

**Baptist Health College Little Rock**

**SCHOOL OF  
OCCUPATIONAL THERAPY ASSISTANT**

**SCHOOL SPECIFIC SECTION**

**STUDENT HANDBOOK**

**Fall 2021- Spring 2022**

Owned and Sponsored by: Baptist Health, Little Rock, Arkansas  
Operated by: Baptist Health Medical Center- Little Rock

## CERTIFICATION STATEMENT

Baptist Health, its schools and their administrators reserve the right to restrict, or limit enrollment in any course and make changes in the provisions (organization, fees, program offerings, curricula, courses, requirements and so forth) in this *handbook* when such action is deemed to be in the best interest of the student or a particular school. The provisions herein do not represent, in any way, a contract between the student, prospective or otherwise, and the administration of a school. This handbook replaces all *handbooks* previously published.

## FORWARD

This *handbook* is provided to the student to serve as an overall guide to the Baptist Health College Little Rock - School of Occupational Therapy Assistant. **Policies contained herein are current at the time of printing; however,** policies, procedures and information contained within require continual evaluation, review, and approval. Therefore, the faculty and administration of the school reserve the right to change the policies, procedures and general information at any time without prior notice, according to policy; **all new and revised policies are posted on appropriate and designated student bulletin boards, for a defined period of time or students receive electronic notification of new or revised policies. Additionally, changes will be made on the website version. Students are expected to remain informed by checking the school's website regularly at [www.bhclr.edu](http://www.bhclr.edu).**

## STATEMENT REGARDING STUDENT HANDBOOK

Students enrolled in the Baptist Health College Little Rock are responsible for information contained in the current Student Handbook and current Catalog. Students enrolled in a program of study are expected to comply with all policies of: a) Baptist Health College Little Rock, b) all institutions with which the schools are affiliated, and c) the respective program of enrollment. Additional details of policies that specifically pertain to a student's specific program of enrollment are applicable and are located herein in the programs respective School Specific section.

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501-202-6200

**Baptist Health College Little Rock-  
School of Occupational Therapy Assistant**

**Student Handbook**

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## SCHOOL OF OCCUPATIONAL THERAPY ASSISTANT

### NEW STUDENT WELCOME

The Baptist Health College Little Rock (BHCLR)-School of Occupational Therapy Assistant (SOTA) and the Baptist Health organization welcome you as a student. You have made an important decision in choosing occupational therapy assistant as your career choice. The next twenty-one months will be an exciting time in which you will learn the fundamentals of occupational therapy assistant, apply these principles in the fieldwork area, and develop a sense of pride and achievement in your career.

The purpose of the *Student Handbook* is to acquaint you with selected rules and regulations of the BHCLR-SOTA, familiarize you with the objectives of the didactic, laboratory and fieldwork portions of the program, and inform you of the evaluative processes that will be used to determine your progress in all phases of the program.

May you find happiness in this profession and acquire not only the scientific skills, but also those which will lead to your cultural and intellectual advancement.

Sincerely,

Karen James, Ph.D., OTR/L, CAPS  
Program Director, BHCLR-SOTA and  
Coordinator, Allied Health

## **INTRODUCTION**

### **HISTORY**

The Baptist Health College Little Rock-School of Occupational Therapy Assistant (BHCLR-SOTA) was established in 2005 in response to a community need for occupational therapy assistants. The BHCLR-SOTA is approved by the Arkansas Department of Higher Education and the North Central Association/Higher Learning Commission and is accredited by the Accreditation Council for Occupational Therapy Education and the Accrediting Bureau for Health Education Schools.

### **PROGRAM OVERVIEW**

The BHCLR-SOTA will provide the student with the highest standards of education and training as outlined in the School goals. The philosophy and mission of BH will help guide the student toward attaining customer satisfaction.

The staff of BHCLR-SOTA believes the purpose of the school is to provide a learning environment to the student through the classroom and fieldwork experiences, inclusive of the BH values of service, honesty, respect, stewardship, and performance with a commitment to providing quality patient care.

The Chancellor of BHCLR has overall administrative authority and responsibility for all schools and employee development within the department. The Program Director is responsible for all administrative activities in the BHCLR-SOTA including recruitment of students into the program, evaluation of applications for admission, maintenance of student records, scheduling, grade reporting, teaching, coordination of classroom teaching and clinical rotation supervision. The Program Director and faculty also plan, implement, and evaluate the total program of study in accordance with the Arkansas Department of Higher Education, the Accrediting Bureau for Health Education Schools and the Accreditation Council for Occupational Therapy Education.

A competent individual occupational therapy assistant in the healthcare field today must prove to be proficient in the profession, possess an appreciation of his/her role within the healthcare field, and demonstrate an understanding of the organizational culture within the setting of practice.

The faculty is committed to providing entry-level job competent graduates to the healthcare community by promoting high standards of education and professional development of students.

### **MISSION STATEMENT**

The School supports the following Baptist Health mission statement: “Baptist Health exists to provide quality patient centered services; promote and protect the voluntary not-for-profit healthcare system; provide quality health education and respond to the changing health needs of the citizens of Arkansas with Christian compassion and personal concern consistent with our charitable purpose.”

The mission of the Baptist Health College Little Rock- School of Occupational Therapy Assistant is to produce occupational therapy assistants who demonstrate competence in providing client centered occupational therapy services, deliver services in a manner that demonstrates Christian compassion and concern, and develop to their fullest potential through participation in lifelong learning.

### **VALUES**

The BHCLR-SOTA supports the Values and Code of Ethical Conduct of BH. These Christian values of Service, Honesty, Respect, Stewardship and Performance provide the framework for all operations within the school.

## PHILOSOPHY

The Baptist Health Schools Little Rock- School of Occupational Therapy Assistant as an educational unit supports the Belief, Mission, Vision, Values and Code of Ethical Conduct of the Baptist Health System. The philosophy of the profession and of the affiliating institution(s) is shared, consistent and congruent. The School also supports the philosophical base of occupational therapy which states:

“Occupations are activities that bring meaning to the daily lives of individuals, families, communities, and populations 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, and virtual contexts. The quality of occupational performance and the experience of each occupation are unique in each situation because of the dynamic relationship among factors intrinsic to the individual, the environment, and contexts 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 and adaptation. The use of occupation to promote individual, family, community, and population health is the core of occupational therapy practice, education, research, and advocacy” (AOTA, 2017).

Humans are dynamic beings that exist for the purpose of serving God and their fellow beings. This purpose is fulfilled through the roles portrayed and the occupations in which one engages. Exercising roles and engaging in occupations satisfies an intrinsic need for socialization and fulfillment. The roles one fulfills are shaped by the physical and social environment in which the person lives. The environment is constantly changing and survival is dependent on one’s ability to adapt. Humans are biopsychosocial beings and what affects one area of life affects all areas. Because humans are dynamic beings, dysfunction affects the whole person—their roles, relationships and place in society. As an American society, the ill, the disabled, the elderly and the dying are often disenfranchised because their contribution to society is no longer evident. When contributions to society are no longer recognized purpose in life is negated.

It is the belief of the Baptist Health Schools Little Rock- School of Occupational Therapy Assistant that the field of occupational therapy has a responsibility to change this mindset. We believe it is our responsibility to teach others to see the value in all life and to help people adapt to whatever changes they face. By adapting to change rather than retreating, one can continue to participate in occupations and fulfill societal roles allowing for a sense of purpose in life. As occupational therapy assistants, Christian compassion should guide us as we help others make these adaptations because “care of the whole person, body mind and spirit is an expression of the Christian faith. We are instruments of God’s restorative power and are responsible for giving compassionate care.”

### **Institutional culture for learning**

The faculty believes that learning is best accomplished in an atmosphere of trust, teamwork, responsibility, creativeness and openness. An emphasis on Christian ideals and attitudes assists in the development of positive personal and professional relationships. As a part of the Baptist Health System, students are not required to profess Christianity but are expected to uphold the values of the System—service, honesty, respect, stewardship and performance.



Service - students are expected to have a desire and commitment to serve others.

Honesty - students are expected to adhere to the moral values of fairness, integrity and honor in all relationships.

Respect – students are expected to treat all individuals with courtesy, thoughtfulness and dignity, compassion and concern.

Stewardship – students are expected to use talents and resources in an effective and efficient manner.

Performance – students are expected to perform at the highest possible level but never at the expense of the values of the organization. This includes initiative, dedication, talent and knowledge tempered by common sense. Innovation and progress should prevail over complacency and mediocrity.

### **Student learning**

Learning is a multifaceted process and early introduction to the principles and standards of the chosen field promotes optimal learning. Learners have a greater comprehension of knowledge that is integrated throughout the curriculum by layering, revisiting and reinforcing principles and skills. Bloom's revised taxonomy (Forehand, 2005) teaches us that principle and skills are learned through a process of simple to complex. Basic learning takes place when an individual demonstrates the ability to remember information; learning progresses and holds meaning for the individual as information is understood, applied, analyzed, evaluated and created. Students learn basic concepts and build upon them; as new concepts are introduced students again revert to the basic concepts level. Therefore, as each new skill or concept is introduced students potentially start at the level of remembering information and progress to creating. Learning opportunities must be layered in order to provide students the opportunity to progress through Blooms' levels.

Learning is best accomplished in an arena where one is introduced to concepts in an active, interactive, goal directed manner. Students bring previous learning experiences into the arena which is shaped by their personal experiences, culture, skills and roles. Optimal learning occurs when students understand the purpose of what they are learning and how it connects to their previously acquired knowledge. Knowles (1988) acknowledged the need for adult learners to understand the reason they are required to know material. He also recognized that learning occurs as students are allowed to interact and share previous experiences.

### **Faculty responsibility in the learning process**

It is the responsibility of the faculty to ensure that learning is goal directed, purposeful and layered. Layered learning is best accomplished through introduction of basic information and progression from remembering information to understanding, applying, analyzing, evaluating and creating information as outlined in Bloom's revised taxonomy. The faculty believes that they are responsible for designing learning activities that build upon one another and allow for a layered learning experience in which students frequently revisit previously acquired knowledge. Use of this method allows students to deepen their understanding of the material.

The role of the faculty is to approach the teaching learning process as an interactive one rather than as a give and receive method. The use of interactive, hands on activities allows students to see the purpose and value in the learning experience. Interaction between faculty and students allows students to gain experience that will enhance their communication, group process and problem solving skills. Further, the critical thinking skills that are engaged will contribute to the student's ability to grasp the big picture, a trait that will foster success in the fieldwork setting.

It is the responsibility of the faculty to encourage students to engage in lifelong learning. This is accomplished by allowing students to see the value in layered learning. As students are exposed to learning

as a continuous process rather than a task with a formal beginning and end, they will recognize the value in continually challenging themselves to take their learning to the next level, realizing that learning is a process that never ends.

Faculty must aid students in the lifelong learning process by providing them the skills that are necessary for accessing information once their formal education is complete. It is vital that students are taught the value in preserving their textbooks and organizing their class materials in such a way that they may serve as resourceful references for years to come. Additionally, faculty must teach students the value of professional research and how to access this information as well. The ability to access such information will allow them to stay abreast of current practice issues.

It is believed that the faculty is responsible for being aware of cultural issues within the classroom and the community and for structuring learning experiences that will expand the student's knowledge, experience and awareness of such.

We believe that it is the responsibility of occupational therapy assistant educators to inform the occupational therapy community and the general health community about the roles of the occupational therapy assistant versus the occupational therapist. The educators must effectively serve as a resource for role delineation questions and decisions within a community that has few role models. The occupational therapy assistant educators must model the behavior, values, ethics, attitudes and culture that are intrinsic to the field of occupational therapy. Occupational therapy assistant educators must have a strong foundation in the profession and possess knowledge of the history as well as the future of occupational therapy. Occupational therapy assistant educators believe that learning is lifelong and occurs professionally through practice and organizational involvement. Occupational therapy assistant educators realize the value in holding membership in and supporting the professional organizations as these organizations define and shape the profession as well as define the profession's place in the health care system. We believe that it is the responsibility of the occupational therapy educators to instill in students the importance of membership in professional organizations.

### **General learning outcomes**

The expected outcome of learning is an individual who has a solid foundation in the core principles of the field of study and is able to effectively communicate this knowledge through both written and spoken word as well as through demonstration of skill. Additionally, while it is unrealistic to expect an educated individual to be able to know all there is to know in an area of expertise, it is expected that an educated individual is equipped with the knowledge of resources that will enable him or her to locate and use such needed knowledge. Furthermore, an educated individual should also possess a knowledge base that will serve as a building block that will enable him or her to add to their base of knowledge as such new knowledge is discovered and made known.

### **Occupational therapy assistant education**

Because the profession of occupational therapy emphasizes a holistic approach to health, wellness and dysfunction, the faculty believes that the education of occupational therapy assistants needs to reflect a holistic approach. A holistic approach allows the student to see the big picture through exploration and examination of issues and ideas from a multifaceted view. Further, because occupational therapy is a doing profession and occupation is our treatment modality, the faculty believe that students need to be educated through doing. Incorporating occupation-based activity is believed to be crucial to the integration of learning didactic material. Strong fieldwork experiences are considered to be vital to an occupational therapy assistant's education as well.

The faculty believes the occupational therapy assistant must be self confident in order to deliver quality health care services. This confidence must extend to knowledge of the profession and treatment skills. It is believed that such poise is gained through successful learning experiences that begin in the classroom and laboratory and are carried over into fieldwork experiences.

