
7. Posting fieldwork information on social media could potentially be a violation of the AOTA "Occupational Therapy Code of Ethics".
8. If the student fails to complete the site requested requirements the following could happen:
   1. The site could refuse to take the student which results in an immediate failure of the fieldwork experience.
   2. The fieldwork experience start date could be delayed until the appropriate requirements are completed. If postponement of the start date delays the end date past the end of a semester, the student could be prohibited from starting the next semester of classes or graduating from the OTA program. This could mean delay of one full academic year due to the sequence of OTA classes.
9. If the student has an unfavorable result (i.e. criminal record history) on any of the site-requested requirements, the following process will be followed:
   1. If the site refuses to accept the student due to the results of the requirements, the AFWC will make a reasonable attempt, defined as one attempt, to locate another site of equal competency (i.e. inpatient for inpatient, outpatient for outpatient). This may require time to locate another site which could lead to a delay in the start date which could lead to that same process as defined in 8b.
   2. If the student is placed at another site, the student would be required to meet the site requirements of the new site and immediately submit the proper paperwork to the site.
   3. If the second site refuses to accept the student due to the unfavorable results of the requirements, the student would be dismissed from the OTA program secondary to the inability to complete an element of the curriculum required for graduation.
   4. The AFWC holds the discretionary right to attempt more than once to find another site for a student as deemed appropriate.

**Infection Control/Universal Precautions/Immunizations**

The Pennsylvania State University Associate in Science in Occupational Therapy Program adheres to the Center for Disease Control and OSHA guidelines for universal precautions in the classroom and fieldwork environments where the potential for exposure to blood and certain body fluids may occur as the result of an accident or in the context of learning about and providing occupational therapy services.

**Universal precautions include effective hand washing techniques and the use of protective barriers/equipment to prevent the spread of disease through contact with blood and other body fluids. Protective barriers/equipment includes the wearing of gloves, masks, and/or gowns and the use of disposal receptacles for protection against exposure to infectious diseases.**

**In addition to these general guidelines, fieldwork sites may publish specific policies and procedures by which the student must abide while engaged in the fieldwork experience.**

It is the responsibility of the student to become familiar with the OSHA as well as the site-specific guidelines regarding universal precautions and disease control prior to engaging in the fieldwork experiences and those classroom learning activities which dictate such precautions.

Students may obtain copies of the OSHA guidelines by contacting the U.S. Department of Labor, Occupational Safety and Health Administration. Refer to <https://www.osha.gov/laws-regs> for current information.

In compliance with the Pennsylvania State University immunization policy, the occupational therapy assistant student must have received all required immunizations as a requirement for admission. For more information see Penn State Student Affairs University Health Services Immunization Compliance Site: <http://studentaffairs.psu.edu/health/immunizations/>

Prior to engaging in OT 195E, 295E, and OT395A/B fieldwork students must update immunizations and have a current health physical on-file. Both must be documented via the CastleBranch portal. Additionally, a physical form and immunization form are provided on the CastleBranch portal for student use.

As related to Fieldwork Level I/II:

* Students are to contact the Clinical Educator at each site for the site-specific policies and procedures as related to infection control and universal precautions (i.e. on-site training or additional training prior to engaging in fieldwork experience).
* Students are required to comply with all immunization and vaccination requirements and testing specified by fieldwork sites.

**HIPAA Guidelines for Fieldwork**

Per HIPAA guidelines, students **cannot** report the following information in fieldwork or other assignments, such as case studies presentations:

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

For written reports, the following information **can** be shared:

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

Students, as well as therapists, often keep "working files" in their desk. This is still allowed under HIPAA guidelines, however this information must be locked in a file cabinet when not in use, and must be shredded when no longer needed.

**The Pennsylvania State University**

**Health Insurance Portability and Accountability Act (HIPAA)**

All Pennsylvania State University students involved in activity covered by the **Health Insurance Portability and Accountability Act of 1996 (HIPAA)** must abide by the relevant University policies required by HIPAA. The Pennsylvania State University policies are:

AD22 Health Insurance Portability and Accountability Act (HIPAA) Policy

RP07 The HIPAA and Research Policy at Penn State University

HIPAA requires that all Pennsylvania State University students in covered University departments participate in HIPAA training on the relevant policies. In addition, other personnel may be required to participate in the training as a result of their contact with protected health information.

The **Health Insurance Portability and Accountability Act (HIPAA)** training can be accessed via the CastleBranch eLearning platform. Information about HIPAA and the PSU requirement for student training will be provided to the occupational therapy assistant student and they will be required to complete the training as follows:

**Students must complete HIPAA training course & pass the HIPAA training post-test.** **After successfully passing the course, a downloadable certificate will be generated.  A copy should be kept on file by the student as proof of completion of HIPAA training.**

This training will be completed, prior to students going out on Fieldwork Level I as part of OT195E seminar.  A copy of the ***HIPPA Certificate of Completion*** form will be maintained either electronically or in the school file, as well as, the student’s personal clearance files – which will be used for OT195E, OT295E, OT395A and OT395B.

**CRITERIA FOR SELECTION OF FIELDWORK SITES**

A list of fieldwork sites providing Level I and Level II fieldwork for Penn State students is on reserve through the Occupational Therapy Department via CANVAS and/or hardcopy.

Additional sites that are interested in providing fieldwork experiences for Penn State students are sometimes added to the list. These sites are brought to the attention of the Program Director and AFWC by students, potential students, and by practitioners.

Criteria for selection of fieldwork sites:

1. The site is accredited by a recognized accrediting agency or approved by the university program.

2. Students are supervised by qualified Fieldwork Educators.

3. There is an appropriately varied caseload of clients to meet the educational requirements of the student.

4. There is a memorandum of agreement for the fieldwork between The Pennsylvania State University and the fieldwork site.

On-going contact is to be maintained with the fieldwork site and the Pennsylvania State University

Occupational Therapy Assistant Program Fieldwork Coordinator through:

* The AOTA Fieldwork Data Form (as applicable).
* Written correspondence with appropriate persons.
* Electronic and/or telephone communications as appropriate.
* On-site visits as needed and as appropriate.
* Individual and group meetings with Fieldwork Educators.

**FIELDWORK INFORMATION**

**Pennsylvania State University Berks Campus**

**Associate in Science in Occupational Therapy**

**Professional Expectations Policy**

**Fieldwork Level I and Level II**

Occupational therapy assistant (OTA) students are expected to adhere to the following policies when visiting or completing their assignments at various fieldwork sites and when attending any class fieldwork / trips.

NOTE: Specific attire requirements established by the fieldwork site for OTA students during Level I and/or II fieldwork supersede this document. Specific site requirements are listed on the *AOTA Fieldwork Data Form* and/or maintained by the AFWC who will give the student the information upon the FW site placement. It is the responsibility of the student to review the fieldwork data forms well in advance of a scheduled fieldwork experience to ensure they understands and can comply with site expectations.

OTA students who are refused fieldwork at a particular site due to inappropriate or unsafe attire will not be placed at another fieldwork site until remediation strategies can be established to correct the problem. If the student will not comply with the expectations, it will be considered a failure (grade = F) of the FW I or FW II.

Students are expected to comply with fieldwork site standards for dress, cleanliness, jewelry, body piercing and related safety consideration. Students are directed to comply with all of the standards and with specific gender related issues as appropriate.

Personal appearance, cleanliness and grooming convey a sense of professionalism along with demeanor, attitude, and behavior which impact patient/client rapport and intervention outcomes. Therefore, it is essential to be professional and conservative in appearance and well groomed.

You should wear your Penn State ID badge unless an identification badge is issued by the facility.

Below is a ***general*** list of policies to follow in relation to appropriate attire, grooming and related safety.

**Clothing**

* Neat and tailored long pants are usually preferable to skirts/dresses.
* If skirt/dress is worn, it should be approximately knee length or longer.
* Shoes with closed toes and backs (no straps), low or no heel should be worn for safety. Clean sneakers are acceptable; sandals/flip-flops are not acceptable footwear.
* Socks/knee highs or pantyhose should always be worn with any attire.
* Sweaters and tops should be loose fitting. It should be large enough to be unrestrictive. If you raise your arms and the top gets “stuck” on any part of you it is not appropriate for Fieldwork (i.e. stomach shows when you raise your arms). Additionally, low cut shirts, sweaters, revealing midriffs are not to be worn.
* Shirts should have sleeves and should be void of inappropriate messages, logos, etc. Sleeveless tops require that a jacket be worn.
* Tee shirts, sweatshirts and hats are not to be worn.
* Sweatpants, denim jeans, spandex or legging pants, shorts are not to be worn. Pants should be worn at the waist and not too low or too baggy. To assess if pants are appropriate, bend and squat as if assisting a patient. If the shirt pulls out or undergarments are showing, then the pants are not appropriate for fieldwork.

**Jewelry**

* Jewelry is to be kept to a minimum (bracelets and rings).
* Dangling or large hoop earrings and necklaces, which could be caught on something or grabbed, should be avoided.
* Facial piercing should be removed and ear piercing should be minimized.
* Tattoos should be covered.
* No buttons with slogans are to be worn unless they are professional insignia or institution related.

**Grooming**

* Hair should be clean.
* Long hair should be pulled back and tied.
* Facial hair should be neatly trimmed or shaved as appropriate.
* Good body and oral hygiene should be maintained.
* Fingernails should be clean and maintained at an appropriate length for patient care and infection control.
* Strong perfumes, colognes and after shave lotions should be avoided.
* Makeup should be soft and complimentary, not bold and heavy looking
* Hair coloring should be natural without bold or neon highlights or painting.

**Cell Phone Use**

Students are required to abide by the cell phone policy at both the campus and fieldwork site.

**Social Media Guidelines & Policy**

Follow best practices when using social media to protect your personal and professional reputation.

1. Consider what your goal is for being on a social media site.
2. Be responsible in your communications.
3. Represent yourself and others with respect and integrity.
4. Be accurate in information posted. Do not post private information about self or others.
5. Respect HIPAA, copyrights, and fair use.
6. Remember to protect confidentiality and proprietary information.
7. Monitor comments. Rule of thumb: Only share on social media those things you would share 1:1 or in a group with friends/family/co-workers.
8. Consider if your posts are adding value to your experience and those who will read the post.
9. Remember how you conduct yourself will convey your sense of professionalism.

**LEVEL I FIELDWORK**

**&**

**SERVICE LEARNING**

**LEVEL I FIELDWORK**

In congruence with the OTA program’s professional behavior assessment, curricular design, and curriculum threads, Fieldwork Level I is a reflection and an integral teaching-learning component of the student’s education journey. Fieldwork Level I experiences enable the student to observe occupational therapy practitioners and other professionals provide services to clients in the practice setting. Students become familiar with rehabilitation settings, mental health settings, schools, general hospitals, long-term settings, and/or other service areas in order to increase their level of comfort and confidence in entering the profession. Practitioners serve as models so that students can learn acceptable professional communication, professional practice and interaction skills, behaviors and attitudes. The series of Level I fieldwork experiences require increased levels of occupational therapy knowledge, professional behaviors, and skill performances. These fieldwork experiences are scheduled by the Academic Fieldwork Coordinator (AFWC).

***Level I Fieldwork at Designated Sites***

The AFWC will provide the name, address and fieldwork educator contact information for community settings.  Evaluation forms are completed by each fieldwork educator and are returned to the AFWC.   Students submit logs of their fieldwork experience.

The following pages list fieldwork level I objectives followed by the evaluation forms.  All academic requirements must be completed and fieldwork level I objectives satisfactorily met for the student to pass OT195E or OT295E.  The OT195E or OT295E FW *Level I Evaluation of the Student* will indicate that the student has satisfactorily met the fieldwork requirements.  Regardless of the grade, the AFWC may make recommendations for the student to utilize to enhance professional growth.

