



**Baptist Health College
Little Rock**



Baptist Health College Little
Rock
School of Occupational
Therapy Assistant

JULY 1, 2025 – JUNE 30, 2026

11900 Colonel Glenn Road
Little Rock, AR 72210
Phone: 501-202-6200
www.bhclr.edu

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.**

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

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Operated by: Baptist Health Medical Center- Little Rock

Baptist Health College Little Rock-

School of Occupational Therapy Assistant

Student Handbook

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SCHOOL OF OCCUPATIONAL THERAPY ASSISTANT

Your Journey to Becoming an OTA Starts Now!

A warm welcome to BHCLR! We're excited that you've chosen us to kickstart your career as an **Occupational Therapy Assistant**. Over the next 21 months, you're going to experience personal and professional growth as you master the core principles of occupational therapy and put them into practice during your coursework and experience in fieldwork.

Consider this Student Handbook a helpful resource for navigating the BHCLR-SOTA program. It outlines the expectations for your classroom studies, laboratory sessions, and fieldwork placements, along with how we'll track your development throughout the program.

We're genuinely delighted you're here and are looking forward to guiding you as you develop into a confident and capable occupational therapy assistant!

Sincerely,

The BHCLR-SOTA Team:

Melissa Ross Bowen, MDiv, OTD, OTR/L, Program Director
Sarah E. Harper, MS, OTR/L, Academic Fieldwork Coordinator
Anna High, BS, COTA/L, Adjunct Faculty
Kristen Roberson, BS, COTA/L, CKTP, Adjunct Faculty
Rachel Wolfe, BS, COTA/L, Adjunct Faculty

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 Division 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 entry-level competency, professionalism, and personification of the BH values..

The faculty of BHCLR-SOTA believe the purpose of the school is to shape the health of Arkansans by educating and mentoring occupational therapy assistants with excellence and Christian compassion.

The President of BHCLR has overall administrative authority and responsibility for all schools and employee development within the college. 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 fieldwork supervision. The Program Director and faculty also plan, implement, and evaluate the total program of study in accordance with the Arkansas Division of Higher Education, the Accrediting Bureau for Health Education Schools and the Accreditation Council for Occupational Therapy Education.

A competent occupational therapy assistant graduate should possess entry-level competency and be committed to life-long learning. They should possess the skills to operate effectively as a member of an interprofessional team and demonstrate an understanding of how their practice context impacts their professional role.

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.”

The mission of the Baptist Health College Little Rock- School of Occupational Therapy Assistant

is to educate and mentor 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

BHCLR aligns with BH's Values and Code of Ethical Conduct. Service, Honesty, Respect, Stewardship, and Performance form the framework for all school operations.

PHILOSOPHY

The Baptist Health College Little Rock- School of Occupational Therapy Assistant's educational philosophy aligns with the Belief, Mission, Vision, Values and Code of Ethical Conduct of the Baptist Health System and the philosophical base of occupational therapy:

“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).

BHCLR-SOTA believes humans are dynamic beings that exist for the purpose of love and service to God and their fellow beings. This purpose is fulfilled through the myriad roles and occupations in which humans engage. We agree with Peloquin's (2005) assertion occupation fosters dignity, competence, and health. We also recognize the roles one fulfills and engagement in occupation are shaped by the physical and social environment and there is a need to broaden our response to intervention to develop, modify, and adapt not just occupations, but the environments in which individuals function. We are striving to recognize our own professional biases and recognize the value in moving from a strengths-based approach to a cultural model of disability (Patten, 2023). We believe the field of occupational therapy has a responsibility to educate on ableism and disability justice and commit to examining our professional biases. We

believe it is our responsibility to teach others to value all lives and to honor the impact of an individual's values on their desired occupations. As occupational therapy assistants, Christian compassion should guide us 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." (Baptist Health Belief Statement)

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

Fink's Taxonomy of Significant Learning (Fink, 2003) offers an educational framework designed to foster transformative and lasting change in students. This framework affords students the opportunity to approach material at various levels, or layers, of learning. Material is introduced in foundational knowledge, applied through creative, critical, and practical thinking, and integrated with other material as students develop the capacity for professional reasoning and providing collaborative client care.

The taxonomy also incorporates crucial learning components not typically found in traditional educational frameworks. These include "learning how to learn," the "human dimension" which cultivates professional development and identity, and the "caring dimension" which engages students' values and interests, allowing them to fully invest their energy and motivation into the learning experience. Significant learning experiences include student participation in a holistic approach to active learning and receiving and responding to formative feedback.