Ongoing communication between the academic and fieldwork sites is believed to be key to ensuring that students realize the connection between knowledge learned in the classroom and skill exercised in the fieldwork setting. The faculty believes in establishing and maintaining strong ties with fieldwork sites throughout the community. Such ties will ensure that the material that faculty teach in the classroom and laboratory prepares students for the experiences they will encounter in the clinical setting. The faculty's responsibility to the student does not end at the conclusion of the didactic coursework but rather continues throughout the fieldwork experiences as well. Communication with the student and fieldwork supervisor during the student's fieldwork experience is a recognized responsibility of the faculty.

### **References**

- AOTA (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71, 1. 7106160010p1. doi:10.5014/ajot.2017.716artind
- Forehand, M. (2005). Bloom's taxonomy: Original and revised. In M. Orey (Ed.), *Emerging perspectives on learning, teaching, and technology*. Retrieved from <http://projects.coe.uga.edu/epltt/>
- Knowles, M. (1988). The modern practice of adult education: From pedagogy to andragogy revised and updated. Retrieved from [http://www.cumc.columbia.edu/dept/medicine/hospitalists/downloads/cc4\\_articles/Education%20heory/Andragogy.pdf](http://www.cumc.columbia.edu/dept/medicine/hospitalists/downloads/cc4_articles/Education%20heory/Andragogy.pdf)

### **BELIEF**

The BHCLR-School of Occupational Therapy Assistant shares the values of Baptist Health. Baptist Health is more than a business; it is a healing ministry. Our healing ministry is based on the revelation of God through creation, the Bible and Jesus Christ. At Baptist Health, care of the whole person, body, mind and spirit, is an expression of Christian faith. We are instruments of God's restorative power and are responsible for giving compassionate care.

### **PROGRAM GOAL**

The school is committed to preparing competent, job ready occupational therapy assistant graduates for Arkansas employer customers, including the supporting institutions and the community as a whole, through the high standards of education, training, fieldwork and professional development opportunities for students.

### **STANDARDS**

#### **OCCUPATIONAL THERAPY CODE OF ETHICS**

The Occupational Therapy Code of Ethics as authored by the AOTA Ethics Commission (AOTA, 2020)\*.

Occupational Therapy personnel shall:

Principle 1. Beneficence: Occupational therapy personnel shall demonstrate a concern for the well-being and safety of persons.

Principle 2. Nonmaleficence: Occupational therapy personnel shall refrain from actions that cause harm.

Principle 3. Autonomy: Occupational therapy personnel shall respect the right of the person to self-determination, privacy, confidentiality, and consent.

Principle 4. Justice: Occupational therapy personnel shall promote equity, inclusion and objectivity in the provision of occupational therapy services.

Principle 5. Veracity: Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

Principle 6. Fidelity: Occupational therapy personnel shall treat clients (persons, groups or populations), colleagues and other professionals with respect, fairness, discretion, and integrity.

\*American Occupational Therapy Association (2020).

## **CODE OF ETHICS**

As a member of the Baptist Health family, it is the student's personal duty and responsibility to comply with all regulatory requirements, standards, policies and procedures. "Ethical Conduct" means doing the right thing. It is very important to remember that members of the Baptist Health family are expected to follow the rules, because our Values tell us it is the right thing to do, not simply because it is required.

## **SCHOOL PIN**

The BHCLR-SOTA Pin was designed especially for the School of Occupational Therapy Assistant in 2007. The design is royal blue and green colored metal with letters of the school name. The inner design includes a pair of hands which represent the hands on care provided by occupational therapy assistants.

The Baptist Health Logo is a graphic attempt to express intent and purpose. It contains the symbol of a Swiss cross that is a form of the cross. It is a circle centered within a Swiss cross formed by figures with outstretched and interlocking arms, illustrating that individuals are at the center of our healthcare focus and at the very core of our philosophy for existence. The individual, whether a patient, employee, physician or visitor, is endowed with strengths, weaknesses, talents and needs that must be recognized and addressed.

Use of the Swiss cross, the most recognized symbol in the world for medical care, demonstrates our basic mission of caring for the sick and injured. However, the figures encircling the center and forming the cross symbolize our ultimate goal for all individuals, which is togetherness, wholeness and wellness.

The Swiss cross design with its exits and entrances graphically portrays the sharing of expertise and services throughout the system, while the inner circle which forms the head for all the figures symbolizes that while we are many, we are also one.

## **ACCREDITATION, APPROVAL, LICENSURE AND MEMBERSHIP**

The BHCLR-SOTA is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) and is certified by the Arkansas Department of Higher Education and the Accrediting Bureau of Health Education Schools (ABHES). Additional information about the program and the ACOTE standards, as well as educational requirements published in the *Student Handbook*, may be obtained by contacting the state board or accrediting agency:

Accreditation Council for Occupational  
Therapy Education (ACOTE) of the  
American Occupational Therapy  
Association (AOTA)  
c/o AOTA  
6116 Executive Boulevard, Suite 200  
North Bethesda, MD 20852-4929  
Phone 301 652-AOTA

Web address: [www.acoteonline.org](http://www.acoteonline.org)

Arkansas Department of Higher Education  
423 Main Street, Suite 400  
Little Rock, AR 72201  
Phone 501 371 2000

Accrediting Bureau of Health Education Schools (ABHES)  
7777 Leesburg Pike, Suite 314 N.  
Falls Church, Virginia 22043  
Phone 703 917 9503  
E Mail [info@abhes.org](mailto:info@abhes.org)

The BHCLR-SOTA is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA. Upon graduation, graduates 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). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states, including Arkansas, require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT Certification Examination, and the Arkansas State Medical Board requires that applicants for licensure report any misdemeanor and/or felony convictions. Applicants are encouraged to visit [www.nbcot.org](http://www.nbcot.org) and [www.armedicalboard.org](http://www.armedicalboard.org) for additional information. Graduation from BHCLR-SOTA does not assure NBCOT approval to sit for the certification exam nor Arkansas State Medical Board approval to obtain a license.

All Level II fieldwork experiences must be completed within 18 months of the didactic coursework of the OTA program and prior to taking the NBCOT exam. See the Fieldwork section of the Handbook for further information.

## **AFFILIATIONS**

### **Academic**

The BHCLR-SOTA has a partnership with UA-Pulaski Technical College (UA-PTC) in North Little Rock, Arkansas. On completion of the program, the graduate will earn an Associate of Applied Science degree from that college.

### **Clinical**

The BHCLR - SOTA has multiple fieldwork affiliates located throughout the state of Arkansas. These fieldwork affiliations provide students with learning opportunities in medical, rehabilitation and community model settings.

## **ADMINISTRATION**

Troy Wells..... CEO & President, Baptist Health  
Greg Crain, MHSA, FACHE ..... President, BHMC-LR, BHRI & BHCLR  
Judy Ingram Pile, Ed.D.. ..... Chancellor  
Jamie Clark, EdD, MBA ..... Coordinator, Campus & Financial Services

Karen James, PhD, OTR/L, CAPS .....Coordinator-Allied Health &  
 Program Director, Baptist Health College Little Rock  
 School of Occupational Therapy Assistant

**FACULTY AND STAFF**

Karen James, PhD, OTR/L, CAPS  
 (Program Director) ..... 202-6633  
 Melissa Bowen, MDiv, MS, OTR/L  
 (Academic Fieldwork Coordinator) ..... 202-7770  
 Chaplain P. Hope Coleman, PhD  
 (Academic and Spiritual Counselor)..... 202-7967  
 Garrett Gray, BS  
 (Admissions Support Staff)..... 202-7740

**FACULTY**

Karen James, PhD, OTR/L, CAPS -B.S., University of Central Arkansas, 1990; M.S., University of Central Arkansas, 2001; position year 2004.

Melissa Bowen, MDiv, MS, OTR/L-B.S., University of Tennessee, 1990; M.S., University of Memphis, 1997; M.Div. , Phillips Theological Seminary, 2010; position year 2012.

Chaplain P. Hope Coleman, PhD-B.A., Texas Tech University, 1985; M.A., University of Arkansas at Little Rock, 1990; M. Div., Southwestern Baptist Theological Seminary, 2002; Certified Bereavement Counselor, 2004; Clinical Pastoral Education (5 units), 2009; PhD, University of Central Arkansas; position year 2009

**SCHOOL TERMINAL COMPETENCIES**

The rapidly changing and dynamic nature of contemporary health and human service delivery systems requires the entry-level occupational therapy assistant to possess an adequate knowledge base and basic skills as a beginning direct care provider, educator, and advocate for the profession and the individual client or patient.

An entry-level occupational therapy assistant shall:

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 utilized 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 academic and fieldwork education;
4. be prepared to work under the supervision of and in cooperation with the occupational therapist;
5. be prepared to articulate and apply occupational therapy principles, intervention approaches and rationales, and expected outcomes as these relate to occupation;
6. be prepared to be a lifelong learner and keep current with best practice;
7. uphold the ethical standards, values, and attitudes of the occupational therapy profession;

8. be prepared to comply with regulations related to state and federal statutes/laws;
9. exemplify the Baptist Health Code of Ethical Conduct; and
10. be prepared to approach individualized treatment and intervention of disabled and age-specific patients or clients from a developmental and occupational therapy perspective.

## **LEVEL COMPETENCIES**

Level competencies are the objectives that are addressed each semester and are based on the standards set forth by the Accreditation Council for Occupational Therapy Education (ACOTE). Successful completion of the level objectives leads to fulfillment of the School's terminal competencies.

### **Semester I**

Upon completion of Semester I the student must have:

1. Demonstrate knowledge and understanding of the language describing the structure and function of the human body. In partial fulfillment of B.1.1
2. 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.3.1
3. Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors. B.3.2
4. 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. B.3.3
5. 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.3.4
6. Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance. In partial fulfillment of B.3.5
7. Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to implement the intervention plan. B.3.6
8. 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. B.3.7
9. 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. B.4.1
10. Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills. B.4.2
11. 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. B.4.10
12. 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. B.4.11
13. Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices. B.4.13
14. Demonstrate knowledge of the use of technology in practice, which must include: Electronic

- documentation systems, Virtual environments, Telehealth technology B.4.15
15. 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. B.4.21
  16. 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. B.4.27
  17. 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. B.4.29
  18. 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. B.5.1
  19. Explain an understanding of the business aspects of practice including, but not limited to, financial management, billing, and coding. B.5.3
  20. 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. B.5.4
  21. 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. B.5.5
  22. Define strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel. B.5.8
  23. 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. B.6.1
  24. Understand the principles of teaching and learning in preparation for work in an academic setting. B.6.6
  25. 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. B.7.1
  26. 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. B.7.2
  27. Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public. B.7.3
  28. Identify personal and professional abilities and competencies as they relate to job responsibilities. In partial fulfillment of B.7.4
  29. 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. B.7.5
  30. Demonstrate knowledge of the signs and symptoms of child abuse and neglect; the legal requirements of the Child Maltreatment Act and the duties of mandated reporters under the act; and methods for managing disclosures.

## Semester II

Upon completion of Semester II, the student must have:

1. Demonstrate knowledge of:
  - The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics.
  - Human development throughout the lifespan (infants, children, adolescents, adults, and older adults).



Course content must include, but is not limited to, developmental psychology.

·Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.  
B.1.1

2. 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). B.1.2
3. 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. B.1.3
4. 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.2.1
5. Define the process of theory development and its importance to occupational therapy. B.2.2
6. 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.3.1
7. Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance. B.3.5
8. 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. B.4.1
9. Contribute to the evaluation process of client(s)' occupational performance, including an occupational profile, by administering standardized and nonstandardized screenings and assessment tools and collaborating in the development of occupation-based intervention plans and strategies.
10. 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.
11. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence. B.4.4
12. Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes. B.4.6
13. Demonstrate interventions that address dysphagia and disorders of feeding and eating, and train others in precautions and techniques while considering client and contextual factors. B.4.16
14. Understand and articulate care coordination, case management, and transition services in traditional and emerging practice environments. B.4.20
15. 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. B.4.21
16. Demonstrate effective intraprofessional OT/OTA to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process. B.4.24
17. 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. B.4.25
18. Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies. B.4.26
19. 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.
20. Understand the principles of teaching and learning in preparation for work in an academic setting. B.6.6

### Semester III

Upon completion of Semester III, the student must have:

1. 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). B.1.2
2. 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. B.1.3
3. 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.2.1
4. 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.3.1
5. Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors. B.3.2
6. 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. B.3.3
7. 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.3.4.  
Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance. B.3.5
8. Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to implement the intervention plan. B.3.6
9. 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. B.3.7
10. 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. B.4.1
11. Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills. B.4.2
12. Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention. B.4.3
13. Contribute to the evaluation process of client(s)' occupational performance, including an occupational profile, by administering standardized and nonstandardized 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.  
Demonstrate the ability to develop intervention plans and strategies that are culturally relevant, reflective of current OT practice, and based on available evidence. In partial fulfillment of B.4.4
14. Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes. B.4.6
15. 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.4.9
16. 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. B.4.10
17. 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. B.4.11
18. 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. B.4.12
  19. Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices. B.4.13
  20. Provide training in techniques to enhance community mobility, and address transportation transitions, including driver rehabilitation and community access. B.4.14
  21. Demonstrate knowledge of the use of technology in practice, which must include:  
Electronic documentation systems  
Virtual environments  
Telehealth technology B.4.15
  22. Demonstrate interventions that address dysphagia and disorders of feeding and eating, and train others in precautions and techniques while considering client and contextual factors. B.4.16
  23. 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. B.4.17
  24. 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. B.4.18
  25. Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues. B.4.19
  26. Understand and articulate care coordination, case management, and transition services in traditional and emerging practice environments. B.4.20
  27. 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. B.4.21
  28. 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. B.4.22
  29. 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. B.4.23
  30. Demonstrate effective intraprofessional OT/OTA to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process. B.4.24
  31. 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. B.4.25.
  32. Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies. B.4.26
  33. 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. B.4.27
  34. 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. B.4.28
  35. 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. B.4.29

36. 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. B.5.1
37. 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. B.5.2
38. Explain an understanding of the business aspects of practice including, but not limited to, financial management, billing, and coding. B.5.3
39. 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. B.5.4
40. 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. B.5.5
41. Identify the need and demonstrate the ability to participate in the development, marketing, and management of service delivery options. B.5.6
42. 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 services. B.5.7
43. Define strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel. B.5.8
44. 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. B.6.1
45. Understand the difference between quantitative and qualitative research studies. B.6.2
46. Demonstrate the skills to understand a scholarly report. B.6.3
47. 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. B.7.1
48. 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. B.7.2
49. Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public. B.7.3
50. Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards. B.7.4
51. 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. B.7.5
52. Demonstrated knowledge of the signs and symptoms of child abuse and neglect; the legal requirements of the Child Maltreatment Act and the duties of mandated reporters under the act; and methods for managing disclosures.