***Failures of OT195E or OT295E and/or Removal from OTA Program***

A student who receives a score of less than 73% for final grade in OT195E or OT295E will be considered to have failed that fieldwork. The PSU faculty retains the right to assign the final grade for FW I regardless of the score received. The student, site, or University may terminate the fieldwork prior to the scheduled date for fieldwork completion, if, after documenting the lack of competencies and formally discussing the issues with the student, it is determined that the student will not be able to demonstrate an adequate rate of growth during the remaining time to pass the fieldwork or if the student is unwilling to accomplish the stated objectives of the fieldwork. Under such circumstances, the student will be considered to have failed the fieldwork.

**The Pennsylvania State University**

**Associate in Science in Occupational Therapy**

**Level I Fieldwork Site-Specific Objectives**

|  |  |
| --- | --- |
| ***PSU Professional Behavior Expectations*** | ***Objectives for learning and professionalism in practice*** |
| **COMMITMENT TO LEARNING** | * Formulates and verbalizes appropriate questions. * Seeks out & utilizes diverse resources to obtain information. * Demonstrates and articulates a positive attitude (motivation) toward learning. * Participates in and/or assists in meaningful & therapeutic activities and occupations (assessment and intervention) to support client’s performance skills and performance patterns to enhance occupational engagement, as directed by Fieldwork Educator. |
| **INTERPERSONAL SKILLS** | * Respects and listens to the opinions and ideas of others in a nonbiased manner. * Respects the cultural and personal differences of others. * Communicates verbally and/or in writing with others in a respectful, professional manner. * Talks about difficult issues with sensitivity and objectively in a constructive manner. * Demonstrates an awareness of and ability to monitor own biases to facilitate the process of occupational therapy. |
| **USE OF CONSTRUCTIVE FEEDBACK** | * Demonstrates active listening skills. * Demonstrates a positive attitude toward feedback. * Considers the consequences of multiple approaches to responses to feedback. * Utilizes feedback from FW Educator, peers, and self in a manner that promotes professional growth. |
| **EFFECTIVE USE OF TIME AND RESOURCES** | * Focuses on tasks at hand. * Attends sessions and is consistently on time. * Allots sufficient time to do research and complete FW related assignments and is well prepared on-site. * Utilizes diverse resources effectively for obtaining information. * Completes all tasks in the assigned timeframe |
| **PROBLEM-SOLVING** | * Recognizes problems affecting situation. * Describes known solutions to problems. * Identifies known resources (site and university provided) needed to develop solutions. * Considers consequences of multiple possible solutions to a problem. * Reassess solutions. * Accepts responsibility for implementing solutions that reflect needs and goals of the group. |
| **COMMUNICATION SKILLS** | * Demonstrates correct grammar, spelling & punctuation. * Demonstrates active listening skills within the practice setting. * Maintains open and constructive communication. * Displays body language appropriate to fieldwork settings. * Presents information with logical organization and sequencing using professional terminology. * Applies concepts of health literacy when communicating with clients and the community. * Identifies communication styles appropriate for responding to clients with social, emotional, behavioral, or cognitive needs. * Identifies characteristics of occupational therapy staff in utilizing therapeutic use of self. * Demonstrates therapeutic use of self when interacting with clients and others. |
| **PROFESSIONALISM** | * Demonstrates an understanding of the AOTA Code of Ethics. * Dress is appropriate & according to site and PSU policies. * Respects privacy & confidentiality of clients & staff * Demonstrates ability to modify behaviors and communication style to meet varying expectations in professional settings and situations. * Demonstrate awareness of and ability to participate in the principles of interprofessional team dynamics |
| **RESPONSIBILITY** | * Demonstrates punctuality. * Demonstrates dependability. * Follows through on commitments:  assignments, meetings, etc. * Adheres to principles of infection control, universal precautions, HIPAA, and job site safety. * Effectively assumes roles to meet the needs of the group. * Accepts appropriate responsibility for outcomes of team actions. |
| **CRITICAL THINKING** | * Initiates relevant questions. * Articulates ideas and opinions. * Gathers and uses all available information when making decisions/judgments. * Discusses role or potential contributions to occupational therapy at fieldwork site. * Discusses occupational performance & challenges of clients with FW Educator. * Justifies solutions or decisions. * Demonstrates a novice ability to offer alternative solutions to complex problems and issues. * Communicates potential outcomes to a problem. * Identifies how psychological and social factors influence client’s participation in occupation(s) * Describes the process utilized by occupational therapy practitioners in designing, implementing, and modifying interventions based on a client’s psychosocial needs. |
| **STRESS MANAGEMENT** | * Seeks assistance as needed. * Acknowledges (verbally or non-verbally) emotional and behavioral needs of others. * Shows empathy for others. * Demonstrates the ability to manage multiple commitments to self and others. * Assists others in recognizing stressors. * Identifies own strengths in solving problems. |

**The Pennsylvania State University site-specific objectives demonstrate adherence to ACOTE Standards:**

**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 the 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 psychosocial objective.

**The Pennsylvania State University**

**Associate of Science in Occupational Therapy**

**Fieldwork Level I Framework**

The Associate of Science in Occupational Therapy Program integrates Fieldwork Level I Experiences into the curriculum via a progressive learning model. Students are introduced to occupational therapy practice at the 100 level (OT195E) with a focus on practice in behavioral health, or psychological and social factors influencing engagement in occupations. This may occur via direct or virtual observation of client-practitioner relationship, experiential activities, case experiences, simulation exercises, and/or awareness activities. Hands-on experiences may be incorporated as determined appropriate by the clinical supervisor. Faculty-guided experience of fieldwork level I may occur to meet learning objectives of OT 195E.

Fieldwork level I at the 200 level (OT295E) is designed to help students better integrate an understanding of OT performance skills alongside of the therapeutic process. OT 295E can include direct or virtual observation of client-practitioner relationship, experiential activities, case experiences, simulation exercises and/or awareness activities. Hands-on experiences will be incorporated when possible as determined appropriate by the AFWC or clinical supervisor. Faculty-guided experience of fieldwork level I may occur to meet learning objectives of 295E.

In addition to the required hours of fieldwork level I (OT195E and OT295E), the AFWC with assistance from OT faculty and FW educators, design seminars to build on the skills and knowledge gained while engaged at the FW I experience. The student-centered seminars serve to build professional development and a more informed application of the knowledge/skills gained while on the fieldwork level I experience. Attendance for seminar sessions is a mandatory requirement of fieldwork level I courses.

The placement/environment for both the 100 (OT195E) and 200 (OT295E) level fieldworks vary depending on the availability of sites and abilities of the student.

**Every student will engage in one FW I experience, generally OT 195E, that has as its focus psychological and social factors that influence engagement in occupation (ACOTE Standard C.1.7). OTA program faculty will be used as needed to insure that learning objectives are met in non-traditional 195E FW settings.**

The table below specifies the minimum required hours for each level I fieldwork.

|  |  |  |
| --- | --- | --- |
| **COURSES** | **HOURS** | **FIELDWORK LEVEL I EXPERIENCE** |
| **OT195E**  **Level I Fieldwork Experience** | **Minimum** of  15  +  Seminars | Students will actively engage in the occupational therapy process focused on the psychosocial processes of individuals and/or groups. This experience may include faculty-led fieldwork experiences.  Students will engage in seminars to build on information gained from on-site FW I experience. |
| **OT295E**  **Level I Fieldwork Experience** | **Minimum** of  20  +  Seminars | Priority will be to place students with an occupational therapy practitioner, with equivalent experiences utilized when necessary. This experience may also include faculty-led fieldwork experiences. Students will gain insight into the daily practice of occupational therapy.  Students will engage in seminars to build on information gained from on-site FW I experience. |

**OT 195E FIELDWORK LEVEL I EXPERIENCE**

**Level I Fieldwork Education Framework**

**Level I Fieldwork education dovetailed with 100 Level Occupational Therapy courses is designed to facilitate:**

1. The acquisition of beginning knowledge about the practice of occupational therapy at a specific center;
2. The acquisition of beginning knowledge of the role delineation of the occupational therapist, registered (OTR) and the certified occupational therapy assistant (COTA);
3. Development of beginning professional conduct related to personal responsibility, appropriateness of dress, and confidentiality;
4. Development of beginning competency skills related to interpersonal communication and identification of occupational therapy intervention activities.
5. Development of critical thinking skills and evidence-based practice to provide appropriate meaningful, client-focused, occupation-based interventions.

**Upon successful completion of OT 195E, the student will be able to:**

1. Describe the personal and professional responsibilities of role delineation, collaboration, supervision, and liability of Occupational Therapy practitioners and non-OT professionals in various practice settings.
2. Participate in the teaching-learning process and communicate with stakeholders both intraprofessionally and interprofessionally.
3. Identify principles of infection control, universal precautions, HIPAA, and, job site safety, AOTA Code of Ethics and Standards of Practice.
4. Identify the type of intervention utilized by the OT/site practitioner (preparatory, purposeful, or occupation-based) during an intervention session.
5. Identify examples of therapeutic use of self and the intentional relationship as demonstrated through client/practitioner interaction.
6. Identify how psychological and social factors influence client’s participation in occupation(s), to understand how to engage with the client, design and implement meaningful, client-focused, and occupation-based interventions.

**The student's behavior and attitude relative to fieldwork experiences should demonstrate ability to:**

1. Request necessary information for FW assignment.

2. Demonstrate effective time management.

* + - Make initial contact in a timely manner
    - Arrive and depart as scheduled
    - Notify facility of delay or inability to meet schedule

3. Abide by the Professional Expectation Policy listed in the fieldwork manual or as otherwise required by the fieldwork site.

4. Demonstrate professional interpersonal skills with clients and staff by taking responsibility for one’s actions.

5. Demonstrate active engagement in the learning experience.

6. Ask relevant questions and respond appropriately.

7. Respect privacy needs of clients and staff.

8. Accept and respond to redirection as appropriate.

9. Maintain confidentiality of client information related to HIPAA.

10. Discuss fieldwork performance with Fieldwork Educator.

11. Reflect a positive attitude towards the fieldwork experience through verbal and non-verbal communication.

**DESCRIPTION OF COURSE ASSIGNMENTS**

All assigned learning activities must be completed to pass this course.

Faculty reserves the right to modify these assignments to meet the objectives of the course and/or accommodate other circumstances. Students will be notified in advance of any changes.

1. **Level I Fieldwork Experience:** Under the direction of the AFWC, each student will be assigned

a Level I fieldwork experience for a minimum of 15 hours.

1. **OT 195E Fieldwork Log/Assignment:** Directions are posted on CANVAS and/or will be given by hardcopy.
2. **Mandatory Seminar Participation:** As indicated on the course outline, each student will attend the scheduled sessions, participate in discussions, and complete HIPAA and Act 31 training.

**EXAMPLE OF OT 195E SEMINAR SESSIONS**

|  |  |  |  |
| --- | --- | --- | --- |
| DATE | TOPIC | READING | ASSIGNMENT DUE |
| Session 1 | FW I Placement Overview  PSU FW Policies  HIPAA and Act 31  Infection Control, Universal Precautions, Workplace Safety  OT/OTA Role Delineation | OTA Program & Fieldwork Manual | Act 31 Completion |
| Session 2 | FW I Psychosocial Discussion  Experiences assigned (if not already previously done)  Level II Fieldwork Interest Discussion | OTA Program & Fieldwork Manual | Penn State HIPAA CANVAS Course completion certificate due if not already completed |
| Session 3 | Review FW I Progress  Occupation based Interventions  Psychological and Social Factors  Therapeutic Use of Self |  |  |
| Session 4 | Review FW I Progress |  |  |
| Session 5 | Level II FW Preparation and Discussion |  | Fieldwork Log Due, but may be handed in earlier if completed  OT 195E Evaluation Form Due |

**OT295E FIELDWORK LEVEL I**

**Level I Fieldwork Education**

**Level I Fieldwork education dovetailed with 200 Level Occupational Therapy courses is designed to facilitate:**

a. Acquisition of basic knowledge about appropriate assessment procedures, intervention plans and/or activities to utilize with individuals who have occupational challenges and/or needs on the behavioral health continuum (i.e. wellness to acute care setting).

b. An increased knowledge of the role delineation of the occupational therapist, registered (OTR) and the certified occupational therapy assistant (COTA), relative to the assessment, intervention planning, intervention and discontinuation of intervention of clients with behavioral health needs.

c. Continued refinement of professional behaviors and attitudes about the rights, capabilities, and needs of individuals with behavioral health needs.

d. Development of beginning competencies for contributing to the assessment procedures, intervention planning, program implementation and/or discontinuation of intervention for individuals with behavioral health needs.