Faculty responsibility in the learning process

It is the responsibility of the faculty to provide learning experiences that challenge students to significant kinds of learning through active learning experiences. Faculty should demonstrate care about the subject, the students, and the teaching/learning process as well as the ability to

interact well with students. Faculty should also provide experiences that incorporate a good system for feedback, assessment, and grading. (Fink, 2003). The faculty believes that they are responsible for designing learning experiences that build upon one another and allow for a layered learning experience in which students frequently revisit foundational and applied knowledge in order to integrate it for use in the practice setting.

Faculty approach the teaching learning process with a holistic emphasis on active learning by challenging students to take an active role in accessing information and ideas, doing and observing experiences, and reflective dialogue with themselves, their peers, and faculty. Faculty model a care for the profession and clients, consider how best to foster self-directed learning, and promote the development of professional identity in the learning experiences they provide. This emphasis on holistic active learning, professional development and applying material through professional reasoning anchors the BHCLR-SOTA program.

It is the responsibility of the faculty to encourage students to engage in self-directed lifelong learning. This begins with teaching information literacy, promoting evidence-based study practices, and using transparency in teaching and learning. Students learn the value of evidence-based practice and how to access information for practice and the development of continuing competency. Learning how to learn and developing an ethos of lifelong learning are directly related to the development of professional identity and a sense of care for the profession and clients. Faculty model continuing competency and advocacy through active participation in state and national professional organizations.

Faculty members should recognize and address cultural factors within the classroom and local community. They are also tasked with designing educational opportunities and providing a learning environment that foster students' understanding, involvement, and knowledge of cultural humility.

Occupational therapy assistant educators are essential resources for OT/OTA role delineation and collaboration in both the OT and general healthcare communities. They should embody the behaviors, values, ethics, attitudes, and culture fundamental to occupational therapy. A robust understanding of the profession's history and future is critical.

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 they are equipped with the knowledge of resources that will enable them to locate and use such needed knowledge. Furthermore, an educated individual should possess foundational knowledge that will serve as a base as 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 should reflect a holistic approach. A holistic approach allows the student to see a broader perspective through exploration and examination of multifaceted issues and ideas. 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
- Fink, L.D. (2003). Creating significant learning experiences: An integrated approach to designing college courses. San Francisco: Jossey-Bass.
- Patten, K.K. (2023). Finding our strengths: Recognizing professional bias and interrogating systems. *American Journal of Occupational Therapy*, 76, 7606150010. <https://doi.org/10.5014/ajot.2022.076603>
- Peloquin, S.M. (2005). Embracing our ethos, reclaiming our heart. *American Journal of Occupational Therapy*, 59, 611-625. <https://doi.org/10.5014/ajot.59.6.611>

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 entry-level competent occupational therapy assistant graduates for Arkansas employers, including the supporting institutions and the broader community. This commitment is realized through upholding high standards of didactic education, fieldwork, and

professional development for students.

STANDARDS

OCCUPATIONAL THERAPY CODE OF ETHICS

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). *The American Journal of Occupational Therapy*, 2020, Vol. 74(Supplement_3), 7413410005p1–7413410005p13.
<https://doi.org/10.5014/ajot.2020.74S3006>

BAPTIST HEALTH CODE OF ETHICS

As a member of the Baptist Health community, 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 community 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 Baptist Health College Little Rock School of Occupational Therapy Assistant Pin, created in 2007, is presented at graduation. It is a symbol of the graduate's dedication and compassion as an occupational therapy assistant. The swiss cross represents a commitment to promoting wholeness and wellness for all, while the hands signify the healing and hope our graduates bring to those they serve. A more detailed history and explanation of the symbol of the Swiss cross can be found in the BHCLR catalog.