#### Semester IV

Upon completion of Semester IV, the student must have:

1. Assumed responsibility for professional behavior and growth.
2. Met standards of the fieldwork site for ethical practice and behavior, uphold the Baptist Health Values, and adhere to the OT Code of Ethics.
3. Modified behaviors in response to feedback by a fieldwork educator.
4. Taken initiative for exploring new learning opportunities.
5. Observed all policies and procedures, rules and regulations of the fieldwork site and BHCLR-SOTA to assure patient/client safety.

6. Gathered all necessary, relevant information prior to patient/client interventions.
7. Communicated effectively with clients, families, significant others, and service providers.
8. Completed all documentation accurately, concisely, and in a timely manner.
9. Collaborated with the occupational therapist in the evaluation/screening and intervention planning process as appropriate to the fieldwork setting.
10. Selected, implemented and modified interventions that are client-centered and occupation-based, utilizing the skills of activity analysis and therapeutic use of self.
11. Selected and implemented interventions based on a frame of reference(s) which will be most effective in maximizing patient performance and achieving established goals.
12. Articulated the rationale for discontinuation of services, discharge planning and follow-up progress.
13. Attended all meetings as directed by the fieldwork educator.
14. Assumed full patient/client caseload, as defined by the fieldwork site, by the end of the experience.
15. Developed entry-level competencies by the end of the fieldwork experience as defined by achieving a minimal passing score or above on the AOTA Level II FWPE for the OTA.

## **ESSENTIAL FUNCTIONS**

Essential functions, established by the school, are physical capabilities that must be demonstrated by the student upon entry and throughout the program. The functions are reflected in the ability to engage in educational training activities in such a way that they shall not endanger other students, patients or the public. The following essential functions are required:

1. Visual: see and read course information, clinical forms, charts, computer screens, equipment readings and other materials; observe client behavior and appearance; oversee set up and implementation of treatment activities
2. Hearing: hear and interpret loud, soft, and muffled sounds; hearing allows the ability to use the telephone, use call light/intercom speakers, take verbal orders, and hear emergency alarms
3. Tactile: demonstrate tactile sensation that is adequate to safely evaluate and interpret the use of thermal, vibratory and other sensory stimulating techniques; ability to palpate muscle movement, pulse rate, and musculoskeletal structures; detect safe heat levels on various appliances and tools
4. Gross motor: move freely from one location to another; walk at a fast pace; stand, bend, stoop, and squat; reach above shoulder level; balance, crawl, climb, kneel and sit; lift, carry, push or pull over 50 pounds of weight; stand and/or sit for prolonged periods of time; utilize safe body mechanics; transfer classmates and clients; deliver patient treatment; perform cardiopulmonary resuscitation and client evacuation
5. Fine motor: write and document legibly; grasp; perform repetitive hand movement; utilize fine motor dexterity; use evaluation tools
6. Communication: speak clearly and professionally to peers, patients, family members, faculty, staff and other members of the healthcare team; demonstrate written and verbal proficiency of the English language; provide and comprehend adequate verbal, nonverbal and written communication
7. Behavioral: maintain emotional control in stressful and emergency situations; behave in an ethical, professional and respectful manner; comply with Baptist Health Values of Performance, Service, Honesty, Stewardship, Respect and the Code of Ethical Conduct
8. Environmental: occasionally be involved with work outside and continuously inside; occasionally be exposed to temperature of 32 degrees and/or 100 degrees, wet or humid conditions, noise, vibration, dust, fumes, infectious waste, toxic chemicals, and needle/body fluids; implement safety and infection control, room maintenance, inventory and maintain equipment and supplies

9. Intellectual/Conceptual/Cognitive: recognize emergency situations and take appropriate actions, demonstrate psychological and emotional stability required for full utilization of intellectual abilities; comprehend, process and utilize verbal, visual and written information; organize and prioritize actions in the fieldwork settings; perform patient care procedures according to established criteria; utilize occupational therapy process (assessment, planning, intervention and evaluation); prepare/present reports; complete forms; process written and verbal information; follow policies and procedures; implement quality improvement and document intervention progress and other written requirements; implement patient/family education and discharge planning
10. Equipment: utilize telephone, intercom, call light system, stethoscope, wheelchair, stretchers, emergency equipment, paging system, fax machine; operate equipment in the laboratory and fieldwork setting
11. Safety: adhere to organizational policies to maintain safety in the environment for the patient, self, and others.

### **LENGTH OF PROGRAM**

The program of study is twenty-one (21) calendar months in length. During the first year of study, a one (1) week fall break, a three (3) week semester break (around Christmas and New Year's holidays) and one (1) week break in March (Spring Break) are scheduled. In addition, the School provides seven (7) holidays. During the second year of the program, students will be granted holidays that occur during the Fall Semester, including a one week fall break, and will receive a two (2) week break/vacation at Christmas. Beginning in January of the second year of study, students are scheduled to engage in full time Level II Fieldwork and will follow the schedule as assigned by the fieldwork site. Length of breaks is approximate and may vary depending on fieldwork assignments each semester.

### **PROGRESSION AND PROMOTION**

As the student progresses through the program of study, a classification system is used to denote the student's level of study: freshman (< 30 credits) and sophomore (>30 credits). Promotion from one level to another is dependent on all school requirements for each level of study being fulfilled.

The Occupational Therapy Assistant student must complete Level II Fieldwork within 18 months of completion of written course-work in order to be eligible for graduation. All pre-requisite BOTA/BHSP courses and general education courses must be completed as reflected on each course syllabus, prior to registering for the next course(s). See the Fieldwork section of the Handbook for additional information.

### **TRANSFER OF CREDIT**

Decisions to accept or deny transfer credits will be determined by the Office of the Registrar at UA-Pulaski Technical College. The Registrar will consult with the Program Director regarding the transfer of occupational therapy assistant credit hours. Acceptance or denial of credit will be based on review of course content and description, learning experiences, course length, final grades and the accreditation status of the previous school. A final grade of "C" or higher is required for transfer of academic credit from an accredited college, university or school. Individuals interested in this opportunity may contact Baptist Health College Little Rock at 501-202-6200 or 1-800-345-3046 or UA-Pulaski Technical College at 501-812-2200. Advisement Applicants seeking information about additional educational opportunities are individually advised. Administrative staff and faculty advise students.

### **HONORS**

Student recognition for academic excellence is announced during the commencement ceremony. Honors

recognition is awarded as follows: Honors 3.75-3.89 and High Honors 3.90- 4.00.

## **ACADEMIC PROGRESS**

Students are required to attend all scheduled classroom, laboratory and fieldwork sessions. The student must fulfill all requirements for each course in the level of study before promoting to the next higher level of study. The student must successfully complete all coursework including Level I fieldwork assignments before promoting to Level II Fieldwork assignments.

The grade a student earns on any written examination is the grade which will be recorded. Students not performing at 77% or above on any particular written examination will be extended the opportunity to participate in remediation of that material at a date, location and time specified by the instructor. Participation is optional and no points will be assigned to this remediation experience. Students must maintain a test average of 77% or greater in order to pass each course in which exams are administered.

At the conclusion of the semester (after final exam), students who have earned less than 77% for the course will be offered the opportunity to take a comprehensive written remediation exam. The grade earned on this exam will be used to determine the student's final grade for the course. The highest grade that a student can possibly earn for the course following remediation will be a "C" (77%). For example, a student with less than 77% for the course who opts to take the remediation exam and earns a 90% on the exam will receive a grade of "C" (77%) for the course. If the student earns a "D" on the exam, a "D" will be recorded for the final grade.

Students who choose not to take the exam will be withdrawn from the program due to the fact that they will have earned less than a "C" for the course. Students who choose to initiate the grievance process forfeit the opportunity to remediate and must abide by the decision of the Grievance Panel. Students choosing to remediate forfeit the right to go before the Grievance Panel. Refer to the Catalog for the Student Grievance Process.

Because the remediation exam occurs after the conclusion of the semester, students participating in the remediation exam in Semester III will not be allowed to participate in Level II fieldwork until they have successfully completed the remediation exam. Students who successfully complete the remediation exam and earn a grade of "C" for the course will be allowed to participate in fieldwork but at a later time and at a facility that is willing and able to accept the student at the alternate time. Students who do not successfully complete the remediation exam will not pass the course, will not be able to participate in fieldwork and will be withdrawn from the program. Students may exercise the option to remediate only one time/one course during the program of study.

Students are required to maintain a minimum cumulative GPA of 2.50 and a minimum of 77% in all OTA educational components. Failure to do so may result in disciplinary action up to and including Academic Suspension or Academic Withdrawal.

The grade a student earns on any practicum examination is the grade which will be recorded. Students not performing at 77% or above on any particular practicum examination will be required to retest on that practicum material at a date, location and time specified by the instructor. Retesting is required and points will be assigned based on test performance, however, the grade assigned will not exceed 77%. For example, a student who earns 90% on a remediation practicum examination will have a score of 77% recorded as the final grade on that practicum experience. Competency in all laboratory skills must be satisfactorily demonstrated in order for students to successfully complete the course. Students not scoring a minimum of 77% on remediation practicum experiences are subject to academic withdrawal from the program for failure to meet the course requirements. Students who do not retest on the practicum material will be academically withdrawn for failure to meet course requirements.

As part of Level I Fieldwork III in Semester III, students must successfully complete a comprehensive program exam with a passing score in order to be eligible to advance in the program to Level II fieldwork. A student who

fails the comprehensive program exam will be subject to corrective action and will not be allowed to begin Level II fieldwork until terms of the corrective action are fulfilled.

Students must successfully complete all Level I and Level II fieldwork experiences in order to be eligible for graduation. Evaluations are shared with the student upon completion of each Level I Fieldwork and at midterm and completion of Level II Fieldwork. Additional information is available in the Fieldwork Manual.

### ACADEMIC GRADING SCALE

#### BHCLR-SOTA Theory and Level I Fieldwork Courses

GRADE	RANGE %	VALUE
A	94 - 100	4
B	86 - 93	3
C	77 - 85	2
D	70 - 76	1
F	0 - 69	0
I	Incomplete	0
W	Withdrawal	0
WX	Administrative Withdrawal	0
CR	Credit	0
NC	No Credit	0

The value points are used to calculate the Grade Point Average in determining Academic Honor awards and for other purposes. Incomplete Grades are completed at the discretion of the Program Director. The grade “I” becomes an “F” after an established period of time if the student does not complete the course.

#### Level II Fieldwork Grades

BOTA 2416 and BOTA 2426 are evaluated using the Fieldwork Performance Evaluation (FWPE) of the American Occupational Therapy Association (AOTA). Each course is evaluated on a Credit/No Credit system. Students must earn Credit for BOTA 2416 and BOTA 2426 in order to pass and be eligible for graduation and to sit for the certification examination. Students must meet the passing criteria of the FWPE as established by AOTA and published on the FWPE.

#### ACADEMIC ADVISING

The Program Director and Faculty serve as academic advisors to students. The student is expected to contact the faculty for advising appointments.

Advising is available to students in the following areas:

1. Adjustment to student role,
2. Educational Planning,
3. Socialization into Occupational Therapy,
4. Study habits,
5. Test taking and,
6. Limited tutoring. If extensive tutoring is needed, the Academic and Spiritual Counselor should be



contacted for reference.

7. Each time a student fails to pass an exam or skills lab check-off, they are to see the faculty.

### **UA-Pulaski Technical College Advising:**

Counselors are available to students through the UA-Pulaski Technical College counseling office. Please see the UA-Pulaski Technical College Student Handbook for additional information.

### **Students with Disabilities:**

Please refer to the General Section of the BHCLR Catalog for statement regarding Disability Services. Additional information is available through the UA-Pulaski Technical College Student Handbook.

## **MAKE-UP COURSE WORK**

### **Incomplete Grades and Course Make-Up Work**

The opportunity to clear incomplete “I” grades and make up missed work, including examinations, may be available to the student. Faculty has the sole discretion in permitting the students to make up missed course work, including a course examination. The student’s follow through with policy regarding attendance, the student’s previous attendance records and academic progress will be considered when making this decision. A student may be charged a make-up fee to offset the school’s expense associated with make-up grading, clinical time, examination preparation, proctoring, and recording.

## **ACADEMIC PROBATION**

The status of academic probation indicates that the student’s continued enrollment in the school is at risk. Conditions are specified that must be fulfilled before the status is changed.

1. A student is placed on probation for academic reasons by the Program Director or designee.
2. Probationary terms are determined on an individual basis by the Program Director or designee.
3. Failure to meet designated probationary terms may result in academic suspension or academic withdrawal.