**Upon successful completion of OT 295E, the student will be able to:**

* Identify the similarities and differences between the role of the OT and OTA.
* Identify the type of intervention utilized by the OT/site practitioner (preparatory, purposeful, or occupation-based) during an intervention session.
* Identify the components of the OT process as defined by the OT Practice Framework.
* Identify examples of therapeutic use of self as demonstrated through client/practitioner interaction.
* Identify opportunities for inter-professional interactions within the OT process.
* Demonstrate understanding of clinical reasoning knowledge and skills during OT intervention.
* Identify how critical thinking and understanding of evidence-based practice are used to gather and report on client data and need for OT services and identify appropriate OT interventions.
* Identify the components of the OT process as defined by the OT Practice Framework.

**The student's behavior and attitude relative to fieldwork experiences should demonstrate the ability to:**

1. Request necessary information for FW log.

2. Demonstrate effective time & organizational management.

* Make initial contact in a timely manner
* Arrive and depart as scheduled
* Notify facility of delay or inability to meet schedule

3. Dress professionally.

4. Demonstrate professional interpersonal skills with clients and staff.

* Takes responsibility for one’s actions

5. Demonstrate active engagement in the learning experience.

6. Ask relevant questions and respond appropriately.

7. Respect privacy needs of clients and staff.

8. Accept and respond to redirection as appropriate.

9. Maintain confidentiality of client information.

10. Discuss fieldwork performance with Fieldwork Educator.

11. Reflect a positive attitude towards the fieldwork experience through verbal and non-verbal communication.

**Additionally, students should have progressed in professional behaviors to do the following:**

* Discuss role or potential contributions of occupational therapy at fieldwork site.
* Discuss occupational performance roles and challenges of clients with Fieldwork Educator.
* Review client records and identify information relevant to occupational therapy.
* Participate or assist in OT interventions, as directed by the Fieldwork Educator.
* Adjust interaction with clients to respect clients’ chronological and developmental ages, cultural, and/or environmental backgrounds.

**DESCRIPTION OF COURSE ASSIGNMENTS**

All assigned learning activities must be completed to pass this course.

Faculty reserves the right to modify these assignments to meet the objectives of the course and/or accommodate other changes. Students will be notified in advance of any changes.

1. **Level I Fieldwork Experience:** Under the direction of the AFWC, each student will be assigned a Level I fieldwork experience for a minimum of 20 hours which may include additional faculty-led experiences.
2. **OT 295E Fieldwork Log:** Directions are posted on CANVAS and/or will be given by hardcopy.
3. **Mandatory Seminar Participation:** As indicated on the course outline, each student will attend the scheduled sessions, participate in discussions, and review Act 31 training in prep for FW II.

**EXAMPLE OF OT 295E SEMINAR SESSIONS**

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE** | **TOPIC** | **READING** | **ASSIGNMENT DUE** |
| Session 1 | FW I Placements PSU FW Policies HIPAA and OTA Program & Fieldwork Manual | FW I Placements PSU FW Policies HIPAA  OTA Program & Fieldwork Manual |  |
| Session 2 | Level II Fieldwork Requirements Begin sharing FW I Progress | OTA Program & Fieldwork Manual | Penn State HIPAA CANVAS Course completion certificate due if not already completed |
| Session 3 | Review FW I Progress  Occupation based Interventions & Therapeutic Use of Self  Psychological and Social Factors |  |  |
| Session 4 | Level II FW Preparation and Discussion |  | Fieldwork Log Due, but may be handed in earlier if completed OT 295E Evaluation Form Due |

**The Pennsylvania State University**

**Associate in Science in Occupational Therapy**

**Evaluation of Level I Fieldwork Experience: OT 195E / 295E**

**🞏 OT 195E 🞏 OT 295E**

**Student’s name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Dates Attended/Hours completed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Site\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Fieldwork Educator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Credentials\_\_\_\_\_\_\_\_\_\_\_E-mail\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Please evaluate each item as follows:***

***4-Exceeds Standards 3-Meets Standards 2-Needs Improvement 1-Unsatisfactory***

***Score of 28-40 = Passing Score of 27 or below = Failing.***

***Note: A score of 1 or 2 requires a written explanation.***

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional Behaviors** | ***Descriptors and/or examples of professional behavior and learning in practice.*** | **Student** | **Fieldwork Educator** |
| **I. COMMITMENT TO LEARNING** | * Formulates and verbalizes appropriate questions. * Seeks out & utilizes diverse resources to obtain information. * Demonstrates and articulates a positive attitude (motivation) toward learning. * Participates in and/or assists in meaningful & therapeutic activities and occupations (assessment and intervention) to support client’s performance skills and performance patterns to enhance occupational engagement, as directed by Fieldwork Educator. |  |  |
| **II. INTERPERSONAL SKILLS** | * Respects and listens to the opinions and ideas of others in a nonbiased manner. * Respects the cultural and personal differences of others. * Communicates verbally and/or in writing with others in a respectful, professional manner. * Talks about difficult issues with sensitivity and objectively in a constructive manner. * Demonstrates an awareness of and ability to monitor own biases to facilitate the process of occupational therapy. |  |  |
| **III. USE OF CONSTRUCTIVE FEEDBACK** | * Demonstrates active listening skills. * Demonstrates a positive attitude toward feedback. * Considers the consequences of multiple approaches to responses to feedback. * Utilizes feedback from FW Educator, peers, and self in a manner that promotes professional growth. |  |  |
| **IV. EFFECTIVE USE OF TIME AND RESOURCES** | * Focuses on tasks at hand. * Attends sessions and is consistently on time. * Allots sufficient time to do research. Completes FW related assignments & is well prepared on-site. * Utilizes diverse resources effectively for obtaining information. * Completes all tasks in the assigned timeframe |  |  |
| **V. PROBLEM-SOLVING** | * Recognizes problems affecting situation. * Describes known solutions to problem. * Identifies known resources (site and university provided) needed to develop solutions. * Considers consequences of multiple possible solutions to a problem. * Reassess solutions. * Accepts responsibility for implementing solutions that reflect needs and goals of the group. |  |  |
| **VI. COMMUNICATION SKILLS** | * Demonstrates correct grammar, spelling & punctuation. * Demonstrates active listening skills within the practice setting. * Maintains open and constructive communication. * Displays body language appropriate to fieldwork settings. * Presents information with logical organization and sequencing, using professional terminology. * Applies concepts of health literacy when communicating with clients and the community. * Identifies communication styles appropriate for responding to clients with social, emotional, behavioral, or cognitive needs. * Identifies characteristics of occupational therapy staff in utilizing therapeutic use of self. * Demonstrates therapeutic use of self when interacting with clients and others. * Demonstrate awareness of and ability to participate in the principles of interprofessional team dynamics |  |  |
| **VII. PROFESSIONALISM** | * Demonstrates an understanding of the AOTA Code of Ethics. * Dress is appropriate & according to site and PSU policies. * Respects privacy & confidentiality of clients & staff * Demonstrates ability to modify behaviors and communication style to meet varying expectations in professional settings and situations |  |  |
| **VIII. RESPONSIBILITY** | * Demonstrates punctuality. * Demonstrates dependability. * Follows through on commitments:  assignments, meetings, etc. * Adheres to principles of infection control, universal precautions, HIPAA, and job site safety. * Effectively assumes roles to meet the needs of the group. * Accepts appropriate responsibility for outcomes of team actions. |  |  |
| **IX. CRITICAL THINKING** | * Initiates relevant questions. * Articulates ideas and opinions. * Gathers and uses all available information when making decisions/judgments. * Discusses role or potential contributions to occupational therapy at fieldwork site. * Discusses occupational performance & challenges of clients with FW Educator. * Justifies solutions or decisions. * Demonstrates a novice ability to offer alternative solutions to complex problems and issues. * Communicates potential outcomes to a problem. * Identifies how psychological and social factors influence client’s participation in occupation(s) * Describes the process utilized by occupational therapy practitioners in designing, implementing, and modifying interventions based on a client’s psychosocial needs. |  |  |
| **X. STRESS MANAGEMENT** | * Seeks assistance as needed. * Acknowledges (verbally or non-verbally) emotional and behavioral needs of others. * Shows empathy for others. * Demonstrates the ability to manage multiple commitments to self and others. * Assists others in recognizing stressors. * Identifies own strengths in solving problems. |  |  |

**Student FW Educator**

**TOTAL SCORE:**

**Student comments:**

**Fieldwork Educator comments:**

**Fieldwork Educator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**COMMUNITY OUTREACH: SERVICE LEARNING**

[Penn State Outreach](https://www.outreach.psu.edu/about/vision-mission/) has a mission, vision, and goals related to community outreach by students and faculty across the Commonwealth.

The evidence onservice learning in occupational therapy (Horowitz, 2012 & Maloney & Griffith, 2013) reveals that it is an effective learning strategy to facilitate students’ understanding and application of theory to practice. Service learning aids the student in understanding the meaning and purpose of occupations in promoting well-being in their local communities. Furthermore, service-learning assists students in gaining self-awareness, working collaboratively, and developing respect for diverse values and lifestyles. Housman, et. al. (2013) study revealed that healthcare students felt empowered by engaging in service learning and that it helped the students work together, develop leadership skills, self-confidence, and self-directed learning.

As Penn State’s Outreach vision states: We will engage and empower communities and individuals within the Commonwealth and beyond to become resilient, healthy, sustainable, and innovative.

The purpose of service learning in the Penn State OTA program will be to add value to active teaching-learning experiences in the curriculum which will provide an opportunity to facilitate occupational therapy students’ professional behaviors and role development.

The method of active learning that will take place during the service-learning process will include faculty role modeling, reflection papers, and/or pre-test and post-test surveys. These will serve to assess the students’ skills in collaborative learning, social responsibility, and their ability to work with and advocate for individuals from diverse backgrounds.

**References**

Horowitz, B. (2012, June). Service learning and occupational therapy education: Preparing students for community practice. Education Special Interest Section Quarterly, 22(2), 1–4.

Housman, J., Meaney, K. S., Wilcox, M., & Cavazos, A. (2013). The impact of service-learning on health education students’ cultural competence. American Journal of Health Education, 43(5), 269– 278. <http://dx.doi.org/10.1080/19325037.2012.10599245>

Maloney, S. M., & Griffith, K. (2013). Occupational therapy students’ development of therapeutic communication skills during a service-learning experience. Occupational Therapy in Mental Health, 29(1), [10-26. http://dx.doi.org/10.1080/0164212X.2013.760288](https://www.aota.org/Practice/Productive-Aging/Home-Mods/Rebuilding-Together/10-26.%20http:/dx.doi.org/10.1080/0164212X.2013.760288)

**Community Outreach: Service-Learning Program Requirement**

All students will engage in service learning during the ***Understanding, Applying and Application*** levels of the Program (semesters 2, 3 & 4). *See the Curriculum Design for specifics of the levels.*

Service-learning opportunities may be established by faculty or by the student in collaboration with the faculty. All student driven service learning must have faculty approval in writing. All service learning will be a learning activity linked to one course where the didactic themes match the service being provided. Faculty will determine course assignment; ex. students may be asked to complete a reflective journal addressing topics assigned by the faculty as part of the service-learning experience to encourage the commitment to critical reasoning across the curriculum.