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 Division 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
7501 Wisconsin Ave., Suite 510E
Bethesda, MD 20814
Phone 301 652-AOTA
Web address: www.acoteonline.org

Arkansas Division of Higher Education
101 E. Capitol Ave, Suite 300
Little Rock, AR 72201
Phone 501 371 2000

Accrediting Bureau of Health Education Schools (ABHES)
6116 Executive Blvd., Suite 730
North Bethesda, MD 20852
Phone 301 291 7550
E Mail info@abhес.org

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 examination. A felony conviction may affect a graduate's ability to sit for the NBCOT 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 and 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 |
| Mike Perkins, MS, MHSA | President, BHMC-LR |
| Karen James, PhD, OTR/L, CAPS | Interim President Dean of Allied Health Professions |
| Jamie Clark, EdD, MBA | Coordinator, Campus & Financial Services |

FACULTY AND STAFF

| | |
|--|--------------|
| Melissa Ross Bowen, MDiv, OTD, OTR/L (Program Director) | 501-202-7770 |
| Sarah Harper, OTR/L (Assistant Professor, Academic Fieldwork Coordinator) | 501-202-7913 |
| Kristen Roberson, COTA/L, CKTP (Adjunct Faculty) | 501-202-7708 |
| Anna High, COTA/L (Adjunct Faculty) | 501-202-7909 |
| Rachel Wolfe, COTA/L (Adjunct Faculty) | 501-202-6200 |
| Chaplain P. Hope Coleman, PhD (Academic and Spiritual Counselor) | 501-202-7721 |
| Charissa Nickles (Admissions Support Staff) | 501-202-7740 |

FACULTY

Melissa Ross Bowen, MDiv, OTD, OTR/L-B.S., University of Tennessee, 1990; M.S., University of Memphis, 1997; M.Div., Phillips Theological Seminary, 2010; OTD, University of Kansas, 2022; position year 2012.

Sarah Harper, OTR/L-Bachelor of Health and Behavioral Science, University of Central Arkansas, 2013; Masters of Occupational Therapy, University of Central Arkansas, 2015; position year 2024

Anna High, COTA/L-AAS-UA-Pulaski Technical College/Baptist Health College Little Rock, 2014; BS in Political Science, University of Arkansas Little Rock, 2009; position year 2025

Kristen Roberson, COTA/L, CKTP-AAS-UA-Pulaski Technical College/Baptist Health College Little Rock, 2020; BA in Criminal Justice, BA in World Languages-Spanish, 2015; position year 2024

Rachel Wolfe, COTA/L-AAS-UA-Pulaski Technical College/Baptist Health College Little Rock, 2014; BS in Behavioral Health Science, 2010; position year 2016

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 (*Professional development, Critical thinking/clinical reasoning*)
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 (*Professional development, Experiential learning, Critical thinking/clinical reasoning*)
3. Have achieved entry level competence through a combination of academic and fieldwork education (*Professional development, Experiential learning, Critical thinking/clinical reasoning*)
4. Be prepared to work under the supervision of and in cooperation with the occupational therapist (*Professional development, Experiential learning*)
5. Be prepared to utilize the occupational therapy process to create and provide client-centered services in community, medical, and rehabilitation practice settings. (*Experiential learning, Critical thinking/clinical reasoning*)
6. Be prepared to be a lifelong learner and keep current with best practice (*Professional development, Experiential learning, Critical thinking/clinical reasoning*)
7. Be prepared to use the AOTA Code of Ethics and AOTA Standards of Practice, state and federal legislation, and the Baptist Health Code of Ethical Conduct to guide ethical

decision making (*Professional development, Experiential learning*).

PROGRAMMATIC ACCREDITATION STANDARDS

The faculty are responsible for planning, implementing and evaluating the program of study in accordance with standards from the Accreditation Council for Occupational Therapy (ACOTE) of the American Occupational Therapy Association (AOTA). ACOTE determines minimum standards for occupational therapy assistant programs, and these standards are reflected in the course objectives in each course syllabus. Successful completion of the objectives in each course leads to fulfillment of the School's terminal competencies.

ESSENTIAL FUNCTIONS

Essential functions, as established by the school, are skills, abilities, and competencies that must be demonstrated by a student on admission and throughout the program. Baptist Health College's professional healthcare education program expects each student to attain and integrate the necessary knowledge and skills, combined with the development and application of sound judgment, to successfully provide semi-autonomous and collaborative care for individuals within the scope of practice defined by their program of study.

In order to progress as a student in Baptist Health College Little Rock (BHCLR) - School of Occupational Therapy Assistant and successfully complete the course of study to become a healthcare professional, a student must demonstrate each of the required Essential Functions. Satisfactory demonstration of the Essential Functions signifies that a student meets the academic requirements and possesses the technical skills to engage in educational activities in the classroom and clinical setting in a manner that would not pose a danger to other students, patients, or the public.

The following Essential Functions are required of students throughout enrollment in the program:

OBSERVATION:

I am able to see and read printed materials including but not limited to, clinical documents, course materials, and computer screens.