## **GRADUATION REQUIREMENTS**

1. Satisfactory completion of the BHCLR-SOTA program of study and the professional curriculum; successful completion is evidenced by completion of all requirements for each course.
2. Student financial account balance is zero (0); payment made at the end of the program, before commencement or thereafter, must be made in either cash, money order, credit card or certified check.
3. All library books returned; student ID badge returned,
4. Completion of Student Graduate Clearance Form
5. Participation in commencement ceremony in faculty approved attire,
6. Participation in class composite photo preparation and
7. All disciplinary terms fulfilled and status of “good standing” restored.

The School’s diploma, pin and transcript are not released until all of the above are fulfilled.

## **STUDENT ACCOUNTABILITY**

Guidelines related to student conduct are fundamental to patient and student safety and necessary for a high level of care and overall learning.

### **All Learning Experiences**

1. Name badge **MUST** be worn. **NO EXCEPTIONS.**
2. Cell phones and/or all electronic devices must be turned off or on “silent.”
3. Books and personal articles are the responsibility of the student.
4. Personal visitors are not allowed.

### **ATTENDANCE**

Employees who report to work promptly, ready to work, and who are rarely absent are sought by employers. The School of Occupational Therapy Assistant believes the values of service, honesty, respect, performance, and stewardship are demonstrated through good attendance. All students are expected to report for class and fieldwork assignments, in proper dress, ready to work at their assigned times and in their assigned areas. Continued absences and/or tardiness is a symptom of negligence or irresponsibility, is not in keeping with the Baptist Health values, and will not be tolerated. Excessive absences and tardiness will result in progressive disciplinary action.

The Occupational Therapy Assistant Program is very demanding. Students are expected to be on time for all academic and fieldwork experiences, and absences are strongly discouraged. Faculty understand that a student may be absent from learning experiences because of situations over which the student has no control. However, it is also understood that an absent student is not gaining the benefit of the school offerings. Therefore, an Attendance Record, including a record of tardies and absences, is maintained on each student. A record of repeated absenteeism will lead to disciplinary action.

For classes with a lab component, an absence in class or lab equals an absence. For example, a student who attends the didactic portion of a class but is absent from the lab portion, will receive an absence for that class. In like manner, a student who is absent from the didactic portion of a class but attends the lab session will receive an absence.

Please be advised, once a student receives disciplinary action for any reason, an additional offense of any nature is grounds for further disciplinary action up to and including dismissal.

### **Absence**

1. Absence is defined as missing twenty (20) minutes or more of a learning experience. In the event of an absence, the student is required to notify the instructor of the impending absence prior to the absence. Failure to do so results in an unreported absence with subsequent disciplinary actions.
2. A student who is absent from classroom or scheduled fieldwork experiences for two or more days due to illness, accident or medical condition will be required to provide official documentation of clearance, from an intervening medical professional, prior to resuming studies. Students with limitations or restrictions which interfere with the ability to perform essential functions (i.e., weight-bearing or activity restrictions) will not return to class and/or fieldwork until clearance documentation, from an intervening medical professional, is received or “if reasonable accommodation” can be made as determined solely by the School.
3. Learning experiences missed due to absence will be made up at the discretion of the Program Director. A student may be charged a fee to defray the expense if extra faculty time is needed to complete the learning

experiences, including exams, as a result of an absence. The fee is due prior to the make-up learning experience.

4. Numbers of days missed, as well as patterns of tardiness and absence from class will be monitored. If more than three (3) reported or unreported absences occur, the student will meet with faculty to discuss the course of action as determined by course faculty and the Program Director.
5. Unreported absences from a learning experience will result in the following disciplinary actions:
  - 1<sup>st</sup> unreported absence=written counseling
  - 2<sup>nd</sup> unreported absence=written warning
  - 3<sup>rd</sup> unreported absence=probation

Unreported absences in excess of three (3) days in a semester may result in dismissal.

6. Students are responsible for all information covered during learning experiences, and it is the responsibility of the student to obtain notes, assignments, and materials missed as a result of the absence. The student must initiate a conference with the instructor to discuss any make-up assignments. Faculty will not initiate these conferences.
7. Agencies granting financial assistance may be notified of the violation of the attendance policy by students receiving financial aid.

### **Tardiness**

1. Classroom tardy is defined as arriving late (past the scheduled start time for the class). Students are expected to be in their seats with class materials ready to begin at class start time. For classes which have classroom and laboratory components, arriving late for class equals a tardy; arriving late for laboratory equals an additional tardy. For example, a student who is late for the didactic portion of a class receives a tardy; if the same student is late for the lab portion of that course the same day or any other day, he/she will receive an additional tardy. The student will then have two (2) tardies for the course.
2. Three (3) recorded tardies (reported or unreported) will be counted as one unreported absence and will accrue disciplinary action as described above.
3. If a student is tardy on a day that an exam is being given, the student will be allowed to take the exam in the time remaining in the class period provided. Additional time will not be allotted for tardy students to take an exam.

### **In the Event of an Absence**

1. The Program Director and/or the Instructor must be notified before the absence, with as much advance notice given as possible.
2. Make-up examinations must be taken within one (1) week upon approval by the Program Director. Students should be prepared to take make up examinations on the first day of return to class. A fee is charged for make-up exams and educational experiences, and a receipt required prior to administration of the exam. Students missing an examination due to an unreported absence will not be allowed to sit for a make-up examination.
3. Exceptions to the Attendance Policy may be granted at the discretion of the Program Director for periods of extended absence due to bereavement for immediate family (mother, father, child, husband, wife, brother, sister, father-in-law, mother-in-law, grandparent or grandchild) or other catastrophic events.

4. Winter Storm or Hazardous Weather Days attendance (Refer to Inclement Weather Policy in the School Specific Section of Student Handbook).
5. Students having make-up time at program end may participate in BHCLR commencement; however, the certificate and diploma are withheld along with graduation verification until the required amount of time is made up and all graduation requirements are fulfilled.

## **INCLEMENT WEATHER POLICY**

Classroom learning may be delayed or cancelled in inclement weather. The following statuses may be utilized during inclement weather and other emergencies. All statuses are communicated via email, text and the institutional website. All efforts will be made to announce an Inclement Weather Watch by 10:00 PM the evening before forecasted inclement weather and announce all other statuses by 6:00 AM.

### Inclement Weather Watch:

Inclement Weather Watches are declared the evening before forecasted inclement weather. No scheduled classes, skills laboratory or clinical learning experiences will begin before 8:00 AM the following day. This status allows time for BHCLR to make an informed decision regarding traveling conditions. All efforts will be made to announce the status of the campus by 6:00 AM the following day.

### Delayed Opening:

Classes, skills laboratory and clinical learning experiences are delayed until 10:00 AM or later. Face-to-face experiences are expected but are delayed. Students must check their portal for additional details.

### Alternate Method of Instruction (AMI) Day / Campus Open:

Face-to-face instruction will transition to virtual/online instruction. Students must check their portal for additional details. The BHCLR campus is open for on-ground business.

### Alternate Method of Instruction (AMI) Day / Campus Closed:

Face-to-face instruction will transition to virtual/online instruction. Students must check their portal for additional details. The BHCLR campus is not open for on-ground business.

### All Instruction is Canceled / Campus Closed:

In the event that all instruction is canceled, students will not be counted absent and make-up activities will be scheduled at the discretion of faculty. No makeup fees are incurred by students. The BHCLR campus is not open for on-ground business.

BHCLR encourages students to exercise judgment during emergency situations and take personal safety into consideration.

Students will be notified of BHCLR closings via their BHCLR email account and the BHCLR emergency text system. In the event of BHCLR Campus closing, all students, including those on fieldwork assignments, may reach the OTA faculty via provided cell numbers.

Students enrolled in Level II fieldwork are expected to follow the inclement weather policy of their assigned facility.

## **EMERGENCY PROCEDURES**

“BH Employee Emergency Procedures” are posted throughout the academic institutions and the BHCLR-SOTA Laboratory Safety Procedures are posted in the OTA laboratory. In the event of an emergency, the appropriate guide should be consulted and the appropriate procedures followed. In the event of any emergency, students

should immediately notify the Program Director and/or faculty.

**EQUIPMENT SAFETY**

All equipment will be monitored on a recurring basis by the faculty to ensure that it is in proper working order. Students are required to report any equipment concerns or malfunctions to the faculty and/or Program Director immediately.

**BHCLR-SOTA SCHEDULED STUDENT HOURS**

Scheduled student hours include classroom, laboratory and fieldwork experiences. These will vary from course to course throughout the program. The syllabus for each course reflects a student schedule. In general, schedules are written on Monday through Friday assignments. Students are expected to participate in all phases of the program as scheduled.

Fieldwork Settings: Students participate in fieldwork experiences to “promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities.” (ACOTE Standard C.1.0). . Fieldwork practice occurs in several settings throughout the state. Faculty and approved fieldwork educators are responsible for the students’ fieldwork education as well as evaluation of the student. Additional information about the Fieldwork Program can be found in the Fieldwork section of the Handbook.

**HOLIDAYS**

The BHCLR-SOTA provides students with the following holidays scheduled as “off” during the academic portion of the curriculum. During Level II Fieldwork assignments students are expected to follow the guidelines and schedule established by the fieldwork site and the fieldwork educator.

1. New Year’s Day
2. Spring Break (one week)
3. Memorial Day
4. Independence Day July 4<sup>th</sup>
5. Labor Day
6. Fall Break (week of Thanksgiving)
7. Christmas Break (approximately four weeks)

**Baptist Health College Little Rock  
School of Occupational Therapy Assistant  
ACADEMIC CALENDAR\***

**FALL 2021**

Orientation (1 <sup>st</sup> year students) .....	August 16
Classes begin .....	August 23
Labor Day, No Class .....	September 6
Thanksgiving holidays .....	November 22-26
Classes End .....	December 14

**SPRING 2022**

Level II Fieldwork I .....	January 3
Classes begin .....	January 18

Level II Fieldwork II .....	March 7
Spring Break .....	March 21-26
Classes End.....	May 10
Memorial Day.....	May 25
Commencement (tentative).....	June 14

**FALL 2022**

Orientation (1 <sup>st</sup> year students) (tentative) .....	August 18
Classes begin (tentative).....	August 23
Labor Day.....	September 5
Thanksgiving holidays .....	November 21-25
Classes End (tentative) .....	December 13

**SPRING 2023**

Level II Fieldwork I .....	January 2
Classes begin (tentative) .....	January 17
Level II Fieldwork II .....	March 6
Spring Break.....	March 20-24
Classes End.....	May 12
Memorial Day.....	May 31
Commencement .....	June 13

*\*Dates are subject to change.*

**DRESS CODE**

The Schools of Allied Health endorse the intent of the dress code policy of BH that clothing should reflect a business-like/professional appearance. Therefore, the dress code policy for both employees and students enrolled in the Schools will conform to that of BH. The School may have a more restrictive dress code, but not more lenient than the BH dress code. Students are to wear the designated school uniform at all times when on the school campus as well as while attending all fieldwork experiences. Some exceptions to the BHCLR-SOTA dress code are made at the request of the fieldwork site.

**PERSONAL APPEARANCE**

**Purpose**

Dress, grooming, and personal cleanliness standards contribute to the morale of all clients and employees and affect the business image of Baptist Health presented to the public.

**Expectations**

During school business hours or when representing Baptist Health, students are expected to present a clean, neat, and tasteful appearance. They dress and groom according to the requirements of their profession and School policies. This is particularly true if the course of study involves dealing with customers or visitors in person.

**Enforcement**

The Program Director, Faculty and fieldwork educator are responsible for establishing and enforcing a reasonable dress code. If one of these individuals feels the student’s personal appearance is inappropriate, the student may be asked to leave the classroom and/or fieldwork setting until properly dressed or groomed which can result in a tardy and/or absence being issued. Consult the Program Director with questions as to what constitutes appropriate appearance.

**PERSONAL HYGIENE:** Offensive body odor (including breath) and poor personal hygiene is not professionally acceptable. Perfume, cologne, and after shave lotion should be used minimally or avoided altogether, as some individuals may be sensitive to strong fragrances. No scented cologne/perfumes, after shave, or lotion are to be worn by students in direct patient contact.

### **ACCEPTABLE ATTIRE**

All students must wear the school designated scrubs including brand, color and style. While on campus attending lectures or skills labs, students will be allowed to wear any official and approved BHCLR top with scrub pants of the appropriate color.

**SHOES:** Shoes must be fully enclosed and in good repair. They must be predominantly white or gray and leather or leather-like athletic.

**SOCKS:** Socks should be solid white.

**JEWELRY:** Jewelry is limited to the following:

1. A watch
2. Small, conservative earrings—one ring per ear lobe. Visible piercings on other body parts i.e. tongue, eyebrow, nose and upper ear are not allowed.
3. Small, conservative necklaces may be worn. However, long chains and other dangling jewelry is not allowed

**TATTOOS:** Tattoos shall not be visible.

**HEAD COVERING:** No head covering may be worn inside the building with the exception of those required by religious practice.

**DENIM:** Denim is not allowed in any academic or clinical setting.

**HAIR:** Hair must be neat, clean and well-groomed at all times. No extreme hair colors or styles are allowed. Long hair must be pulled up or back so that it does not cover the eyes or fall in the student's face while in class or fieldwork setting. A small, conservative, headband, ribbon or barrette may be worn. Headbands and ribbons should not be wider than one inch. Large headbands, scarves, caps or other head wear are not allowed.