**LEVEL II FIELDWORK The Pennsylvania State University Berks Campus**

**Associate in Science in Occupational Therapy**

**Checklist of Requirements Prior to Level II Fieldwork**

**The following requirements must be completed prior to beginning Level II Fieldwork**

|  |  |
| --- | --- |
| **Requirement** | **Date Completed/Notes** |
| Orientation & review of *Penn State Associate in Science in Occupational Therapy Program & Fieldwork Manual* |  |
| HIPAA Information   * HIPAA review complete * PSU HIPAA exam done & certificate of completion filed with AFWC |  |
| ACT 31 Information   * Certificate of completion |  |
| All academic courses complete   * Degree audit up-to-date & complete, except for OT395A and OT395B * Student in good standing at PSU to move forward into FW II |  |
| Personal Data Sheet   * Completed and given to AFWC to send with paperwork to FW II Sites * Retain copy for self |  |
| Professional liability insurance up-to date |  |
| Up to date first aid/CPR/AED certification |  |
| Medical insurance |  |
| CastleBranch Annual Renewal   * Clearances * Record of Physical Exam * Immunizations Record & Current |  |
| Penn State ID Card |  |
| Contact placement for *Site Specific Requirements* and complete as necessary   * OT395A Site * OT395B Site |  |
| Fieldwork confirmation sheet received:   * OT395A * OT395B |  |
| Registered for OT 395A & OT395B |  |

**The Pennsylvania State University Berks Campus**

**Associate in Science in Occupational Therapy**

**LEVEL II FIELDWORK POLICY**

As required by the ACOTE, all students enrolled in an accredited occupational assistant program must complete and successfully pass the equivalent of 16 weeks, full time Level II fieldwork in addition to successfully completing all academic work to be eligible to sit for the NBCOT certification examination. Occupational therapy assistant students at Pennsylvania State University typically participate in two, full time, 8-week, Level II fieldwork placements. Part-time fieldwork may be negotiated with the Academic Fieldwork Coordinator.

Penn State is a National Council for State Authorization Reciprocity Agreements (NC-SARA) participating institution. For more information go to: [**http://nc-sara.org/sara-states-institutions**](http://nc-sara.org/sara-states-institutions)

To ensure continuity of learning, Level II Fieldwork is scheduled for 8 consecutive weeks at one facility.  Avoidable absences within a rotation period would require a student to schedule different rotation dates.

**Student-Academic Fieldwork Coordinator (AFWC) Communication**

The Pennsylvania State University Associate in Science in Occupational Therapy Program schedules the fieldwork to occur after the student has completed all didactic requirements.   It is the responsibility of the student to share with the AFWC information that may impact their ability to successfully engage in the fieldwork placement.  It is the responsibility of the student to contact the Student Disability Resources officer of the campus to initiate reasonable accommodations under the ADA.

The Associate in Science in Occupational Therapy Program AFWC at Pennsylvania State University collaborates with the students to arrange fieldwork placements.  Because of the limited number of available fieldwork spaces, the students must be willing to make accommodations regarding their fieldwork placements.  Reasonable accommodations include, but are not limited to:  acceptance of alternative types of Level II fieldwork placements, varied work hours (weekend work vs. traditional 5-day work week), and/or driving up to 2 hours one way considering roadway conditions.

The AFWC assumes ultimate responsibility for placing all students in Level II fieldwork sites.  The AFWC will consider such factors as:  student interests and learning needs; fieldwork site educational opportunities; and extenuating student and fieldwork related issues.

Students may not make personal contact with potential fieldwork sites/supervisors prior to AFWC approval.  Any questions or information on potential sites should be brought to the attention of the AFWC.

Students who have successfully completed both required Level II fieldwork may elect to participate in an optional fieldwork placement.  Six credits of tuition will be charged to the student completing a third fieldwork.  The timing of a 3rd FW placement will depend upon availability and interests of the student.

Extenuating circumstances unrelated to the student's demonstrated knowledge, skills, and professional attitudes and behaviors during the fieldwork placement may necessitate the termination of the fieldwork placement by the student, fieldwork site, or University.  In such situations, the student will not be considered to have failed the fieldwork and the University will actively collaborate with the student to procure an alternate Level II Fieldwork placement.

**Students must successfully complete all of the Level II fieldwork requirements within 20 months of completing the OTA designated didactic courses.  Students who are unable to complete Level II Fieldwork requirements within 20 months will be advised individually by the Program Director and Academic Fieldwork Coordinator to determine an appropriate plan of action.**

A student must earn a passing score on the ***AOTA Fieldwork Evaluation Form for Occupational Therapy Assistant Students*** to pass the fieldwork placement.  The PSU faculty retain the right to assign the final grade for FW II, regardless of the score received.  A student who does not demonstrate competent knowledge, skills and/or professional behaviors and attitudes will be considered to have failed the placement.  The student, site or University may terminate the fieldwork prior to the scheduled date for fieldwork completion if, after documenting the lack of competencies and formally discussing the issues with the student, it is determined that the student will not be able to demonstrate an adequate rate of growth during the remaining time to pass the affiliation or if the student is unwilling to accomplish the stated objectives of the fieldwork.  Under such circumstances, the student will be considered to have failed the placement.

If the student fails the fieldwork placement or the fieldwork is terminated because of failing performance, the Pennsylvania State University Associate in Science in Occupational Therapy Program Academic Fieldwork Coordinator may assist the student in the procurement of an alternate fieldwork placement.  Prior to the AFWC providing assistance, the student must take steps to correct the issues that caused the failure and demonstrate the knowledge, attitudes, behaviors and skills necessary to successfully begin another Level II fieldwork placement.  Steps to correct the issues may include, but are not limited to:  additional course work, independent study, professional counseling/therapy, medical services and volunteer work.  Specific methods for demonstrating competencies to reinitiate the Level II fieldwork placement shall be negotiated and agreed upon between the student and the Pennsylvania State University Associate in Science in Occupational Therapy Program faculty.   Consistent with the Pennsylvania State University tuition policies, students will be required to pay for the additional 6 credits of fieldwork.

A student who fails Level I or Level II fieldwork may be permitted to repeat the fieldwork following guidelines as outlined in this manual.   A student who fails a second Level I or Level II following an initial failure/ successful repeat will be considered to have reached two failures and will be removed from the program major.

A student will be removed from degree status in the OTA program **for any combination of two failures**:

* Failure of an OT didactic course
* Failed Level I fieldwork
* Failed Level II fieldwork

A student who is dropped as a degree candidate should refer to the University Registrar regarding academic policies. Information can be discussed with the Program Director, Campus Coordinator and/or the campus Registrar.

Additionally, information can be found and at the following website: <https://www.registrar.psu.edu/registration/adding-dropping-auditing-courses.cfm>

**Faculty**

The Associate in Science in Occupational Therapy Program faculty collaborate with the Academic Fieldwork Coordinator in making recommendations or suggestions on appropriate FW II placements based on the strengths and needs of the students as identified in the classroom and through the *Ability Based Assessment of Professional Behaviors* *Form.* If additional resources are required to assist the student in improving knowledge, skills and abilities before securing a second FW II placement, faculty may be called on to provide these resources.

**Academic Fieldwork Educator**

The Associate in Science in Occupational Therapy Program Academic Fieldwork Coordinator will ensure that the student completing FW Level II shall be supervised by an occupational therapy practitioner, who meets state regulations and has a minimum of one year of practice experience, subsequent to the requisite initial certification.  The FW Educator may be engaged by the fieldwork site or by The Pennsylvania State University. The AFWC will also ensure that the FW Educator provides protection of consumers and opportunities for appropriate role modeling of occupational therapy practice.  Initially, supervision should be direct, and then decrease to less direct supervision as is appropriate for the setting, the severity of the client’s condition, and the ability of the student. To determine compliance with this standard, the Academic Fieldwork Coordinator shall review the data and information about the fieldwork site through initial data sheets, fieldwork visits and documentation, and through the evaluations completed by the students at the end of the fieldwork.

Fieldwork Educators are encouraged to collaborate, when needed, with the Academic Fieldwork Coordinators in order to complete fieldwork objectives, to review the **AOTA** **Fieldwork Performance Evaluation of OTA Students,** andto discuss issues and concerns that arise within the fieldwork placement. As per the Fieldwork Performance Evaluation Use Policy, **Fieldwork Educators are required to evaluate students at midterm and provide feedback to the student concerning their performance.**  Fieldwork Educators will be provided examples of the fieldwork objectives for their review prior to the fieldwork beginning. In addition, the Academic Fieldwork Coordinator will have contact with the Fieldwork Educator during the time the student is in the fieldwork placement. This contact may include a direct visit to the site and/or telephone contact. Additional contact may be required based on the needs of the site, Fieldwork Educator, and/or the needs of the student. Additional contact shall be agreed upon by the Academic Fieldwork Coordinator and the Fieldwork Educator.

In a fieldwork setting where there is no occupational therapy practitioner on site, the program will document that there is a plan for the provision of occupational therapy services.  On-site supervision will be provided in accordance with ACOTE standard C.1.14.

**The Pennsylvania State University Berks Campus**

**Associate in Science in Occupational Therapy**

**OT 395A/OT395B FIELDWORK IN OCCUPATIONAL THERAPY**

**Credits/Hours**: 6:320 (OT 395A); 6:320 (OT 395B)

**Prerequisites**:

All didactic course work needs to be successfully completed prior to beginning level II Fieldwork.

**Course Description**

Supervised experience in select settings (traditional occupational therapy and emerging practice settings) in the role of an occupational therapy assistant. A minimum of the equivalent of 16 weeks full-time, Level II fieldwork is required.

**Rationale**

The purpose of level II fieldwork is to integrate academic knowledge with clinical reasoning skills used in the intervention setting, to test theories and facts learned in the academic setting, to gradually increase the level of responsibility, to practice communication and interpersonal skills with patients/clients, families, peers, and other interdisciplinary team members, and to develop problem solving, time management, and organization skills and to develop professional behaviors in a supportive, mentoring environment.

**Focus**

Level II fieldwork can be completed in acute care facilities, rehabilitation facilities, psychiatric settings, school systems, home health agencies, outpatient facilities, nursing homes, and in specialized settings such as hand therapy, work hardening, and pediatric clinics.  Level II fieldwork includes hands on experience and students can treat individuals spanning all life stages from pediatrics to geriatrics.  Effective communication between supervisor and student is essential to accomplish fieldwork goals and objectives.  Students in conjunction with the Fieldwork Coordinator, plan the fieldwork placements based on the needs and interests of the students, location desired, and any other special considerations. Level II fieldwork will be completed in 2 different treatment settings.  A student may complete fieldwork in one setting if it reflects more than one practice setting.  An example is completing one FW placement at a hospital inpatient rehabilitation unit and then second on the mental health unit.  It is recommended the student have two different supervisors.  These circumstances will be approved on an individual basis by the AFWC.

Upon the successful completion of the fieldwork placements, it is expected that students will have made the transition from the role of student to role of an occupational therapy assistant and that they will be able to perform as a competent as well as confident entry level occupational therapy assistant.

**Requirements for Fieldwork II**

Specific requirements related to the *Standards and Guidelines for an Education Program for Occupational Therapy Assistants*.

**The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistants.  Level II fieldwork shall be integral to the program's curriculum design and shall include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation.  It is recommended that the student be exposed to a variety of clients across the life span and to a variety of settings.  The fieldwork placement shall be designed to promote clinical reasoning, appropriate to the occupational therapy assistant role; to transmit the values and beliefs that enable ethical practice; and to develop professionalism and competence as career responsibilities.**

**Performance Objectives as Outlined in the**

***AOTA Fieldwork Performance Evaluation for the OTAs***

1. Adheres to the AOTA’s Code of Ethics and all federal, state, and facility regulations.

2. Adheres to safety regulations and reports/documents incidents appropriately.

3. Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.

4. Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately.

5. Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately.

6. Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately.

7. Obtains sufficient and necessary information about factors that support and hinder occupational performance from relevant sources throughout the evaluation process.

8. Establishes service competency in assessment methods, in accordance with setting procedures and applicable laws, by administering assessments accurately and efficiently to ensure that findings are valid, reliable, and timely.

9. Administers delegated assessments using appropriate procedures and protocols.

10. Assists with interpreting information in relation to the client’s needs, factors, and performance.

11. Reports results clearly, accurately, and concisely, reflecting the client’s occupational performance.

12. Articulates a clear and logical rationale for the intervention process based on the evaluation results and other relevant considerations.

13. Under the supervision of, and in cooperation with, an occupational therapy practitioner, uses professional literature to make informed intervention decisions.

14. Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals.

15. Implements client-centered and occupation-based intervention plans.

16. Modifies the task and/or environment to maximize the client’s performance.

17. Recommends modifications or termination of intervention plan based on the client’s status.

18. Documents the client’s response to services in a manner that demonstrates the effectiveness of interventions.

19. Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to, as indicated, the occupational therapy aide or others to whom responsibilities might be assigned.

20. Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers.

21. Demonstrates knowledge about the organization.

22. Meets productivity standards or volume of work expected of occupational therapy assistant students.

23. Communicates clearly and effectively, both verbally and nonverbally.

24. Produces clear and accurate documentation.

25. Collaborates with fieldwork educator(s) to maximize the learning experience.

26. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.

27. Responds constructively to feedback in a timely manner.

28. Demonstrates consistent and acceptable professional work behaviors.

29. Demonstrates effective time management.

30. Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.

31.  Demonstrates respect for diversity factors of others.

**LEVEL II FIELDWORK PLACEMENT & SCHEDULING PROCEDURES**

The student's attention to the following information will help the fieldwork placement scheduling process. The student should consult the Academic Fieldwork Coordinator for guidance.

**Prerequisites for OT 395A Fieldwork Placement in Occupational Therapy**

1. Satisfactory completion of all didactic courses.

2.     Satisfactory professional behavior scores, as evaluated by the OTA Faculty on the Ability Based Assessment of Professional Attitudes and Behaviors form.

3.      Evidence of good standing with the University, having no academic or disciplinary action standing

         or pending against the student.

4.     Completion of Castlebranch profile requirements including (but not limited to):

• Medical document updates (physical, TB Test, immunizations)

• Liability Insurance

• Criminal checks, child abuse clearances, and FBI fingerprinting

• CPR Certification

• Drug testing (as required by clinical sites)

• Any additional requirements specified by individual clinical sites

**Semester to be Scheduled**

OT 395A and OT 395B are scheduled at the completion of all academic, didactic course work.

**Student Responsibilities**

1. Student will develop a planning sheet of Fieldwork sites based on interests and needs and discuss with Academic Fieldwork Coordinator (AFWC).

2. Students will complete Personal Data Forms for each fieldwork site.

3. Following fieldwork placement and confirmation by AFWC, student will be notified of fieldwork schedule.  Student will then be responsible for contacting fieldwork site.

4. Students will register for OT 395A and 395B.

5. If an interview is required prior to acceptance of the student, students may wish to prepare a resume for the interview, make an appointment with the Fieldwork Educator, and complete the interview.  The Academic Fieldwork Coordinator will be available to discuss the resume and results of the interview with the student.

6.       Utilize *CastleBranch* to complete criminal checks, child abuse clearance, immunizations, finger printing and drug testing, etc. as required by Penn state and the fieldwork site.

**Taking Additional Courses during Fieldwork Placement**

Level II fieldwork schedules are like full time work schedules.  In addition, special readings, assignments, and projects may need to be done after patient interventions are given.  Eligibility for graduation requires the successful completion of Level II fieldwork placement.  The demands of fieldwork II placements should be considered before registering for additional courses.

Students are strongly discouraged from taking additional courses during fieldwork placement that is beyond the academic requirements of the program but may do so.  Students are to follow established Pennsylvania State University procedures for scheduling additional course work.

**MANDATORY ASSIGNMENTS REQUIRED DURING/POST LEVEL II FIELDWORK**

**Reports to the Academic Fieldwork Experience Coordinator**

Students will submit assignments associated with level II fieldwork to the Academic Fieldwork Coordinator periodically during the semester via CANVAS.  These assignments are intended to help students reflect upon various experiences, stay connected with the cohort, and to offer the Academic Fieldwork Coordinator insight into the practice(s) of the facility and the student's role.

**Critique of Fieldwork Experience**

The student is required to complete an evaluation of each fieldwork placement using the ***Student Evaluation of Fieldwork Experience (SEFWE) - Level II*** form before a grade will be assigned for the fieldwork.  The form is in the appendix of this manual and will be provided electronically. The completed form should be given to the Fieldwork Educator and a copy should be forwarded to the Academic Fieldwork Coordinator.

***All assignments for the semester are due by the last day of classes as designated by the University calendar.***

**ATTENDANCE POLICY**

1. As per ACOTE Standard C.1.10 students must complete a minimum of 16 weeks full time level II fieldwork.
2. Each site will determine the way in which total hours/days are counted to comply with ACOTE guidelines.  Students may be required to make up missed days/hours if the site determines it is necessary.  (i.e. illness, personal family emergency, snow days, car trouble, etc.)
3. If a site determines that make up days/hours are required, they will do the following:

* The Fieldwork Educator will notify the student in writing of the make-up days/hours required.
* The student will notify the Fieldwork Coordinator of their need to make up days/hours.

1. Students needing to make up days/hours are advised of the following:

* Extending the first Level II fieldwork may impact the beginning date of the second Level II fieldwork.
* Extending the second Level II fieldwork may impact a student’s graduation date.

1. **The Penn State academic calendar is not followed during Level II fieldwork.**  For example, students engaged in Level II fieldwork during the week of Thanksgiving **DO NOT** have the week off as would students on campus.

1. To ensure continuity of learning, Level II Fieldwork is scheduled for 8 consecutive weeks at one facility. Avoidable absences within a rotation period would require a student to schedule different rotation dates.

1. If the AFWC approves an exception to the above policy, a student contract will be developed that outlines specific guidelines for the absent period. Failure to comply with the contract will result in immediate dismissal from the fieldwork site and an individualized remediation plan will be developed and followed.

**Fieldwork Grievance Procedure**

**Per ACOTE standard A.4.4, during fieldwork level II, if a student encounters an incident and wants to discuss the issue(s), the following procedures are recommended:**

1. Talk to the **Fieldwork Educator (at the site)** through phone contact, e-mail, or in person.

2. Notify **Penn State Academic Fieldwork Coordinator (AFWC)** via phone and/or e-mail.

3. If issues remain unresolved, the AFWC will notify the clinical/department coordinator at the fieldwork site via phone and/or email.

4. As needed, the AFWC may notify OTA Program Director and/or the Director of Academic Affairs to assist with resolution of the issue.

**FIELDWORK EXPERIENCE SUPERVISION AND EVALUATION**

As per ACOTE standards C.1.3 and C.1.15 supervision and evaluation of the student are joint responsibilities of the fieldwork educator (site) and the academic fieldwork coordinator (Penn State).  Both must maintain an ongoing interest and involvement in the student's progress.  The Fieldwork Educator provides direct daily supervision or selectively assigns the student to work with other experienced staff members.  Regular meetings, approximately once a week, should be scheduled to provide the student with constructive feedback and to discuss pending activities.

The Academic Fieldwork Coordinator (AFWC) monitors the student's progress via periodic reports, phone conversations, Canvas postings, and site visits. The Academic Coordinator is available for consultation should questions or problems arise.  Routine communication is encouraged throughout the fieldwork experience.

At the midpoint of each fieldwork experience, the Fieldwork Educator reviews the *AOTA Fieldwork Performance Evaluation for the OTA Student* with the student.  The student is given the opportunity to raise questions and clarify ways to improve performance, to comment on concerns and to inform the AFWC of special areas of need or interest.

At the end of the experience during a final conference the student presents the completed *AOTA Student Evaluation of Fieldwork Experience Form* to the Fieldwork Educator.  The Fieldwork Educator reviews the final Fieldwork Evaluation Form with the student.  A student must obtain a minimum score of 3 on the first 3 items of the Fieldwork Evaluation Form to successfully complete the fieldwork. Effective communication throughout the experience should prevent unexpected results on the final evaluation form.

The Academic Fieldwork Coordinator is responsible for assigning the student a letter grade for the OT 395A and OT 395B courses.  The grade is a summary of the Fieldwork Educator's evaluations of the student’s knowledge, skills and attitudes, the student's participation in seminars, motivation, attitude, and professional conduct as well as the timely preparation for the fieldwork experience.

A student will receive an assigned grade for the course when the *AOTA Fieldwork Performance Evaluation for the OTA Student* and the *Student Evaluation of Fieldwork Experience* have been completed and signed by both the student and the Fieldwork Educator.

**Policy for Grading Level II Fieldwork**

The following policy has been developed to clarify the grading structure for students and clinicians regarding Level II fieldwork at The Pennsylvania State University.  It is the opinion of both PSU faculty and AOTA that the focus during Level II fieldwork should not be on grades, but the learning experience and how the student is able to make the transition from role of student to role of therapist as they develop the necessary clinical skills and professional behaviors toward entry level competency.

The following grading structure has been established.  **Ninety-one (91) is the lowest possible score to be considered as passing and is the minimum score which a student can achieve on the AOTA *Fieldwork Evaluation Form for Occupational Therapy Assistant Students*.**

Each facility/agency has its own standards and expectations for grading students, and this will be respected by PSU faculty; however, the following scoring system is used to create compliance within the Pennsylvania State University grading system:

A  110-124

A-  106-109

B+  102-105

B 98 - 101

B- 94-97

C+  92-93

C 91

**A score of 90 or below is a failure for fieldwork level II.**

**Mandatory OTA Graduate Seminar: Learning and Performance Objectives**

**During or after the completion of OT395A/B, students will engage in a mandatory graduate seminar. Teaching-learning activities during the seminar may include:**

* **NBCOT** 
  + Overview of completing the application to sit for the NBCOT exam
  + Completion of at least one NBCOT Practice exam – Free on CANVAS
* **LICENSURE**
  + Overview of the process of obtaining temporary and permanent licensure within the profession
* **EMPLOYMENT** 
  + Job Acquisition
  + Resume writing
  + Interview Skills

**All** OT395A/B required documentation must be handed in by end of the semester to receive a grade which is needed in order to graduate.

**APPENDIX I**

**LEVEL II FIELDWORK**

**FORMS**

**AOTA STUDENT DATA FORM for FIELDWORK LEVEL II EXPERIENCE**

***Penn State Associate in Science in Occupational Therapy Program***

**Name:**

**Permanent Address:**

**Phone Contacts: 1) Permanent** **2) Cell:**

**Penn State E-mail:**

**Name, address, and phone number of person to be notified in case emergency:**

**EDUCATION INFORMATION**

1. Expected degree: *Associate in Science in Occupational Therapy*

2. Anticipated year of graduation:

3. Prior degrees obtained:

4. Foreign languages:

5. Current CPR certification: *Date Completed Certified through Date*

**PROFESSIONAL LIABILITY & CLEARANCE INFORMATION**

* The student is responsible for obtaining & providing all healthcare & clearance information via CastleBranch and directly to FW II site per the Family Educational Rights & Privacy Act (FERPA): Safeguard of Student Privacy. For more info go to: <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
* Professional Liability Insurance
  + Student obtain and maintain own professional liability insurance that must be renewed annually.