I am able to visually observe patients and the patient's environment.

I have good vision, or require the use of glasses/contacts and wear them when necessary.

SPEECH / HEARING:

I am able to speak clearly and be understood.

I am able to hear and interpret voices as well as loud, soft, or muffled sounds.

I am able to use the telephone, call light/intercome speakers, take verbal orders, and hear emergency alarms.

PHYSICAL ABILITIES / FINE MOTOR TOUCH:

I am able to walk, lift in excess of 50 lbs, push, pull, reach, sit and stand for long periods of time when necessary, and use both hands simultaneously.

I am able to move freely from one location to another, walk at a fast pace, utilize safe body mechanics, transfer classmates and clients, deliver patient treatment, and perform cardiopulmonary resuscitation and client evacuation.

I am able to move heavy objects by bending, stooping, reaching or moving side to side.

I am able to use my fingers for fine motor dexterity and manipulating small objects, etc.

I am physically able to work on or with evaluation equipment following proper training.
I have physical use of all of the following: fingers, hands, arms, feet, legs, back and neck.
I am able to 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. I can implement safety and infection control room maintenance, inventory, and maintain equipment and supplies.
I am able to use a stethoscope, wheelchair, stretchers, emergency equipment, paging system, fax machine, and operate equipment in the laboratory and fieldwork setting.

INTELLECTUAL / CONCEPTUAL / COGNITIVE:

I am able to do basic mathematical calculations (add, subtract, multiply, divide).
I am able to comprehend and process verbal and written information.
I am able to recognize emergency situations and take appropriate actions as taught.
I am able to organize and prioritize job tasks.

COMMUNICATION / BEHAVIOR:

I am able to read and write.
I am able to verbally communicate in the English language.
I am able to legibly communicate in writing using the English language.
I am able to assess or interpret non-verbal communication such as facial expressions, hand signals for help, etc.
I am able to demonstrate and maintain psychological and emotional stability.
I am willing and able to behave in a professional and respectful manner.
I am willing and able to comply with the Baptist Health Values: Service, Honesty, Respect, Stewardship and Performance.
I am willing and able to follow all expectations, policies and procedures outlined by the college.
I am able to follow organizational policies which maintain safety for patient(s), 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 observes 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 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 3.50-3.74 and High Honors 3.75- 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 written examination may 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 didactic course.

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.

Competency in all laboratory skills must be satisfactorily demonstrated in order for students to successfully complete the course. Students who do not achieve a minimum of 77% on practicums will be offered the opportunity to remediate them, for a maximum score of 77%. 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 is unsuccessful on the comprehensive program exam will be subject to remediation and will not be allowed to begin Level II fieldwork until terms of the remediation 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 | 90 - 100 | 4 |
| B | 80 - 89 | 3 |
| C | 77 - 79 | 2 |
| D | 70 - 76 | 1 |
| F | Below 70 | 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. Professional development
4. Study habits
5. Test taking
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, he/she is to schedule a meeting with the associated faculty within 1 week of receiving a failing grade.

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 a 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 expenses associated with make-up grading, fieldwork 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. Successful 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. Fulfill progression and promotion criteria
3. Completion of the Graduate Clearance Form and process

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.
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 and 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, including possible disciplinary action, as determined by the Program Director and faculty in accordance with policy.
5. Unreported absences from a learning experience will result in the following disciplinary actions:

- 1st unreported absence=written counseling
- 2nd unreported absence=written warning
- 3rd 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. It is the responsibility of the student to initiate a conference with the instructor to discuss any make-up assignments. Faculty are not responsible for initiating 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 may be 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 canceled 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. Students in Level I fieldwork should follow BHCLR weather policy and communicate such with their fieldwork educators. Students enrolled in Level II fieldwork are expected to follow the inclement weather policy of their assigned facility.

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.

Early Dismissal:

In the event that weather conditions deteriorate during normal business hours, BHCLR may make the decision to close the campus early. Factoring into this decision will be road conditions and other school closures in the Little Rock metropolitan area (Pulaski, Faulkner, Saline, Lonoke and Perry counties). Students will be dismissed from classroom, skills laboratory and clinical learning experiences. In the event that all face-to-face 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 will close for on-ground business. In the event of a morning dismissal, transition to virtual/online instruction for the afternoon will be at the discretion of the program leadership.

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.