**FINGERNAILS:** Fingernails should be kept short and clean.  
Artificial nails are not allowed.  
Fingernail polish, if worn at all, should be conservative in color and in good repair (chipped polish is not allowed)

**BADGE:** Student identification badge must be worn at all times. It is to be visible at all times, on the left shoulder area with picture facing out. No decorative stickers or pins are to be worn on the ID badge. Students who report to campus without a student ID badge will be required to obtain, from the faculty, a temporary badge. Habitual use of a temporary badge may result in disciplinary action.

**Classroom and Fieldwork:** Students may wear a short or long sleeve solid white t-shirt under their scrub top (design or lettering on the sleeve or at the neck is not acceptable).

At all times, the t-shirt must be tucked in the waist of the pants. The sleeves of a short sleeve t-shirt may not extend

beyond the sleeve of the scrub top. Students who are not in compliance with this aspect of the dress code will be required to remove the unacceptable attire from under their scrub top. In addition, they will be asked to leave class to do so which will result in a tardy or absence being issued.

All clothing reflects a professional appearance. A violation of the dress code is subject to being dismissed from class or fieldwork in order to dress and be within code. All missed time is expected to be made up at the discretion of the Program Director, Academic Fieldwork Coordinator and/or fieldwork educator.

At times, for special occasions such as conferences or meetings either on or off campus, students may be notified that they can wear business casual clothing. At such times, students are still expected to adhere to the conservative standards of the Baptist Health culture. Business casual *does not* include denim of any kind.

The faculty and staff are responsible for enforcing this policy and will make interpretations regarding particular attire.

See the General Section of the Student Handbook for additional dress code information.

### **CLASSROOM ETIQUETTE**

To avoid conflict with scheduled classes, personal business is to be conducted on the student's personal time. Personal, incoming and outgoing phone calls as well as text messaging or use of any other electronic devices should not occur during scheduled class time except in the event of an emergency. Cell phones and all electronic devices should be turned off and stowed away during all classroom, laboratory and fieldwork experiences. Students will not be allowed to accept personal calls or electronic messages during class. If you need to be contacted in case of an emergency, the phone number is (501) 202-6200.

### **STUDENT EMPLOYMENT/WORK RELATED POLICIES**

1. Students may be employed while enrolled; however, employment must not interfere with coursework or fieldwork.
2. Time spent as an employee cannot be credited to the educational program offered by the School. Course schedule or assignments are not altered to accommodate work schedule(s).
3. A student choosing to work at BH completes the regular hiring process of the Human Resource Department.
4. Although BHCLR student policies and BH employee policies are in fact separate one from the other, a student's behavior during a BH employment period that results in a disciplinary action may, in turn, result in the same by the school or vice versa.
5. Neither the Program Director nor the faculty participates in the hiring process of students for work purposes.
6. A student must be in "Good Standing" with the school in order to be hired for work in BH. "Good Standing" is defined as:  

Having the required academic record,  
Satisfactory attendance record, and  
Record void of disciplinary action by the school.
7. A student must maintain academic eligibility while employed by BH.
8. The school is not responsible for unprofessional conduct by a student while he or she is working as an



employee for an employer.

### **CLASS REPRESENTATIVE**

Each class elects a Class Representative during the fall semester of the program of study. The representative is elected by fellow classmates and is someone who considers it an honor and privilege to serve as a leader and representative of his/her class in school related matters.

### **PROGRAM EFFECTIVENESS**

It is paramount that the School maintain an ongoing program effectiveness evaluation process. Several factors comprise the process, primary being student and graduate outcomes; faculty teaching effectiveness; curriculum evaluation(s); School policies; employer satisfaction with graduates and accrediting outcomes. Thus, students and graduates have an important role in the measurement of program effectiveness.

### **FACULTY AND COURSE EVALUATIONS**

Students evaluate the course, each course instructor, and fieldwork experience as they progress through the program. The evaluations are carried out according to BHCLR Policy and an established process.

The student is assured of anonymity on course evaluations, thus encouraging his/her participation in the evaluations. If a student is of the opinion that the process should be improved, the Chancellor of BHCLR welcomes suggestions for betterment. The process summarized presents an objective means through which students provide subjective data in the measurement of teaching behaviors and course evaluations. At course end, evaluations are provided to the students and are tabulated and then forwarded to the program director for review.

### **DIDACTIC COURSE EVALUATION**

The evaluation system allows both student and staff to determine if the didactic and fieldwork expectations are attained. The student is also given opportunity to evaluate the faculty. Evaluations are conducted at each BOTA course end and at other times as designated by the school.

#### **Didactic Progress**

Periodic evaluations are completed on each student to assess his/her academic progress. No permanent letter grade is given for this evaluation.

### **CERTIFICATION AND LICENSURE**

#### **Certification Examination**

Upon successful completion of the didactic and fieldwork portions of the curriculum and graduation from UA-Pulaski Technical College, the student will be eligible to sit for the certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy. Procedures for applying for the examination will be discussed with students upon completion of Level II Fieldwork experiences. For additional information, students may consult the website of the National Board for Certification in Occupational Therapy ([www.nbcot.org](http://www.nbcot.org)).

#### **Licensure**

Upon successful completion of the didactic and fieldwork portions of the curriculum, the student will be eligible to apply for licensure to practice as an occupational therapy assistant. Procedures for applying for an Arkansas license will be discussed with students upon completion of Level II Fieldwork experiences. For additional information, students may contact the Arkansas State Medical Board at (501) 296-1978. Students desiring to

apply for licensure, if required, in another state will be advised on an individual basis.

## **AGENCIES AND ORGANIZATIONS**

### **American Occupational Therapy Association (AOTA)**

AOTA is the professional association for occupational therapists, occupational therapy assistants and students. Membership in the professional organization is a program requirement. The journals and website will be used as required texts during the course of the program. Students must have a valid membership in order to have full web access. Information on membership will be made available.

### **Arkansas Occupational Therapy Association (AROTA)**

AROTA is the state association for occupational therapy practitioners and students. Membership in the state's professional organization is required. Membership benefits include reduced rates to the organization's conferences which students may be required to attend.

### **National Board for Certification in Occupational Therapy (NBCOT)**

NBCOT is the credentialing agency for occupational therapy practitioners. After successful completion of the program, students will be eligible to apply and sit for the national certification exam. Information regarding the application process will be provided to students prior to graduation. Students may obtain additional information on their website at [www.nbcot.org](http://www.nbcot.org)

### **Arkansas State Medical Board (ASMB)**

ASMB is the licensing agency for occupational therapy practitioners in the state of Arkansas. After successful completion of the program, students will be eligible to apply for licensure. Information regarding the application process will be provided to students prior to graduation. Students may obtain additional information on their website at [www.arstatemedicalboard.org](http://www.arstatemedicalboard.org)

## **FINANCE**

### **Refund Policy**

See General Section of Student Handbook for BHCLR refund policy.

Tuition for all courses in the BHCLR-SOTA is paid to UA-Pulaski Technical College (UA-PTC). A student officially withdrawing from the school may be eligible for a refund of tuition based upon the UA-PTC refund policy. Please refer to the UA-PTC catalog for this policy. Certain BHCLR fees are not billed by UA-PTC, and therefore, are posted to the student's BHCLR account. These are to be paid by the student at the time of posting.

FIELDWORK SECTION of  
BAPTIST HEALTH COLLEGE  
LITTLE ROCK  
SCHOOL OF  
OCCUPATIONAL THERAPY  
ASSISTANT HANDBOOK

2021-2022

## IMPORTANT CONTACT INFORMATION

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# OVERVIEW OF FIELDWORK

## Fieldwork Philosophy

The fieldwork experience is designed to complement the academic portion of the professional program. Students develop their critical thinking and professional reasoning as they apply the knowledge and theories they have explored in the classroom. Opportunities for experiential learning include the ability to practice and apply new skills in a practice or simulated setting. Professional development and communication skills are refined while under the supervision of qualified occupational therapy practitioners and other qualified professionals. Fieldwork experiences taking place at affiliating fieldwork sites provide no reimbursement to the facilities or the fieldwork supervisors. The ultimate goal of the professional program is to produce competent, entry-level occupational therapy assistants.

The curriculum design explains the concepts of layered learning and prepares students to be lifelong learners. Consequently, with each fieldwork experience, students are expected to continually integrate new knowledge from their classroom experiences, building on previously learned skills and advancing toward entry level competency.

Students are expected to complete fieldwork experiences in each of the following fieldwork models on completion of the program: rehabilitation, medical, and community. A further expectation is the student will gain expertise in working with clients across the life span, from children to adults, during BHCLR fieldwork experiences. Fieldwork placements are within the state of Arkansas in support of the Baptist Health mission which is focused on response to the health care needs of Arkansans.

## Accreditation Standards

The Accreditation Council for Occupational Therapy Education (ACOTE) accredits educational programs for the occupational therapy assistant. The standards set forth by ACOTE state fieldwork education is a crucial part of professional preparation. Fieldwork should provide the student with the opportunity to carry out professional responsibilities under the supervision of a qualified occupational therapy practitioner who serves as a role model. The fieldwork experience is divided into two distinct components: Level I and Level II Fieldwork experiences.

## Level I Fieldwork:

**Overview.** Students are enrolled in a Level I Fieldwork course each of their first three semesters in the program of study. Each course includes ten hours of classroom instruction and eighty hours in a practice or simulated practice setting. The goal of Level I fieldwork is to introduce students to the fieldwork experience (professional development), allow them to apply knowledge to practice (experiential learning), and to develop an understanding of how to address the needs of clients (professional reasoning). Level I fieldwork is an integral component of the program's curriculum design and includes experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. The focus of these experiences is not intended to be independent performance. Students are supervised by qualified, competent personnel, who may or may not be occupational therapy practitioners. Qualified personnel include, but are not limited to, occupational therapy practitioners with initial certification, psychologists, physician assistants, teachers, social workers, and physical therapy practitioners. Level I fieldwork experiences provide the student with an opportunity to translate theory into practice and to observe or define the roles of occupational therapy in various practice settings. Students learn about the occupational therapy process most effectively by participating, rather than observing, whenever possible. As students are introduced to and gain competency in the occupational therapy process in the classroom setting, the opportunity to observe and participate in a limited manner in the Level I fieldwork setting provides an invaluable learning tool for synthesis and integration of both current and previous learning. Structured classroom assignments designed to provide reflection and integration of classroom and fieldwork experiences are provided.

**Course Description and Sequence.** BHCLR students complete one Level I fieldwork course each of their first three semesters and earn two semester credit hours for the successful completion of each fieldwork course. BOTA 1112 Level I Fieldwork I is a supervised fieldwork experience in which students engage in observation, communication, and professional behavior skills in various live or simulated practice settings, including medical,

rehabilitation, and community models along with ten hours of classroom instruction.

Students are required to complete one fieldwork experience in which the focus is how psychological and social factors influence engagement in occupation. Participation in this psychosocial (PS) fieldwork experience may occur in either Level I Fieldwork II (Track A students) or Level I Fieldwork III (Track B students). Students are assigned to Level I Fieldwork I, II, and III by the Academic Fieldwork Coordinator.

In BOTA 1312, Level I Fieldwork II, Spring Semester, Track B students (10) will complete a supervised clinical or simulated experience (6 hrs./week) in a medical, rehabilitation or community-based (MRC) fieldwork setting and Track A students (8) will complete a supervised clinical or simulated experience (6 hrs/week) in a psychosocial (PS) setting. All students will participate in ten hours of classroom instruction.

In BOTA 2312 Level I Fieldwork III, Fall Semester, Track A students (8) will complete a supervised clinical or simulated experience (6hrs/week) in a medical, rehabilitation or community –based (MRC) fieldwork setting and Track B students (10) will complete a supervised clinical or simulated experience (6 hrs/week) in a psychosocial (PS) setting. All students will participate in ten hours of classroom instruction.

	Spring 2014 BOTA 1312	Fall 2014 BOTA 2312
MRC Level I	10 Track B students	8 Track A students
Psychosocial Level I	8 Track A Students	10 Track B students

**Evaluation and Grading.** The Level I fieldwork courses each include written assignments, graded by the Academic Fieldwork Coordinator. Fieldwork educators in Level I practice settings or faculty supervising simulated fieldwork experiences evaluate students in the areas of fundamentals of practice, foundations of OT, professional behavior, screening/evaluation, & intervention. Expectations for student competency in each of these areas increase with each semester and are clearly delineated in the fieldwork evaluation tool for each course.

## Level II Fieldwork

**Overview.** BHCLR occupational therapy assistant students complete their preparation for professional practice by completing two eight-week full-time fieldwork placements. Fieldwork sites must ensure therapy is supervised by a certified and licensed occupational therapist or occupational therapy assistant with at least one year of experience and that education of students is pragmatically & philosophically supported by the administration of the facility and in accordance with the curriculum design of BHCLR-SOTA. The Level II fieldwork experience is designed collaboratively between the academic and fieldwork educators. Successful completion of Level II fieldwork indicates the student has demonstrated entry-level competency as an occupational therapy assistant.

Level II fieldwork placements are designed as the final step in the integration of academic preparation and professional practice. Level II fieldwork is designed to promote professional reasoning and reflective practice based on occupational therapy philosophy, roles, and evidenced-based practice. The Level II fieldwork experience should transmit the values and beliefs necessary for the application of ethics and safety in practice, communicate and model professionalism as a developmental process and career responsibility, and develop and expand the critical use of evaluation and intervention in the occupational therapy process.