**STUDENT LEARNING PROFILE**

1. Strengths:

2. Areas of Growth:

3. Special skills or interests:

4. Describe your preferred learning style:

5. Describe your preferred style of supervision:

6. **(Optional)** Do you require any reasonable accommodations (as defined by ADA) to complete your fieldwork?

Yes\_\_\_\_\_\_No\_\_\_\_\_\_If yes, were there any reasonable accommodations that you successfully used in your academic coursework that you would like to continue during fieldwork? If so, list them.

*To promote successful accommodations, requests should be discussed & documented before each FW experience.*

**FIELDWORK & SERVICE LEARNING EXPERIENCES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Level I Experience**  **Level II Experience**  **Service Learning** | **SITE** | **TYPE OF FW EXPERIENCE** | **LENGTH OF FW EXPERIENCE** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Additional Significant Learning Experiences:**

**Fieldwork Performance Evaluation (FWPE) for the**

**Occupational Therapy Assistant Student (2020)**

(See full FWPE form available through the AFWC)

aota.org

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FUNDAMENTALS OF PRACTICE** | |  |
| **1** | | **Adheres to the American Occupational Therapy Association’s Code of Ethics and all federal, state, and facility regulations.**  Examples: Medicare, Medicaid, client privacy, social media, human subject research | |
| **2** | | **Adheres to safety regulations and reports/documents incidents appropriately.**  Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures | |
| **3** | | **Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.**  Examples: body mechanics, medical safety, equipment safety, client specific precautions, contraindications, community safety | |
|  | **BASIC TENETS** | |  |
| **4** | | **Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately.** Examples: families, caregivers, colleagues, service providers, administration, the public | |
| **5** | | **Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately.**  Examples: families, caregivers, colleagues, service providers, administration, the public | |
| **6** | | **Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately.**  Examples: families, caregivers, colleagues, service providers, administration, the public | |
|  | **SCREENING AND EVALUATION** | |  |
| **7** | | **Obtains sufficient and necessary information about factors that support and hinder occupational performance** **from relevant sources throughout the evaluation process.** Examples: record or chart reviews, client, family, caregivers, service providers | |
| **8** | | **Establishes service competency in assessment methods, in accordance with setting procedures and applicable laws, by administering assessments accurately and efficiently to ensure findings are valid, reliable, and timely.**  Examples: record or chart reviews, observations, interviews, standardized and nonstandardized assessments | |
| **9** | | **Administers delegated assessments using appropriate procedures and protocols.**  Examples: standardized and non-standardized assessments, interviews, and observations | |
| **10** | | **Assists with interpreting information in relation to the client’s needs, factors, and performance.**  Examples: record or chart reviews, observations, interviews, standardized and nonstandardized assessments    **Client factors:** Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions (includes psychological functions); and body structures).  Includes the consideration of psychosocial factors | |



|  |  |  |  |
| --- | --- | --- | --- |
| **11** | | **Reports results clearly, accurately, and concisely, reflecting the client’s occupational performance.** | |
|  | **INTERVENTION** | |  |
| **12** | | **Articulates a clear and logical rationale for the intervention process based on the evaluation results and other relevant considerations.**  Examples: contexts, theories, frames of reference, practice models, and evidence | |
| **13** | | **Under the supervision of and in cooperation with an occupational therapy practitioner, uses professional literature to make informed intervention decisions.**  Examples: textbooks, journal articles, other relevant and reliable informational resources | |
| **14** | | **Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals.**    Includes the consideration of all client centered components including psychosocial factors | |
| **15** | | **Implements client-centered and occupation-based intervention plans.**    Includes the consideration of all client centered components including psychosocial factors | |
| **16** | | **Modifies the task and/or environment to maximize the client’s performance.**  Examples: upgrades/downgrades task; arranges client’s workspace for optimal performance | |
| **17** | | **Recommends modification or termination of intervention plan based on the client's status.** | |
| **18** | | **Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.** | |
|  | **MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES** | |  |
| **19** | | **Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to, as indicated, the occupational therapy aide or others to whom responsibilities might be assigned**.  Examples: paraprofessionals, nurses’ aides, volunteers | |
| **20** | | **Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers.**  Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment | |
| **21** | | **Demonstrates knowledge about the organization.**  Examples: mission and vision, accreditation status, licensing, specialty certifications | |



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**Fieldwork Performance Evaluation (FWPE)**

**Rating Scoring Guide**

**(Revised in 2020)**

**Rating Scale**

4- Exemplary performance

3- Proficient performance

2- Emerging performance

1- Unsatisfactory performance

**Rating scale definitions**

|  |  |
| --- | --- |
| **Exemplary**  **performance** | Demonstrates satisfactory competence in specific skills consistently; demonstrates substantial breadth and depth in understanding and/or skillful application of fundamental knowledge and skills. |
| **Proficient**  **performance** | Demonstrates satisfactory competence in specific skills; demonstrates adequate understanding and/or application of fundamental knowledge and skills. |
| **Emerging**  **performance** | Demonstrates limited competence in specific skills (inconsistencies may be evident); demonstrates limited understanding and/or application of fundamental knowledge and skills (displays some gaps and/or inaccuracies). |

Fails to demonstrate competence in specific skills; performs in an inappropriate manner;

**Unsatisfactory** demonstrates inadequate understanding and/or application of fundamental knowledge and **performance** skills; (demonstrates significant gaps and/or inaccuracies).

**FWPE for OTS Scoring:**

* All items included must be scored to receive a Pass on the FWPE.
* A sum score of 111 or higher will be required to receive a Pass on the FWPE.
* A score of 3 or higher is required on items:

# 1 (Adheres to the American Occupational Therapy Association’s Code of Ethics and all federal, state, and facility regulations),

# 2 (Adheres to safety regulations and reports/documents incidents appropriately), and

# 3 (Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe

situations and taking steps to prevent accidents) will all be required to receive a Pass on the FWPE for OTS

* Scores of 1 on any of the items is not allowed to receive a Pass on the FWPE.

**FWPE for OTAS Scoring:**

* All items must be scored to receive for a Pass on the FWPE for OTAS
* A sum score of 91 or higher will be required to receive a Pass on the FWPE.
* A score of 3 or higher on the items:

# 1 (Adheres to the American Occupational Therapy Association’s Code of Ethics and all federal, state, and facility regulations),

# 2 (Adheres to safety regulations and reports/documents incidents appropriately), and

# 3 (Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents) will all be required to receive a Pass on the FWPE.

* Scores of 1 on any of the items is not allowed to receive a Pass on the FWPE.

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STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Purpose:

This evaluation serves as a tool for fieldwork sites, academic programs, and students. The main objectives of this evaluation are to:

* Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to the supervisor and fieldwork setting;
* Enable academic programs, fieldwork sites, and Fieldwork Educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs;
* Ensure that all aspects of the fieldwork program reflect the sequence, depth, focus, and scope of content of the curriculum design;
* Provide objective information to students who are considering sites for future Level II fieldwork;
* Provide a means of evaluation to ensure that fieldwork is performed in settings that provide educational experiences applicable to the academic program.
* This form is designed to offer each program the opportunity to gather meaningful and useful information.

Instructions to the Student:

Complete the SEFWE before your final meeting with your fieldwork educator(s). Make a copy of the form for yourself. This form gets submitted to your fieldwork educator after you review your final fieldwork performance evaluation (FWPE). The SEFWE is signed by you and the fieldwork educator(s).

Instructions to the Fieldwork Educator(s):

Review the SEFWE with the student after the final Fieldwork Performance Evaluation (FWPE) has been reviewed and signed. The SEFWE is signed by both the fieldwork educator(s) and the student. Return both the FWPE and SEFWE promptly upon completion of the fieldwork to the academic fieldwork coordinator.

**THE PENNSYLVANIA STATE UNIVERSITY**

**Berks Campus**

**ASSOCIATE IN SCIENCE IN OCCUPATIONAL THERAPY**

**STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)**

**STUDENT: Complete this form before your final meeting with your Fieldwork Educator(s).**

It is imperative that you review the form with your supervisor and that both parties sign below. Make sure to give a completed copy to your supervisor and send a completed copy to PSU Berks AFWC. This information is very helpful to all parties and may be reviewed by future students considering the fieldwork site.

**Important note:** The AOTA FWPE should be reviewed first, followed by the SEFWE, allowing the student to be honest and constructive.

**Fieldwork Site** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Address** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Placement Dates** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Order of Placement**

* First
* Second
* Third

**Public transportation to/from Fieldwork**

* Yes
* No

**General Description of Area Site is Located** *(i.e. rural, urban, good places to eat or to take an occupational balance break):*

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

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

Student's Signature FW Educator's Signature

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

Student's Name *(Please Print)* FW Educator’s Name & Credentials (*Please Print)*

FW Educator’s years of experience \_\_\_\_\_\_\_\_\_\_\_

**ORIENTATION TO THE FIELDWORK SETTING**

Indicate your view of the orientation by *checking* "Satisfactory" (S) or "Needs Improvement” (I) regarding the following three factors: Adequacy, Organization, and Timeliness.

| **TOPIC** | **Adequacy** | | **Organization** | | **Timeliness** | | **N/A** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | S | I | S | I | S | I |  |
| Site-specific fieldwork objectives |  |  |  |  |  |  |  |
| Student supervision process |  |  |  |  |  |  |  |
| Requirements/assignments for students |  |  |  |  |  |  |  |
| Student schedule (daily/weekly/monthly) |  |  |  |  |  |  |  |
| Staff introductions |  |  |  |  |  |  |  |
| Overview of physical facilities |  |  |  |  |  |  |  |
| Agency/Department mission |  |  |  |  |  |  |  |
| Overview of organizational structure |  |  |  |  |  |  |  |
| Services provided by the agency |  |  |  |  |  |  |  |
| Agency/Department policies and procedures |  |  |  |  |  |  |  |
| Role of other team members |  |  |  |  |  |  |  |
| Documentation procedures |  |  |  |  |  |  |  |
| Safety and emergency procedures |  |  |  |  |  |  |  |
| Confidentiality/HIPAA |  |  |  |  |  |  |  |
| Universal Precautions/Infection Control |  |  |  |  |  |  |  |
| Model of Practice within OT Department |  |  |  |  |  |  |  |
| Mission Statement of OT Department |  |  |  |  |  |  |  |
| Evaluation methods/protocol for OT clients |  |  |  |  |  |  |  |
| Community resources for service recipients |  |  |  |  |  |  |  |
| Other: |  |  |  |  |  |  |  |

**Comments or suggestions regarding your orientation to this fieldwork placement:**

**CASELOAD STATISTICS AT THE END OF FIELDWORK EXPERIENCE**

Approx. number of each age group on caseload List approximate number of each condition/diagnosis

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Age** | **#** |  | **Condition/Diagnosis** | **#** |
| 0–3 years old |  |  |  |  |
| 3–5 years old |  |  |  |  |
| 6–12 years old |  |  |  |  |
| 13–21 years old |  |  |  |  |
| 22–65 years old |  |  |  |  |
| > 65 years old |  |  |  |  |

**OCCUPATIONAL THERAPY PROCESS**

Indicate the approximate number of screenings and/or assessments you assisted with; also indicate their value to your learning experience by *circling* the appropriate number with 1 being least valuable and 5 being the most valuable.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **REQUIRED**  Yes No | | **HOW**  **MANY** | | **EDUCATIONAL**  **VALUE** | |
| 1. Client Screening |  |  | |  | | 1 2 3 4 5 |
| 2. OT Assessments Used (*List assessments below)* |  |  | |  | |  |
|  |  |  | |  | | 1 2 3 4 5 |
|  |  |  | |  | | 1 2 3 4 5 |
|  |  |  | |  | | 1 2 3 4 5 |
|  |  |  | |  | | 1 2 3 4 5 |
|  |  |  | |  | | 1 2 3 4 5 |
|  |  |  | |  | | 1 2 3 4 5 |
|  |  |  | |  | | 1 2 3 4 5 |
|  |  |  | |  | | 1 2 3 4 5 |
|  |  |  | |  | | 1 2 3 4 5 |
| 3. Intervention and/or care plans |  |  | |  | | 1 2 3 4 5 |
| 4. Discharge summary |  |  | |  | | 1 2 3 4 5 |