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 professional 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. Dr. Martin Luther King, Jr. Day
3. Spring Break (one week)
4. Memorial Day
5. Independence Day July 4th
6. Labor Day

7. Fall Break (week of Thanksgiving)
8. Christmas Break (approximately four weeks)

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

FALL 2025

| | |
|---|----------------|
| Orientation (1 st year students) | August 8 |
| Classes begin | August 18 |
| Labor Day, No Class | September 1 |
| Thanksgiving holidays (Fall Break) | November 25-29 |
| Classes End | December 12 |

SPRING 2026

| | |
|---------------------------------|-------------|
| Level II Fieldwork I | January 5 |
| Dr. Martin Luther King, Jr. Day | January 19 |
| Classes begin | January 21 |
| Level II Fieldwork II | March 10 |
| Spring Break | March 23-27 |
| Classes End | May 7 |
| UAPTC Commencement | May 16 |
| BHCLR Commencement | TBD |

****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. Visible piercings on other body parts i.e. tongue, eyebrow, nose are not allowed.
3. Small, conservative necklaces may be worn. However, long chains and other dangling jewelry is not allowed

TATTOOS: Tattoos must not be visible above the collar in the clinical area.

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 the 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 receptionist at the front desk, 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 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.

ACADEMIC DISHONESTY

Academic dishonesty is in direct opposition to the Baptist Health Code of Ethical Conduct and the Baptist Health Values. Academic dishonesty of any type is unacceptable and will result in corrective action, up to and including dismissal. Academic dishonesty may include, but is not limited to, cheating, plagiarism, fabrication, and unauthorized collaboration to gain an academic advantage. All college assignments must reflect a student's own work and avoid improperly using another individual's intellectual property and/or Artificial Intelligence (AI), such as, but not limited to, ChatGPT.

Plagiarism is the practice of taking or submitting the work of another as one's own without proper acknowledgment; therefore, a student who fails to give appropriate credit for ideas or material taken from another, whether fellow student, other or resource writers, is guilty of plagiarism.

Cheating is dishonesty of any kind on examinations and written assignments such as: unauthorized possession of course examinations, possessing notes or other cuing such as information from AI or electronic devices during an examination, obtaining information during an examination from another student (includes but not limited to looking at/on answer sheet of another student, text messaging and so forth), or assisting others to cheat. Complete honesty is required in the presentation of all course work. This applies to examinations, written and computerized work, reports, papers and any other course activities.

ARTIFICIAL INTELLIGENCE

AI refers to an artificial intelligence technology that synthesizes new versions of text, audio, or visual imagery from large bodies of data in response to user prompts. AI models can be used in stand-alone applications, such as ChatGPT or Bard.

Personal electronic devices (PEDs) are portable, battery-powered devices used for communication, data processing, and entertainment.

BHCLR administration and faculty have authority to establish guidelines for the use of AI and personal electronic devices within all BHCLR facilities. This authority extends to any location on the BHCLR campus, all Baptist Health (BH) or affiliated clinical facilities, and any location utilized for BHCLR learning or meeting purposes.

1. Use of AI in the classroom setting:
 - a. Use of AI, including but not limited to smart glasses, in the classroom setting is prohibited. Students wishing to audio record a lecture must receive prior approval from the faculty and must utilize a standard recording device that does not have AI features.
 - b. If faculty wish to use AI during selective learning experiences, such use will be defined by the faculty and will apply only to that defined experience. Faculty have the authority to define acceptable use of AI as well as the authority to require students to discontinue use of AI at any time.
 - c. Use of AI during quizzes and exams is strictly prohibited.
2. Use of AI in the skills lab setting
 - a. Because the skills lab setting is preparing students for the clinical setting, the use of AI is prohibited while in the skills lab and during skills lab learning experiences.
3. Use of AI in the clinical setting:
 - a. Use of any AI in the clinical setting, including simulation settings, is prohibited.
 - b. The clinical setting is defined as anywhere on the premises of the clinical site, including but not limited to patient care areas, visiting areas, cafeteria, break rooms, nurses stations, etc.
 - c. Students are prohibited from using AI to generate or complete any clinical documentation including history and physicals and any other patient records. Student clinical documentation must be directly authored by the student.
4. Use of AI for coursework:
 - a. AI may be used for assignments at the discretion of the faculty and must follow guidelines as set forth by the faculty including
 1. Acknowledged use of AI to complete the assignment and
 2. Citation of AI sources used for the assignment.
 - b. Students are solely responsible for reliability, accuracy and quality of any information obtained from AI.