**Course Description and Sequence.** ACOTE standards for Level II Fieldwork require a minimum of 16 weeks of experience. This may be completed on a full-time or part-time basis, but may not be less than half-time as defined by the fieldwork site (ACOTE, 2018). The BHCLR - SOTA program requires two 8 week *full-time* experiences in a minimum of two different settings. Any exception to this requirement will be determined on an individual basis, and requires prior approval of the Program Director and/or AFWC. The student earns six semester credit hours upon successful completion of each Level II fieldwork experience. Because the student is receiving academic credit for the fieldwork experience, they must complete 16 weeks of full –time fieldwork as defined by the fieldwork site and ensure they average 34 hours of fieldwork per week in order to meet course requirements. The normal progression of Level II fieldwork is completion from January to May of the fourth semester, using AOTA recommended fieldwork

dates.

Placement in Level II fieldwork is not automatic. It occurs only after the student has satisfied all academic and Level I fieldwork requirements. Fieldwork must be concluded within eighteen months of completion of on-campus coursework. This does not imply a student who is unsuccessful in fieldwork is automatically granted eighteen months in which to attempt to successfully complete the fieldwork requirement. Rather, the timeline is intended as an outer limit in an unusual situation such as a shortage of fieldwork site placements or extenuating circumstances that require a postponement of fieldwork. Failure to successfully complete a Level II fieldwork is grounds for dismissal from the BHCLR-SOTA program.

**Evaluation and Grading.** Each Level II fieldwork experience is evaluated by both the student and the fieldwork educator. The Level II fieldwork educator will complete an evaluation of student performance at midterm and on completion of the experience using the Fieldwork Performance Evaluation of the Occupational Therapy Assistant Student (FWPE) of the American Occupational Therapy Association. In addition, the student will complete the Student Evaluation of Fieldwork Experience (SEFWE) of the American Occupational Therapy Association. Review and discussion of the completed evaluation forms will occur at the fieldwork site prior to completion of the experience. The FWPE review and discussion should occur prior to the SEFWE review. Level II fieldwork is graded on a Credit/No Credit basis. A student receiving credit will be granted 6 semester hours for each fieldwork experience. Please refer to the section on Fieldwork Course Requirements and Evaluation for more specific information on course requirements, evaluation, and grades.

#### **Level II Fieldwork Evaluation Criteria:**

Upon successful completion of the program, the graduate will demonstrate the following competencies based on the Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student of the American Occupational Therapy Association.

1. Adheres consistently to the American Occupational Therapy Association 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 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 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.
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 relation 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 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. Demonstrate respect for diversity factors of others.

Reference: American Occupational Therapy Association (2020). Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student. Bethesda, Maryland.



## **FIELDWORK EDUCATION TERMINOLOGY**

### **Academic Fieldwork Coordinator (AFWC)**

The AFWC is the individual assigned by the school to oversee the fieldwork program. The AFWC plans and coordinates each student's program of fieldwork experience for both Level I and Level II Fieldwork. Responsibility for communication between students, sites, and other faculty belongs to the AFWC.

### **Fieldwork Coordinator**

The fieldwork coordinator is the person at each facility who is responsible for coordinating and arranging the fieldwork experience for each student. The fieldwork coordinator and the AFWC collaborate to coordinate student assignments. The fieldwork coordinator is responsible for providing the school with updated information about the fieldwork site. This person also assigns each student a fieldwork educator and assures appropriate supervision is provided.

### **Fieldwork Educator**

The Level II fieldwork educator is a licensed occupational therapist or occupational therapy assistant with at least one year of clinical practice. Each student will have a fieldwork educator assigned to them. This individual has the responsibility of introducing the student to the fieldwork educational setting and providing a quality learning experience during the student's fieldwork experience. The fieldwork educator is responsible for completing an evaluation on each student at midterm and at the conclusion of the fieldwork placement, and written feedback at the two and six week intervals for Level II placements. Students may have more than one fieldwork educator during the fieldwork experience.

### **Contract /Agreement**

BHCLR - SOTA must have a signed agreement between the college and each facility used in the fieldwork experience. A site may not be used unless there is a signed agreement on file. The agreement provides requirements for the site, the college, and the student. The AFWC is responsible for maintaining current agreements with each participating facility. The agreements are made available for student review in the BHCLR-SOTA office.

Information regarding student expectations in the standard BHCLR-SOTA contract will be reviewed with students prior to the beginning of Level II fieldwork. Students should be aware that not all sites use the standard contract. Some sites may have additional requirements or special circumstances which require a different contractual agreement; all students should review the contract in the fieldwork notebooks prior to beginning the Level II fieldwork experience.

### **Fieldwork Notebooks**

Fieldwork notebooks with information about each site are provided as references for the students. They are located in the office of the Academic Fieldwork Coordinator. Each notebook contains a signed contract, a current Fieldwork Data Form, previous student evaluations of the site, and other information provided to the school by the facility. The Fieldwork Data Form provides the student with detailed information about the site such as patient population, size of facility, work hours, housing information, interventions used, dress codes, as well as other important student instructions. The AFWC is responsible for maintaining the notebooks. Students may make an appointment to view fieldwork notebooks under the supervision of the AFWC.

### **Master Site List (list of facilities)**

The Master Site List is maintained by the AFWC. It is a list of all fieldwork sites that affiliate with the BHCLR - SOTA. Fieldwork sites may be removed from the list (or cancelled) by either the school or the facility. They may be marked inactive if there has not been any contract or activity for four years. New sites are added to the Master List as soon as a signed contract is approved.

### **Fieldwork Performance Evaluation (FWPE)**

The FWPE is the instrument provided by AOTA for the evaluation of the Level II Fieldwork experience. It determines the criteria for successfully completing the fieldwork experience.

## **FIELDWORK SITE SELECTION POLICY & PROCEDURE**

### **Fieldwork Site Selection**

Students are permitted to participate in the selection of their sites for Level II fieldwork experiences. The Academic Fieldwork Coordinator will coordinate student assignment to these fieldwork placements in the third semester of the program. Assignments are based on availability, type of placement offered, and student needs/preferences. Students are encouraged to indicate their preference for specific sites from the reserved site list, and priority of these preferences will be given based on lottery drawings. Students are not placed in fieldwork sites at which they have been employed. While student preference is taken into account, the final decision on all fieldwork placements rests with the Academic Fieldwork Coordinator and/or Program Director.

Prior to any selection, the AFWC will provide a list of reserved facilities for the appropriate fieldwork experience. The students will have time to research sites they may be interested in selecting. Notebooks on each facility on the reservation list are kept in the AFWC's office. If the student has additional questions, an appointment should be made with the AFWC to discuss prior to fieldwork site selection. Other faculty will be available to meet with a student should they desire information about a certain area of practice before making a final decision. Once a student is assigned to a site and confirmation sent, the student is not permitted to make any changes.

### **Using Available Resources**

Several methods exist for finding information about the fieldwork sites. Students should utilize any and/or all of these methods. It is in the student's best interest to become fully informed prior to the site selection.

Master Site List. It is the duty of the AFWC to maintain an updated list of sites routinely used in the fieldwork selections. Fieldwork sites are added and removed as necessary. If a facility is not on the master list, it is normally not available for selection. Check with the AFWC for additional information. A student may inquire about a site that is not on the list. Criteria for the establishment of new sites include the ability to provide a fieldwork placement that meets standards for ethical practice and supervision, consistency with the BHCLR-SOTA mission, philosophy and curriculum design, and the ability of the facility and BHCLR-SOTA to reach contractual agreement and mutually agreed upon objectives for the fieldwork experience.

Site Reservation List. Reservations are requested at appropriate times by the AFWC. A list of reserved sites will be made available for the students to review prior to selection time. Sites must be selected from this list. For exceptions to this policy please check with the AFWC. New and/or developing sites will be added to the list as they become available. A student may inquire about a site that is on the Master List but is not on the Reservation List.

OTA Faculty. All faculty members of the BHCLR - SOTA are available to discuss fieldwork sites/experiences in their particular area of expertise. However, ultimate responsibility for all fieldwork assignments rests with the AFWC and/or PD.

## Site Selection

Students must select a variety of sites as they complete the fieldwork requirements. Student placement in particular fieldwork sites will be based on a variety of factors, including ensuring that each student has had a fieldwork experience in each of the following three models and the opportunity to work with clients across the lifespan upon completion of the curriculum.

Community model. The community model allows the student to work with a variety of professionals and non-professionals involved in the client's treatment. Examples may include a school system or outpatient facility (physical disabilities, psychosocial, or pediatrics).

Medical Model. The medical model emphasizes the role of occupational therapy personnel within a team of health care professionals. Examples may include acute care facilities (psychosocial, pediatrics, or physical disabilities), a burn unit within an acute care setting, or a hand rehabilitation unit within an acute care setting. Select inpatient rehabilitation centers may qualify as medical model at the discretion of the AFWC and the Program Director, based on the client demographics at the facility.

Rehabilitation Model. The rehabilitation model allows the student to work with the health care team as well as community resources in the provision of client services. Examples may include rehabilitation facilities, long term care facilities, or residential facilities (pediatrics or brain injury).

Students should very carefully consider the choices they make. *Do not let the location of the site become the deciding factor.* The AFWC will make suggestions to students regarding their fit in a particular site. The need to specifically assign a student or approve a student's site selection may be based on a variety of factors. Some examples include a special circumstance concerning a previous fieldwork experience, the terms and conditions of probation or suspension, or a need to reach specific goals or attain specific skills. The final decision regarding placement in a particular site is the responsibility of the AFWC and/or the Program Director.

## Student Assignment to Fieldwork Placement

Students are assigned to all Level I fieldwork experiences by the AFWC. In an effort to be as fair and equitable as possible, a lottery selection system has been implemented for consideration of student preference in the Level II fieldwork placement process. At the beginning of the Level I Fieldwork III course, students will draw two numbers. These numbers indicate the order in which the student's preference will be considered in the assignment of Level II fieldwork placements.

The student will complete and return a preference form for Level II Fieldwork placements by a set deadline. The AFWC will then make fieldwork assignments based on student preference and other pertinent factors. Once assignments are made, they are considered permanent. All fieldwork assignments at new sites are considered permanent the moment the site agrees to accept one of our students.

## Contacting Fieldwork Sites

Coordination of fieldwork sites is the responsibility of the AFWC. The AFWC must develop and negotiate contracts with the sites and maintain clear communication and positive working relationships with the site personnel. Within this context, BHCLR - SOTA does not permit students or family members to independently contact fieldwork sites prior to their formal placement without express permission of the AFWC.

**Level I.** Once assigned to a site, the student will be given permission by the AFWC to contact the site by phone or e-mail. Do not contact the site until given permission by the AFWC. Upon initial contact, the student will discuss arrangements for the first day, holidays (if applicable), dress code, lunch arrangements, parking, and any other questions the student may have. Some Level I fieldwork sites may require an orientation prior to the initiation of fieldwork, while others will provide orientation at the onset of the experience. Both the student and the fieldwork

educator should have a copy of objectives and assignments.

If the student does not receive a response from the site, or has other difficulty making contact with the fieldwork site, the AFWC should be contacted.

**Level II.** Dates to begin contacting fieldwork coordinators for Level II fieldwork placements will be provided on fieldwork assignment forms. Do not contact the site before the specified date unless specifically asked to do so by the AFWC.

Initial communication might include topics such as time of arrival on first day, parking, dress code, hours, lunch arrangements, information to review, what you should bring with you, etc. Ask the fieldwork educator if there is any more information they need from you, and when. You might also ask for their preferred contact information

If there are special circumstances that require immediate attention, such as housing arrangements, discuss this with the AFWC. In this case, permission to contact the fieldwork site earlier is usually granted. Please notify the Academic Fieldwork Coordinator if there is difficulty establishing contact with a site.

### **Fieldwork Placement Cancellation by the Student**

A student will NOT normally be permitted to cancel a fieldwork placement once it has been selected and confirmation letters have been sent. Exceptions to this policy will be considered on an individual basis. Situations like weddings, employment opportunities, and circumstances that existed before the site was selected are not grounds for making an exception. However, emergency family situations, medical motivations, and other unavoidable situations will be considered and a decision made by the AFWC and/or Program Director.

### **Fieldwork Placement Cancellation by the Fieldwork Site**

There are times when a fieldwork site will have to cancel the student's fieldwork placement. There may be a variety of reasons for this. As soon as the AFWC is notified by the site, the student will be notified. At this point, the student will choose an alternate site from the remaining viable selections on the reservation list.

### **New Fieldwork Sites**

All students are encouraged to provide leads and information concerning potential fieldwork sites. If the new site is approved, the first student who presented the information to the AFWC is assigned to it for Level II fieldwork placement, if the AFWC deems the site a good fit for the student. A student who has been assigned to a new fieldwork is not permitted to opt out of going to that site.

All leads and information for new fieldwork sites must be provided prior to the end of the spring semester, before students leave for the summer. The student will be required to submit the name, location, and a phone number for the facility of interest. The student shall not contact the facility directly unless granted permission by the AFWC. It is the Academic Fieldwork Coordinator's responsibility to make the initial contact with a potential new fieldwork site. The site will be approved based on ability to provide a fieldwork placement that meets standards for ethical practice and supervision, consistency with the BHCLR-SOTA mission, philosophy and curriculum design, and the ability of the facility and BHCLR-SOTA to reach mutually agreed upon objectives for the fieldwork experience.

The student is pre-assigned to the new fieldwork site during the process. The process involves the correspondence between BHCLR - SOTA and the facility to complete the necessary contractual agreement that must be approved and signed by both parties involved. The approval process can be complicated and very time consuming, especially if legal counsel is involved. The student will be expected to be patient during the process, and will be informed if/when the process is complete.