**FRAMES OF REFERENCE—MODELS OF PRACTICE—THEORIES**

Indicate frequency of models of practice, frames of reference, and/or theories are utilized. *Check the applicable box.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Never | Rarely | Occasionally | Frequently |
| Client-Centered Model of Practice |  |  |  |  |
| Person-Environment-Occupation (PEO) |  |  |  |  |
| Biomechanical |  |  |  |  |
| Cognitive Behavioral |  |  |  |  |
| Developmental |  |  |  |  |
| Sensorimotor |  |  |  |  |
| Model of Human Occupation (MOHO) |  |  |  |  |
| KAWA Model |  |  |  |  |
| Sensory Integration |  |  |  |  |
| Cognitive Rehabilitation |  |  |  |  |
| Other: |  |  |  |  |
| Other: |  |  |  |  |

**TYPES OF OCCUPATIONAL THERAPY INTERVENTIONS**

List the major occupational therapy interventions frequently used & indicate whether it was provided in group, individually, co- treatment, or consultation. *Additionally, list any other professionals involved.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Therapeutic Interventions** | **Individual** | **Group** | **Co-Tx** | **Consultation** |
| **Occupations:** ADL’s, IADL’s, Education, Work, Play, Leisure and/or Social Participation  Client-directed daily life activities that match & support or address identified participation goals. |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Activities:** Actions designed & selected to support the development of performance skills & performance patterns to enhance occupational engagement. |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Preparatory Methods & Tasks:** Methods & tasks that prepare the client for occupational performance, used as part of a treatment session in preparation for or concurrently with occupations & activities or provided to a client as a home-based engagement to support daily occupational performance. |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Education & Training** |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Advocacy or Self Advocacy** |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Group Interventions** |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**ASPECTS OF THE FIELDWORK ENVIRONMENT**

*Check which applies.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Fieldwork Environment** | 1  Rarely | 2  Occasionally | 3  Frequently | 4  Consistently |
| Staff and administration demonstrated cultural sensitivity |  |  |  |  |
| The Occupational Therapy Practice Framework was integrated into practice |  |  |  |  |
| Student work area/supplies/equipment were adequate |  |  |  |  |
| Opportunities to collaborate with OTs, OTAs and/or aides |  |  |  |  |
| Opportunities to network with other professionals |  |  |  |  |
| Opportunities to interact with other OT students |  |  |  |  |
| Opportunities to interact with students from other disciplines |  |  |  |  |
| Staff used a team approach to care |  |  |  |  |
| Opportunities to observe role modeling of therapeutic use of self |  |  |  |  |
| Opportunities to expand knowledge of community resources |  |  |  |  |
| Opportunities to observe client-centered intervention & care |  |  |  |  |
| Additional educational opportunities (*specify)*: |  |  |  |  |
| How would you describe the pace of this setting? (circle one) | Slow | Med | Fast |  |
| Documentation Type: |  |  |  |  |
| Ending student caseload expectation: \_\_\_\_\_ # of clients per day |  |  |  |  |
| Ending student productivity expectation: \_\_\_\_\_ % per day (direct care) |  |  |  |  |

**ACADEMIC PREPARATION**

Rate the relevance and adequacy of your academic preparation (i.e. coursework, advising meetings, service learning, etc.) relative to the needs of **THIS** fieldwork placement. *Check applicable box.*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Adequacy for placement** | | | | |  | **Relevance to Placement** | | | | |
| ***Academic Preparation*** | **Low** |  |  |  | **High** |  | **Low** |  |  |  | **High** |
|  | **1** | **2** | **3** | **4** | **5** |  | **1** | **2** | **3** | **4** | **5** |
| BIOL161/162 Anatomy &Physiology I |  |  |  |  |  |  |  |  |  |  |  |
| BIOL163/164 Anatomy & Physiology II |  |  |  |  |  |  |  |  |  |  |  |
| HDFS129 or PSYCH 212 Human Development |  |  |  |  |  |  |  |  |  |  |  |
| PSYCH100 Intro to Psychology |  |  |  |  |  |  |  |  |  |  |  |
| OT100 Structural Foundations of OT (First Year Seminar) |  |  |  |  |  |  |  |  |  |  |  |
| OT101 Conceptual Foundations of OT |  |  |  |  |  |  |  |  |  |  |  |
| OT103 Occupational Performance across the Lifespan |  |  |  |  |  |  |  |  |  |  |  |
| OT205 Group Process across the Lifespan |  |  |  |  |  |  |  |  |  |  |  |
| OT207 Activity Analysis: Assistive Tech & Methods of Adaptation |  |  |  |  |  |  |  |  |  |  |  |
| OT209 Management & Ethics in OT |  |  |  |  |  |  |  |  |  |  |  |
| OT210W Clinical Reasoning & Documentation in OT |  |  |  |  |  |  |  |  |  |  |  |
| OT212 OT for Developmental Disabilities |  |  |  |  |  |  |  |  |  |  |  |
| OT214 OT for Behavioral Health |  |  |  |  |  |  |  |  |  |  |  |
| OT216 OT for Physical Disabilities |  |  |  |  |  |  |  |  |  |  |  |
| OT195E Fieldwork Level I @ 100 Level |  |  |  |  |  |  |  |  |  |  |  |
| OT295E Fieldwork Level I @ 200 Level |  |  |  |  |  |  |  |  |  |  |  |
| Ability-Based Assessment of Professional Behaviors |  |  |  |  |  |  |  |  |  |  |  |
| Therapeutic Use of Self & The Intentional Relationship |  |  |  |  |  |  |  |  |  |  |  |
| Service Learning |  |  |  |  |  |  |  |  |  |  |  |
| OT Practice Framework |  |  |  |  |  |  |  |  |  |  |  |
| Program Guide & Fieldwork Manual |  |  |  |  |  |  |  |  |  |  |  |

What changes would you recommend in the Penn State Associate in Science in Occupational Therapy Curriculum relative to the needs of **THIS** Level II fieldwork experience?

**SUPERVISION**

What was the primary model of supervision used? ***(Check one)***

One supervisor: One student

One supervisor: Group of students

Two supervisors: One student

One supervisor: Two students

Distant supervision (primarily off-site)

Three or more supervisors: One student (count person as supervisor if supervision occurred at least weekly)

**List Individuals, including Fieldwork Educators, who participated in your learning experience.**

|  |  |  |
| --- | --- | --- |
| **Name** | **Credentials** | **Frequency** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |

**FIELDWORK EDUCATOR**

Indicate the number that seems descriptive of each Fieldwork Educator. \**Please make a copy of this page for each FW Educator.*

*Check the applicable box.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| * **Fieldwork Educator Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * **FW Educator Years of Experience**: \_\_\_\_\_\_\_\_\_\_\_ | **Strongly**  **Agree** | **Disagree** | **No**  **Opinion** | **Agree** | **Strongly Agree** |
|  | **1** | **2** | **3** | **4** | **5** |
| Provided ongoing constructive feedback in a timely manner |  |  |  |  |  |
| Reviewed student’s work in a timely manner |  |  |  |  |  |
| Made specific suggestions to student to improve performance |  |  |  |  |  |
| Provided clear performance expectations |  |  |  |  |  |
| Utilized a variety of instructional strategies |  |  |  |  |  |
| Taught knowledge & skills to facilitate learning & challenge student |  |  |  |  |  |
| Offered resources to promote student development |  |  |  |  |  |
| Presented clear expectations |  |  |  |  |  |
| Utilized a variety of supervisory approaches to facilitate student performance |  |  |  |  |  |
| Responded to student feedback and concerns |  |  |  |  |  |
| Supervision changed as fieldwork progressed |  |  |  |  |  |
| Positive role model of professional behavior in practice |  |  |  |  |  |
| Modeled & encouraged occupation-based practice |  |  |  |  |  |
| Modeled & encouraged client-centered practice |  |  |  |  |  |
| Modeled & encouraged therapeutic use of self & the intentional relationship |  |  |  |  |  |
| Modeled & encouraged evidence-based practice |  |  |  |  |  |
| Modeled & encouraged interprofessional collaboration |  |  |  |  |  |

**Frequency of meetings & types of meetings with supervisor (i.e. value/frequency).**

**FIELDWORK ASSIGNMENTS**

List assignments required of you at this placement & indicate their educational value (1 = not valuable, 5 = very valuable).

**SUMMARY OF FIELDWORK II EXPERIENCE**

Rate your overall fieldwork experience. Check appropriate box.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Strongly**  **Agree** | **Disagree** | **No**  **Opinion** | **Agree** | **Strongly Agree** |
|  | **1** | **2** | **3** | **4** | **5** |
| Expectations of fieldwork experience were clearly defined |  |  |  |  |  |
| Expectations were challenging but not overwhelming |  |  |  |  |  |
| Experience supported student’s professional development |  |  |  |  |  |
| Experiences matched student’s expectations |  |  |  |  |  |

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

**What advice do you have for future students who wish to prepare for this placement?** For example,study the following assessments**,** study these intervention methods, and/or read up on the following in advance.

**Overall, what changes would you recommend in this Level II fieldwork experience?**

**Feel free to add any further comments, descriptions, and/or information concerning your fieldwork at this site.**

*Adapted from AOTA SEFWE Task Force, June 2006*

**Associate in Science in Occupational Therapy**

**Level II Fieldwork Site-Specific Objectives**

**Mission of Site-Specific Objectives**

Success in the site-specific objectives will demonstrate the student’s knowledge, skills, and abilities to practice in a safe and ethical manner. Additionally, it will establish a baseline for the student in being able to effectively carry out the occupational therapy process in the practice setting as an entry-level occupational therapy assistant.

|  |  |
| --- | --- |
| **FUNDAMENTALS OF PRACTICE** | **OBJECTIVES** |
| ***Adheres to the American Occupational Therapy Association’s Code of Ethics and all federal, state, and facility regulations.***  *Examples: Medicare, Medicaid, client privacy, social media,*  *human subject research.* | * Maintains strict client confidentiality and adheres to all HIPAA procedural guidelines. * Accurately documents and bills for services provided. * Maintains quality client care and client satisfaction as a guideline for professional behavior. * Identifies and addresses ethical concerns in the context of   clinical supervision.   * Recognizes personal strengths and limitations * Uses intervention modalities that are within level of ability / experience |
| ***Adheres to safety regulations and reports/documents incidents appropriately.***  *Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures.* | * Consistently uses infection control precautions and procedures. * Maintains a clear and orderly work area, including equipment and supplies. * Follows facility procedures relating to codes. * Consistently follows specific client safety measures (ex. locking wheelchair brakes, providing supervision during transfers, activation of bed alarms, etc.) * Maintains an awareness of and adheres to all pertinent facility safety policies and procedures |
| ***Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe***  ***situations and taking steps to prevent accidents.***  *Examples: body mechanics, medical safety, equipment safety, client specific precautions, contraindications, community safety.* | * Provides appropriate supervision of client during the OT process based on their physical, emotional, mental, and cognitive status. * Refrains from providing interventions without appropriate training or skills. * Seeks and is receptive to supervision to ensure client safety. * Demonstrates willingness to function within constraints of center policies and procedures. * Identifies and reports safety concerns to fieldwork educator and/or appropriate clinical staff. * Adheres to the principles of ergonomics during tasks. * Identifies and enforces client precautions and avoids contraindications in all aspects of intervention. |
| **BASIC TENETS** | **OBJECTIVES** |
| ***Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately.***  *Examples: families, caregivers, colleagues, service providers, administration, the public.* | * Explains the role of OT within the practice setting in terms and language that is clearly understood by the recipient (clients, families, caregivers, colleagues, service providers, administration, & the public) * Explains the domain and process of occupational therapy intervention. * Explains to other disciplines the intervention procedures implemented by OT practitioners. |
| ***Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately.***  *Examples: families, caregivers, colleagues, service providers, administration, the public.* | * Selects occupations and activities that reflect an understanding of client’s interests and occupational values. * Articulates rationale for selection of occupations, activities, and intervention strategies. * Explains the use of occupation as an outcome and means of intervention. |
| ***Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately.***  *Examples: families, caregivers, colleagues, service providers, administration, the public* | * Verbalizes and demonstrates the differences in role delineation for an OT/OTA within the practice setting. * Explains the roles of the OTA in the clinic in a manner that reflects a value and appreciation for the contributions of the OTA in the OT process |
| **SCREENING & EVALUATION** | **OBJECTIVES** |
| ***Obtains sufficient and necessary information about factors that support and hinder occupational performance from relevant sources throughout the evaluation process.***  *Examples: record or chart reviews, client, family, caregivers, service providers.* | * Appropriately gathers relevant information from chart review, client/family/caregiver interview, or staff interaction regarding the client’s functional status, prior level of function, performance patterns, and client factors (including physical, mental, emotional, or cognitive functions). * Selects and filters relevant and important information from all data collected. |
| ***Establishes service competency in assessment methods, in accordance with setting procedures and applicable laws, by administering assessments accurately and efficiently to ensure findings are valid, reliable, and timely.***  *Examples: record or chart reviews, observations, interviews, standardized and non-standardized assessments* | * Observes fieldwork educator in administering assessment tools. * Verbalizes understanding of scope and application of each assessment tool utilized at fieldwork site. * Demonstrates administration of assessment tools under the supervision of the fieldwork educator. * Completes assessment tool administration in an acceptable timeframe as directed by the fieldwork site. |
| ***Administers delegated assessments using appropriate procedures and protocols.***  *Examples: standardized and non-standardized assessments, interviews, and observations* | * With appropriate supervision and instruction, administers assessments relating to occupational therapy performance. * Adheres to professional standards of assessment administration following site procedures and published assessment guidelines. * Accepts responsibility and is aware of the importance of accurate assessment and data gathering. |
| ***Assists with interpreting information in relation to the client’s needs, factors, and performance.***  ***Examples: record or chart reviews, observations, interviews, standardized and non-standardized assessments***    ***Client factors: Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions (includes psychological functions); and body structures. Includes the consideration of psychosocial factors.*** | * Completes necessary documentation based on assessment guidelines and site procedures. * Records performance data objectively * Determines correct assistance levels based on client performance. * Selects pertinent data from client’s record to develop an accurate profile of the client’s strengths and weaknesses |
| ***Reports results clearly, accurately, and concisely, reflecting the client’s occupational performance.*** | * Reports assessment information to the occupational therapist in a clear, accurate, and concise manner * Reports client’s status in relationship to goals to the occupational therapist throughout the intervention process based on on-going assessment. |
| **INTERVENTION** | **OBJECTIVES** |
| ***Articulates a clear and logical rationale for the intervention process based on the evaluation results and other relevant considerations.***  ***Examples: contexts, theories, frames of reference, practice models, and evidence*** | * Explains and applies knowledge of the various frames of reference, models, and evidence-based treatment interventions in occupational therapy practice. * Demonstrates clinical reasoning consistent with consideration of client needs and current occupational therapy evidence. |
| ***Under the supervision of and in cooperation with an occupational therapy practitioner, uses professional literature to make informed intervention decisions.***  ***Examples: textbooks, journal articles, other relevant and reliable informational resources*** | * Develops and implements intervention plans for clients in collaboration with the fieldwork educator. * Seeks and utilizes professional literature during intervention planning and implementation. * Demonstrates ability to locate books, journals, and other resources through professional organizations and the university library that contribute to the clinical reasoning process. |
| ***Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals.***  ***Identifies how psychological and social factors influence clients’ participation in occupation(s)***  ***-Includes the consideration of all client centered components including psychosocial factors.*** | * Recognizes appropriateness for specific tasks based on client’s current physical, mental, emotional, or cognitive status. * Implements intervention types that match the client’s performance skills, patterns, context, activity demands, and client factors (including physical, mental, emotional, or cognitive) * Chooses occupations and activities that motivate and challenge the client. * Selects occupations and activities that are appropriate based on established goals. * Selects interventions that will be most effective in maximizing the client’s occupational performance and allow for ongoing assessment of the client’s functional capacity and readiness for discharge. |
| ***Implements client-centered and occupation-based intervention plans.***  ***Identifies how psychological and social factors influence clients’ participation in occupation(s).***  ***- Includes the consideration of all client centered components including psychosocial factors*** | * Develops and implements an intervention plan based on client preferences, goals, and expected outcomes as identified in the occupational profile and evaluation process. * Delivers occupational therapy services following a plan that considers all client factors (including physical, mental, emotional, or cognitive) * Considers all types of intervention when providing occupational therapy services. * Prioritizes problem areas and addresses foundation skills needed for intervention progression. |
| ***Modifies the task and/or environment to maximize the client’s performance.***  ***Examples: upgrades/downgrades task; arranges client’s workspace for optimal performance*** | * Demonstrates the ability to be flexible with intervention plans and adapts to changes in a timely manner. * Identifies barriers to the client’s progression and makes necessary changes to the intervention plan. * Grades and modifies intervention to allow for progression in functional status without frustration. * Recognizes changes in the client’s physical, mental, emotional, or cognitive status and adjusts the intervention plan as appropriate. * Identifies contextual and environmental barriers to client performance and makes necessary changes. * Grades activity to motivate and challenge the client in order to facilitate progression of goals |
| ***Recommends modification or termination of intervention plan based on the client's status.*** | * Articulates client status to the occupational therapist in regard to goal progression/attainment. * Identifies and notifies occupational therapist of barriers to client performance and goal attainment |
| ***Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.*** | * Participates in on-going assessment of client progress throughout the intervention process. * Produces documentation that articulates intervention effectiveness. * Reports objective outcomes of intervention in relation to goals. * Collaborates with the occupational therapist in writing client’s discharge summary |
| **MANAGEMENT OF**  **OCCUPATIONAL THERAPY SERVICES** | **OBJECTIVES** |
| ***Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to, as indicated, the occupational therapy aide or others to whom responsibilities might be assigned.***  ***Examples: paraprofessionals, nurses’ aides, volunteers*** | * Verbalizes understanding of state guidelines regulating the delegation of duties to non-licensed personnel. * Demonstrates appropriate delegation of tasks to non-licensed personnel |
| ***Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers.***  ***Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment*** | * Completes site orientation process that includes introduction to billing and reimbursement processes and procedures. * Adheres to all regulatory standards established by funding systems. * Participates with staff in clinic processes of maintaining and ordering supplies. * Collaborates with care team to ensure client access to recommended adaptive equipment (identifying community resources, writing letters of medical necessity, understanding local supplier capabilities, etc.) |
| ***Demonstrates knowledge about the organization.***  ***Examples: mission and vision, accreditation status, licensing, specialty certifications*** | * Represents the site through behaviors consistent with the published vision and mission statements. * Completes site orientation process that includes introduction to accreditation, licensing, vision, and mission. * Demonstrates understanding of occupational therapy staff credentials, specialty certifications, and expertise. * Adheres to all regulatory standards as established by accreditation and licensing |
| ***Meets productivity standards or volume of work expected of occupational therapy assistant students.*** | * Demonstrates understanding of site OTA student productivity expectations. * Completes intervention and non-intervention tasks within the time expectations of the site. * Reports productivity in an accurate and timely manner per site expectations |
| **COMMUNICATION &**  **PROFESSIONAL BEHAVIORS** | **OBJECTIVES** |
| ***Communicates clearly and effectively, both verbally and nonverbally.***  ***Examples: clients, families, caregivers, colleagues, service providers, administration, the public*** | * Clearly communicates the need for and the process of implementing occupational therapy services to clients, families, caregivers, colleagues, service providers, administration, and the public. * Clearly articulates client status updates with clients, families/caregivers, and other professionals. * Presents oneself in a professional manner through body language, posture, eye contact, etc. with clients, families/caregivers, and other professionals. * Presents oneself in a professional manner through use of appropriate content, volume of voice, and level of language with clients, families/caregivers, and other professionals. |
| ***Produces clear and accurate documentation.***  ***Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements*** | * Prepares clear and accurate reports of client participation and progress. * Uses proper spelling, punctuation, and grammar. * Produces all written communication in a timely manner. * Uses facility approved abbreviations. * Reports unusual and/or critical information in writing. * Demonstrates ability to produce clinic reports using site-specific documentation system. * Effectively utilizes all documentation systems (formal and informal) * Adheres to all site and legal requirements of client documentation |
| ***Collaborates with fieldwork educator(s) to maximize the learning experience.***  ***Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges*** | * Expresses personal expectations and goals for the affiliation * Collaborates with fieldwork educator in establishing and reviewing weekly expectations/performance. * Communicates preferred learning style(s) to the fieldwork educator. * Discloses personal challenges to the fieldwork education experience as appropriate. |
| ***Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.*** | * Collaborates with appropriate staff to participate in additional learning opportunities. * Expresses interest in experiencing additional learning opportunities. * Attends meetings and trainings offered by the site. |
| ***Responds constructively to feedback in a timely manner.*** | * Appropriately acknowledges feedback, instruction, concern from fieldwork educator and modifies behavior. * Adjusts behavior in response to cues and directions from fieldwork educator, staff, and the environment. * Incorporates feedback from fieldwork educator into intervention planning and implementation. |
| ***Demonstrates consistent and acceptable work behaviors. Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance*** | * Arrives on time and consistently completes work assignments on time. * When appropriate, initiates intervention, conducts client updates, ADL scheduling, cleans clinic, etc. without instruction from fieldwork educator to do so. * Maintains professional appearance and hygiene per PSU and site expectations. * Adapts to operational changes faced at the site (change of fieldwork educator, census, documentation, workload, etc.) * Completes all tasks as assigned. |
| ***Demonstrates effective time management.***  ***Examples: plans ahead, adheres to schedules, completes work in expected timeframe*** | * Demonstrates effective time management regarding intervention implementation and documentation. * Organizes intervention and non-intervention responsibilities in order to ensure they are completed in a timely and professional manner. * Utilizes available resources to plan and provide intervention and complete related tasks in a timely manner (such as schedules and calendars). * Anticipates and adjusts for changes in the site’s daily operations that affect time management (ex: census and staffing) |
| ***Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.*** | * Develops rapport with clients and others through effective interpersonal skills. * Identifies barriers to building a therapeutic relationship and modifies methods. * Utilizes occupational profile and evaluation results to gain insight into client’s personality, interests, and motivation. * Incorporates empathy and understanding during the intervention and training with clients and families. |
| ***Demonstrates respect for diversity factors of others. Examples: culture, socioeconomic status, beliefs, identity*** | * Demonstrates an understanding and tolerance of diversity among socio-cultural, socioeconomic, spiritual, and lifestyle choices. * Maintains respect and open mindedness to diverse backgrounds and ideas in the workplace. * Seeks to understand the client’s perspective and context when collaborating in intervention. * Refrains from imposing one’s own beliefs and values on clients |

**The Pennsylvania State University site-specific objectives demonstrate adherence to ACOTE Standards:**

**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 the 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 psychosocial objective.

**REFERENCES**

* AOTA. (n.d.).  *Site-specific objectives*. https://www.aota.org/Education-Careers/Fieldwork/SiteObj.aspx
* AOTA. (2020). *Occupational therapy practice framework:  Domain & process* (4th ed). AOTA.
* AOTA. (2020). *Fieldwork performance evaluation (FWPE) for the occupational therapy assistant student.* AOTA.

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