# FIELDWORK POLICIES AND PROCEDURES

## Fieldwork Costs

Students should be aware that there may be additional costs related to both Level I and Level II Fieldwork experiences. In addition to the cost of tuition, the student is responsible for all expenses related to the assigned fieldwork. Students are responsible for expenses related to textbooks, clothing, uniforms, meals, housing, transportation, healthcare, policy enforcement, damages to physical facilities including library holdings, and for legal action expenses brought against the college for causes created by the student. The student may be required to temporarily relocate or commute some distance in order to attend fieldwork. Fieldwork sites typically do not pay for the student's training. Stipends that may be offered are subject to change at any time. DO NOT plan a fieldwork experience based on such information. Questions about specific sites should be directed to the Academic Fieldwork Coordinator.

## Professional Liability Insurance

BHCLR - SOTA provides professional liability insurance for each student during all fieldwork experiences. A copy of the policy is provided to the fieldwork site as requested. Be aware that this insurance does not include personal professional liability insurance or health/medical coverage. The student is encouraged to purchase personal professional liability at the student's own expense and discretion.

## Health and Safety

Working in a health care environment requires that certain measures be taken to protect both the student and their clients from serious communicable diseases and to prepare the student to respond properly to emergency health situations. To this end, guidelines are set forth between BHCLR-SOTA and the assigned facility. Listed below are the specific health and safety requirements. It is the responsibility of the student to notify the AFWC of any change in health status as it relates to the fieldwork education process. NOTE: Individuals who fail to meet the deadlines for successful completion of courses, registry clearances or remittance of other required health and safety documentation to the College will not be permitted to enroll in any coursework, including fieldwork. In cases where the facility has additional guidelines, the student will be required to abide by those guidelines.

In the event of an accidental needle stick or exposure, student must report all blood and mucosal exposures to the fieldwork educator and comply with all policies regarding follow-up. The AFWC and/or Program Director must also be notified as soon as possible.

All personal medical expenses are the responsibility of the student. All students are also strongly recommended to have personal health insurance while enrolled as a student at BHCLR. Many affordable options exist for students. The student will be responsible for obtaining personal coverage if required by the fieldwork site.

**CPR Certification.** Because students must be certified for the duration of the program, and because a specific type of certification is required, all students will be required to enroll in a CPR course at a place and time designated by the AFWC. The course will be scheduled prior to the first fieldwork experience and successful completion will ensure all students meet this requirement for the duration of the program. A copy of the certificate should be provided to the college by the student. The student should keep the original certification card to present to the facility on the first day of their fieldwork experience. Sites may require proof of CPR certification prior to the beginning of fieldwork. Successful completion of the designated CPR course is required for the student to participate in any fieldwork experience.

**Hepatitis B Immunization or Waiver.** Students are provided with information on universal precautions and risk factors for contracting Hepatitis B as a healthcare worker. The student must provide proof of the initiation of the

immunization series, completion of the immunization series, or refusal of the vaccine. If declining, the student must sign a waiver form which is kept in the student's permanent file in the BHCLR-SOTA office. Although the vaccination is not required, the BHCLR - SOTA strongly encourages the student to participate. The vaccine is available through Baptist Health.

**TB Skin Test.** Students must provide the BHCLR - SOTA with documentation of a TB skin test with negative results, kept current on a yearly basis. A copy of proof must be presented to BHCLR annually. BHCLR will retain a copy of the negative test results or other appropriate documentation. The fieldwork site will be informed of the student's status. The student should keep the original proof to present to the fieldwork educator.

### **HIPAA Training and Confidentiality**

During orientation, all BHCLR - SOTA students will complete training on the Health Insurance Portability and Accountability Act of 1996 (HIPAA) as related to protected health information. The American Occupational Therapy Association has posted on its website ([www.aota.org](http://www.aota.org)) the HIPAA Guidelines for Fieldwork. Students must comply with HIPAA regarding all Protected Health Information.

Confidentiality is stressed at all times throughout the fieldwork experience. Confidentiality must be upheld for all written assignments such as case reports, presentations, etc. Copies of clients' medical records are not necessary for assignments or reports. Failure to maintain confidentiality is grounds for removal from a fieldwork placement and receiving a failing grade for the course. Students should also develop a habit of respect for the confidentiality of fellow students and coworkers at the fieldwork site.

Any student wishing to publish material relating to the fieldwork experience must first obtain prior written approval of BHCLR-SOTA and the fieldwork site.

### **Criminal Background Check**

Some fieldwork sites require the student to submit a criminal background check. The student is responsible for providing the criminal background check to the facility in a timely manner. The fee for the background check is the responsibility of the student.

### **Child and Adult Maltreatment Central Registry Check**

Students are required to complete Child and Adult Maltreatment Registry Checks prior to enrollment in the program. These requests for checks will be submitted to the registry by BHCLR at no cost to the student and results will be maintained in the student's file during their enrollment period. This check will be renewed after the first year in the program is completed in order to provide current information to fieldwork sites upon request during the student's final year.

### **Family Educational Rights and Privacy Act (FERPA)**

The fieldwork site shall comply with all provisions of FERPA agreeing not to disclose any information about the student to a third party without the student's consent. The site further agrees to use all information obtained about the student only for requested and approved purposes.

### **Dress Code**

Students on Level I fieldwork placements should follow the BHCLR-SOTA dress code. Level II fieldwork students are expected to determine what the dress code is for each assigned facility and follow that dress code at all times. The dress code is usually found on the Fieldwork Data Form in fieldwork notebooks. Students should also ask for verification of the dress code during the initial contact with the site. If no dress code is indicated, then the student should follow the BHCLR - SOTA dress code as outlined in the Student Handbook. All fieldwork students should

wear their Baptist Health ID badges at all times during all fieldwork experiences. If the fieldwork site provides an ID badge, the student should still wear the Baptist Health ID badge.

### **Fieldwork Attendance:**

The BHCLR - SOTA program requires two 8 week full-time experiences in a minimum of two different settings for Level II fieldwork. Any exception to this requirement will be determined on an individual basis and requires prior approval of the Program Director and AFWC.

Attendance and promptness at fieldwork placements are mandatory for all scheduled days. If, for any reason, you will be absent from or tardy to the site you must phone the fieldwork educator and the Academic Fieldwork Coordinator. This should be done as far in advance as possible. If a student misses one day, the fieldwork coordinator and educator and/or the AFWC can determine if the missed day must be made up. If more than one day is missed for any reason (holiday, inclement weather, student illness), the student should make arrangements with the fieldwork educator to make up the time. Missing several days or being consistently tardy is considered unprofessional behavior and should be addressed. There are no allowances made for absence on either Level I or Level II fieldwork.

There is a one week break between Level II Fieldwork I and II. This week may be required for making up missed time. Students who are absent for more than five days due to illness, inclement weather, or holidays should be advised the beginning of Level II Fieldwork II may be delayed due to necessity of making up days in Level II Fieldwork I.

**Holidays.** Holidays should be discussed with the fieldwork educator well in advance to avoid confusion or miscommunication. Level II Fieldwork students may be scheduled for fieldwork experiences during times the College is closed for holidays/breaks, and vice versa. Students enrolled in Level II fieldwork are expected to follow the holiday schedule of their assigned facility.

**Inclement Weather.** Classroom learning may be cancelled or delayed in inclement weather. A “closed campus” means classes are cancelled (may be rescheduled). Students are not expected to report to class or Level I fieldwork. Students enrolled in Level II fieldwork are expected to follow the inclement weather policy of their assigned facility, which may be open when BHCLR has closed, or vice versa.

Students will be notified of BHCLR closings via their BHCLR email account, the BHCLR emergency text system and local television stations per BHCLR policy. In the event of BHCLR Campus closing, all students, including those on fieldwork assignments, may reach the OTA faculty via provided cell numbers.

**Student Illness.** The student should discuss with the fieldwork educator the protocol for reporting if ill. If the student is ill and cannot attend, it is the responsibility of student to notify both the fieldwork educator and the AFWC prior to the scheduled start time. Sick time is recorded as absent time. The student should expect to make up any days missed.

**Special Circumstances.** While participating in a fieldwork experience, the student is expected to follow the facility’s work schedule unless assigned different hours by the fieldwork educator. The student and fieldwork educator should have a mutually agreed upon work schedule. The student should never attempt to negotiate special hours with the facility without first talking to the Academic Fieldwork Coordinator. If the request is approved, the arrangements will be made with the fieldwork coordinator or educator by the AFWC. The AFWC and fieldwork educator or coordinator will determine if the situation warrants a special arrangement to complete all requirements. Each request will be considered on an individual basis.

### **Cell Phone Policy:**

Regardless of the practice of employees at a fieldwork site, all students are required to keep any cell phone or

electronic devices put away while in the fieldwork setting. Under no circumstances may a student answer a cell phone while in the fieldwork setting. Students may check their cell phones during lunch hour or while on an official break. Under no circumstances should students be text messaging or using a cell phone for entertainment while in the fieldwork setting. Violations of the cell phone policy will be reviewed by the AFWC and Program Director and appropriate disciplinary action imposed.

### **Social Networking Policy:**

In order to maintain a professional student/educator relationship, students should not interact with their fieldwork colleagues on any type of social media. This type of casual interaction can interfere with the educational aspect of the program and can cause a conflict of interest for all parties involved. Violations of the social networking policy will be reviewed by the AFWC and Program Director and appropriate disciplinary action imposed.

### **Housing Accommodations**

A facility may indicate housing on the Fieldwork Data Form, but this may change without warning. Students are responsible for independently arranging for and financing their housing and transportation for fieldwork.

### **Issues Unrelated to Student Competency**

If an issue or problem arises during the fieldwork experience (interpersonal issues, personnel change, etc.), the student and the fieldwork educator should first seek a solution to the problem. The AFWC should also be immediately advised of the situation. If the student is uncomfortable talking with fieldwork personnel due to the nature of the situation, the AFWC should be contacted. In this case, the AFWC and the student will discuss the situation first, and then determine the next plan of action. In any situation, the AFWC should be kept informed. Should the issue be urgent and the AFWC is not available, contact the Program Director. Every effort is made to resolve the issue in order to allow the student to successfully complete the fieldwork experience.

If no resolution to the problem can be achieved, the student's fieldwork with that site may be terminated. Termination can be requested by the student, the facility, or the school. The request for the termination should be made through the AFWC. If the student requests removal, the request will be considered and the decision made based on the reason for the request. In this case, both the AFWC and the fieldwork educator should be in agreement. Then the BHCLR - SOTA Faculty will determine if another fieldwork placement will be approved and what the conditions of the approval will be.

Issues of a legal or ethical nature present a different situation. BHCLR-SOTA students must abide by all pertinent state and federal laws, including but not limited to, the Arkansas State OT Practice Act. A fieldwork facility in violation of state or federal law is not a suitable site for a fieldwork student. If the student identifies a fieldwork situation in which legal questions are present or a clear violation of law is observed, the student should contact the AFWC or Program Director immediately.

### **Issues of Student Competency**

If a student is not progressing satisfactorily, the FWE and/or student should contact the AFWC immediately. The AFWC will also contact the site to discuss any problems that may be apparent at the midterm evaluation, or at the two- and six-week progress reports. At this time, strategies may be suggested and/or initiated by all parties involved to facilitate the successful completion of the fieldwork experience. A plan of action with a time frame on the Fieldwork Site Visit Report (see appendix) may be initiated at this time. If, after established educational and/or counseling attempts have proven to be unsuccessful, it is determined that a student's behavior or inability to progress preclude the possibility of completing the experience successfully, BHCLR-SOTA reserves the right to terminate the fieldwork experience prior to the projected completion date. The fieldwork experience might also be immediately terminated prior to completion in the case of egregious student actions or behavior that compromises the well-being of a client or behavior that is disruptive to the normal operation of the fieldwork site.



### **Failure to Successfully Complete a Fieldwork Experience**

Level I. Failure to successfully complete a Level I fieldwork experience (BOTA 1112, 1312, or 2312) is grounds for disciplinary action up to and including administrative withdrawal or dismissal from the program.

Level II. Failure to successfully complete a Level II fieldwork experience (BOTA 2416 or 2426) results in a grade of No Credit for the course, and the student will be administratively withdrawn or dismissed from the program. The student may initiate the grievance process. Please refer to the general section of the BHCLR Handbook for information on the academic grievance process.

### **Postponement of a Fieldwork Experience**

Under special circumstances, such as medical situations/emergency, a student may apply for a leave of absence and be allowed to postpone a fieldwork experience. If possible, a postponement should be requested early, preferably before the site selection process occurs. If postponement is approved, the student must still complete all fieldwork experiences within eighteen months of completion of the didactic, academic portion of the program.

### **Refusal of a Fieldwork Placement**

Any student who refuses placement in a fieldwork experience will be administratively withdrawn from the program. No further fieldwork experiences will be provided and the student will not graduate. Fieldwork preferences are always taken into consideration but must be balanced by the availability and variety of placements needed to be in compliance with accreditation requirements.

### **After Hours Situations**

If a problem occurs after office hours and is urgent, the student should contact the AFWC via cell phone. If the AFWC cannot be reached, then the student should attempt to contact the Program Director via cell phone.

### **Professional Development and Fieldwork**

Professional behaviors constitute a significant portion of the criteria on which students are evaluated on Level II fieldwork using the FWPE. These behaviors include communication, self-directed learning, collaboration, response to feedback, work behaviors, time management, interpersonal skills, and cultural competence. Students participate in self-assessment, goal-setting, and feedback sessions with faculty in the area of professional development over the course of the program. Students should enter Level II fieldwork with clear goals in the area of professional development and graduate from the BHCLR-SOTA program with a clear awareness that professional development is a core component of becoming an effective occupational therapy practitioner.

### **Expectations of the Fieldwork Site**

1. Provide a jointly-planned, supervised program of fieldwork experience.
2. Maintain complete records and reports on each student's performance and provide an evaluation to the BHCLR-SOTA on official evaluation forms.
3. Request the BHCLR-SOTA to withdraw any student from their site whose performance is unsatisfactory, whose personal health status is a detriment to the student's successful completion of the assignment, or who shows personal characteristics preventing desirable relationships with the facility.
4. Provide equally to each student participating in the program any student arrangements and considerations mutually agreed upon by the BHCLR-SOTA and the Facility.
5. Upon reasonable request, permit the inspection of the fieldwork facilities, services available for fieldwork experiences, and other pertinent items.
6. Designate and submit in writing the name and credentials of the person responsible for the Fieldwork Education

Program in their facility.

7. Notify the BHCLR-SOTA, in writing, of any change in the Fieldwork Coordinator.

8. Treat the student as a trainee, not an employee or replacement for facility staff.

## **FIELDWORK COURSE REQUIREMENTS AND EVALUATION**

### **Level I Fieldwork**

#### **Course Syllabus**

A course syllabus is provided for each Level I fieldwork course. The syllabus will define the course objectives, course requirements, grading system, grading scale, and assignments for the course and will be reviewed with the student prior to placement in a Level I fieldwork experience. With each successive Level I fieldwork experience, students are expected to continually integrate new knowledge, building on previously learned skills and advancing toward entry level competency. Each fieldwork experience includes written assignments to be returned to the AFWC by a specified due date.

#### **Grading Criteria for Level I Fieldwork**

The fieldwork educator completes a Level I Fieldwork Evaluation based on the student's performance during the fieldwork experience, and should review this evaluation with the student at the midterm and on the last day of the fieldwork experience. Both the student and the Fieldwork Educator sign the evaluation. One copy should be kept by the site, one by the student, and the original sent to the AFWC after the final evaluation.

Students will complete an evaluation of the facility or experience (Student Evaluation of Level I Fieldwork Experience) and present it to the fieldwork educator on the last day of fieldwork. The information provides feedback for the fieldwork educator, fieldwork coordinator, School, facility, and AFWC regarding the experience. The evaluation should be presented to the fieldwork educator after they have given the student his/her evaluation. A copy should be left with the fieldwork educator and a copy returned to the AFWC as part of the fieldwork assignments. This evaluation will be utilized in the review of the Level I course content and structure by the AFWC. The student is encouraged to give an honest review of the fieldwork experience so any potential problems may be addressed.

*Grades are not to be discussed at any time with the fieldwork educator. Grades are assigned by the AFWC based on fieldwork evaluations and written assignments. It should be noted, however, the **student CANNOT pass the fieldwork experience if he/she does not attain a score of 77% or higher on the Level I Fieldwork Evaluation completed by the fieldwork educator. Likewise, the student cannot pass the fieldwork experience without submitting all written assignments to the AFWC on or before the due date.***

## Level I Fieldwork Course Objectives

1112: Level I Fieldwork I	1312 Level I Fieldwork II	2312 Level I Fieldwork III
	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>B.2.1</b>	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.2.1
Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors. <i>In partial fulfillment of B.3.2</i>	Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors. <b>B.3.2</b>	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. B.3.3
Reflect on scientific evidence as it relates to the importance of balancing areas of occupation. <i>In partial fulfillment of B.3.4</i>		Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to implement the intervention plan. <b>B.3.6</b>
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. <b>B.3.7</b>	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. <i>In partial fulfillment of B.3.7</i>	Use sound judgment in regard to safety of self and others, and adhere to safety regulations throughout the OT process as appropriate to setting and scope of practice. <i>In partial fulfillment of B.3.7</i>
Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills. B.4.2	Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills. B.4.2	Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills. B.4.2
		Utilize clinical reasoning to facilitate occupation-based interventions that address client factors, including interventions focused on promotion, compensation, adaptation, and prevention. <b>B.4.3</b>
	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. <i>In partial fulfillment of B.4.4</i>	Demonstrate the ability to develop intervention plans and strategies that are culturally relevant, reflective of current OT practice, and based on available evidence. <i>In partial fulfillment of B.4.4</i>
		Demonstrate ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy, given guidance and supervision. <i>In partial fulfillment of B.4.10</i>

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. <b>B.4.23</b>	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. <b>B.4.23</b>	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. <b>B.4.23</b>
Demonstrate the ability to observe and document OT services in appropriate documentation categories, including subjective, objective, assessment, and plan. <i>In partial fulfillment of B.4.29</i>	Observe and document occupational therapy services using appropriate documentation categories and emphasis on occupation. Documentation must effectively communicate the need and rationale for occupational therapy services, and must be appropriate to the context in which the service is delivered. <i>In partial fulfillment of B.4.29</i>	Demonstrate the ability to document occupational therapy services in a manner that reflects 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. Provide documentation that effectively communicates the need and rationale for occupational therapy services. <b>B.4.29</b>
Promote occupational therapy by educating other professionals, service providers, consumers, consumers, third-party payers, regulatory bodies, and the public. <b>B.7.3</b>	Promote occupational therapy by educating other professionals, service providers, consumers, consumers, third-party payers, regulatory bodies, and the public. <b>B.7.3</b>	Promote occupational therapy by educating other professionals, service providers, consumers, consumers, third-party payers, regulatory bodies, and the public. <b>B.7.3</b>
Identify personal and professional abilities and competencies as they relate to job responsibilities. <i>In partial fulfillment of B.7.4</i>	Identify personal and professional abilities and competencies as they relate to job responsibilities. <i>In partial fulfillment of B.7.4</i>	Identify personal and professional abilities and competencies as they relate to ongoing professional development. <i>In partial fulfillment of B.7.4</i>
Demonstrated knowledge of the signs and symptoms of child abuse and neglect; the legal requirements of the Child Maltreatment Act and the duties of mandated reporters under the act; and methods for managing disclosures	Demonstrated knowledge of the signs and symptoms of child abuse and neglect; the legal requirements of the Child Maltreatment Act and the duties of mandated reporters under the act; and methods for managing disclosures	Demonstrated knowledge of the signs and symptoms of child abuse and neglect; the legal requirements of the Child Maltreatment Act and the duties of mandated reporters under the act; and methods for managing disclosures

## Level I Fieldwork Requirements

The student must:

- Attend all classes
- Attend all fieldwork assignments.
- Participate in discussion during fieldwork meetings.
- Complete all written assignments.
- Demonstrate professional behavior at the fieldwork site and in the classroom.
- Receive a passing score on Level I Fieldwork Evaluation.
- Achieve a grade of “C” or higher for the course.
- Adhere to legal and ethical practice standards
- Complete Professional Development Self-Assessment & Goals

## Level I Fieldwork Evaluation Materials

Once the fieldwork site selection meeting is completed, all site assignments will be considered official and permanent. Written confirmation is sent to each site and includes materials for evaluation, information on the student’s prerequisite and co-requisite courses, and student objectives and assignments. Evaluations include both the student evaluation and the student evaluation of the fieldwork experience. All fieldwork sites should receive these materials both digitally and in hard copy form.

## Level II Fieldwork

### Course Syllabus

A course syllabus is provided with course objectives for Level II fieldwork. The student is under the facility's student program and any assignments are made on site by the fieldwork educator. The assignments should be outlined at the beginning of the fieldwork placement (type, due date, length, etc.). Many fieldwork placements require the student to complete an in-service or a case study. Some may require more onsite assignments than others. Students should not compare the amount of work from one site to another. Each placement has the privilege of determining what their Level II assignments will be. Expected student productivity will also vary by location. As a Level II student, you are expected to meet the individual facility's requirements. Finally, a fieldwork site may require a student to work a weekend, and alternate shift, or an alternate unit within the facility.

### Prerequisites for Level II Fieldwork Placement

Enrollment in the fieldwork experience is *not automatic*. The following requirements must be met before completing Level II fieldwork placement:

Student must have:

- successful completion of all on-campus course work
- cumulative GPA of 2.5 or better;
- current CPR certifications/health and safety documents;
- approval of the faculty

### Grading Criteria for Level II Fieldwork

Level II Fieldwork is scored using the Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student (FWPE). The student receives a copy of the items prior to beginning Level II fieldwork and also has a syllabus explaining the requirements for a passing score.

The FWPE has designated sections for mid-term and final scores. The fieldwork educator should conduct a mid-term evaluation using this tool. If it is not planned or does not occur, it is the responsibility of the student to request that this process occur. It is also the student's responsibility to complete the Level II Fieldwork Midterm Feedback Form and turn it in to the AFWC at the end of the fourth week. All items on the FWPE must be scored in order for the student to pass. A sum score of 91 or higher is the required score for passing. A student must also receive a score of 3 or higher on the following items:

-Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations.

-Adheres to safety regulations and reports/documents incidents appropriately

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

in order to receive a passing score on the FWPE

In addition to the midterm and final evaluations using the FWPE tool, students and fieldwork educators should also complete written reviews at the end of weeks two and six using the BHCLR-SOTA Fieldwork Review Form (see appendix). It is the responsibility of the student to initiate this process and to fax the completed form to the AFWC by close of business Friday of weeks two and six of each fieldwork experience. Students should self-assess using a copy of the form prior to meeting with their fieldwork educator.

Upon completion of each 8-week fieldwork experience, the student should expect to have a closing conference with the fieldwork educator in which the completed FWPE is reviewed. The student, in signing the document, may or may not agree with its content. BHCLR - SOTA must have a completed official evaluation form submitted before the final grade can be submitted.

When the student has met all the requirements for BOTA 2416 and 2426 and received a passing grade on each FWPE, they will receive a grade of Credit for each respective fieldwork course. A student who receives a failing grade on the FWPE receives a grade of No Credit for that course. Please refer to *Failure to Successfully Complete a Fieldwork Experience* for further information.

### **Student Evaluation of the Level II Fieldwork Experience**

Students will complete a multi-page evaluation of the facility and the BHCLR - SOTA academic program at the end of each Level II fieldwork experience. This detailed evaluation provides feedback to the fieldwork site regarding the student's experiences. The fieldwork sites use the comments from this evaluation to determine any changes or adjustments that should be made to the student educational program. The School reviews the evaluation to determine how the facility is meeting the fieldwork objectives and how the academic coursework prepared the student for the fieldwork experience. The student should give this form to the fieldwork educator AFTER the FWPE has been completed. One copy may be left for the facility and the original must be turned in to the AFWC. After a review is completed, the evaluation is placed in the fieldwork notebooks in the BHCLR - SOTA office for the next group of students to read. Personal identifiers may be removed at the discretion of the AFWC. Any questions regarding the site or fieldwork educator should be addressed to the AFWC.

### **Level II Fieldwork Course Objectives**

1. Student will assume responsibility for professional behavior and growth.
2. Student will meet standards of the fieldwork site for ethical practice and behavior, uphold the Baptist Health Values, and adhere to the OT Code of Ethics.
3. Student will modify behaviors in response to feedback by a fieldwork educator.
4. Student will take initiative for exploring new learning opportunities.
5. Student will observe all policies and procedures, rules and regulations of the fieldwork site and BHCLR-SOTA to assure patient/client safety.
6. Student will gather all necessary, relevant information prior to patient/client interventions.
7. Student will communicate effectively with clients, families, significant others, and service providers.
8. Student will complete all documentation accurately, concisely, and in a timely manner.
9. Student will collaborate with the occupational therapist in the evaluation/screening and intervention planning process as appropriate to the fieldwork setting.
10. Student will select, implement and modify interventions that are client-centered and occupation-based, utilizing the skills of activity analysis and therapeutic use of self.
11. Student will select and implement interventions based on a frame of reference(s) which will be most effective in maximizing patient performance and achieving established goals.
12. Student will provide occupational therapy services that address the psychological and/or social needs of the client.
13. Student will articulate the rationale for discontinuation of services, discharge planning and follow-up progress.
14. Student will attend all meetings as directed by the fieldwork educator.
15. Student will assume full patient/client caseload, as defined by the fieldwork site, by the end of the experience.
16. Student will develop entry-level competencies by the end of the fieldwork experience as defined by achieving a minimal passing score or above on the AOTA Level II FWPE for the OTA.

### **Level II Fieldwork Course Requirements**

The student must:

- Participate in the fieldwork experience for the assigned eight weeks.
- Prepare assignments as designated by the fieldwork educator.
- Participate in any assigned learning experiences available at the facility or in the surrounding community.
- Meet or exceed course evaluation requirements as indicated on the FWPE.

- Complete and return written reviews at weeks two and six.
- Complete and return Mid-term Feedback Form.
- Complete and submit FWPE
- Complete and return signed Student Evaluation of Fieldwork Experience

### **Level II Fieldwork Evaluation Materials**

Evaluation materials will be provided for each Level II fieldwork placement. These materials are part of the student's professional portfolio. Students should share these materials with the fieldwork educator upon arrival at the fieldwork placement. Instructions for completion and return of forms will be sent directly to the fieldwork coordinator.

### **FINAL MESSAGE**

Throughout the 21 months in the BHCLR-SOTA program the fieldwork experiences assist the student in becoming more than just a student — they help the student grow into a professional. The successive fieldwork experiences are a part of a process of learning and developing the skills needed to take one's place in the occupational therapy profession. As the AFWC, I am pleased to be involved in this journey for each student. Do not hesitate to ask questions about any aspect of the fieldwork experience. Make wise decisions using all possible resources. Keep the lines of communication open and most importantly, strive to be flexible and maintain a positive outlook