5. Students are required to adhere to the guidelines outlined in this policy as well as any other form of instruction provided by faculty or BHCLR academic leaders. Failure to do so can result in disciplinary action.

Personal Electronic Devices

1. Personal electronic devices may never be used to capture, store or transmit protected health information. Students who violate this policy are subject to corrective action up to and including immediate dismissal.
2. The utilization of personal electronic devices to exhibit or transmit to fellow students, faculty, or staff of BHCLR materials deemed obscene, offensive, or sexually suggestive, including text messages, photographs, or videos, is strictly forbidden. Any student found to be in violation of this policy will be subject to corrective action up to and including immediate dismissal.
3. Any BHCLR or BH employee has the authority and discretion to refuse to be audio or video recorded or in situations where audio or video recording is in progress to require that it be discontinued. This authority extends to any location on the BHCLR campus, all Baptist Health (BH) or affiliated clinical facilities, and any location utilized for BHCLR learning or meeting purposes.
4. Students are not permitted to use personal electronic devices to capture photos or video/audio recordings of other individuals, including BHCLR employees and students, without their consent.

Discipline Associated with Misuse

Misuse of AI tools or personal electronic devices may result in corrective action up to and including immediate dismissal.

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 president 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 the 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).

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 professional advocacy at the state level & professional development opportunities, including 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

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

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

2025-2026

IMPORTANT CONTACT INFORMATION

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OVERVIEW OF FIELDWORK

Fieldwork Philosophy

Fieldwork is the fun part! It allows you to begin transitioning from student to practitioner. Through hands-on experiences, you will apply knowledge and theories you learn in the classroom and develop clinical reasoning. You should have the opportunity to learn and practice new skills. Under the guidance of experienced occupational therapy practitioners and other qualified professionals, you will begin to develop your identity as an OT professional. In the interest of your development as an entry-level, generalist practitioner, you will have the opportunity for fieldwork placements in rehabilitation, medical, and community models and across the lifespan.

Accreditation Standards

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 professional who serves as a role model. ACOTE divides fieldwork experiences into two distinct components: Level I and Level II Fieldwork experiences.

Level I Fieldwork:

Overview. The primary objectives of Level I Fieldwork are to introduce students to OT practice and allow them to apply their knowledge practically through experiential learning. Active participation, rather than mere observation, is emphasized for effective learning. However, it's important to note that independent performance is not the focus of these experiences. Qualified personnel provide supervision for the students. This qualified personnel can include certified occupational therapy practitioners, psychologists, physician assistants, teachers, social workers, and physical therapy practitioners. Structured classroom assignments are provided to aid reflection and integration of classroom and fieldwork experiences.

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. Students are required to complete one fieldwork experience with a primary focus on the role of OT practitioners addressing behavioral health. This placement will occur in semesters II or III. Students are assigned to Level I Fieldwork I, II, and III fieldwork experiences by the Academic Fieldwork Coordinator.

In the semester in which the student completes their behavioral health fieldwork experience, they will complete one half of the fieldwork course in a medical, rehabilitation or community-based fieldwork setting and the second half in a psychosocial setting. Students will also participate in ten hours of classroom seminar.

Evaluation and Grading.

A course syllabus is provided for each Level I fieldwork course. It defines 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 integrate new knowledge, build on previously learned skills, and advance toward entry level competency. Each fieldwork experience includes written assignments.

Evaluations include both the student evaluation and the student evaluation of the fieldwork experience. All fieldwork sites receive these materials both digitally and in hard copy form. *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 must attain a score of 77% or higher on the Level I Fieldwork Evaluation completed by the fieldwork educator to successfully pass the class.

Once assigned, all fieldwork placements will be considered official and permanent. Confirmation is sent to each site and includes materials for evaluation, information on the student's prerequisite and corequisite courses, and student objectives and assignments.

Level II Fieldwork

Overview. Level II fieldwork consists of two eight-week full-time fieldwork placements. These placements will be supervised by a licensed occupational therapist or occupational therapy assistant with at least one year of experience. 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. They are designed to promote professional reasoning and reflective practice based on occupational therapy philosophy, roles, and evidenced-informed practice. These experiential learning opportunities aim to instill essential values and beliefs for ethical and safe practice. Furthermore, they serve as a growth opportunity to inform students in their continued development of professional identity. Finally, these experiences facilitate the advancement and practical application of critical evaluation and intervention techniques within 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. Level II fieldwork is graded on a Credit/No Credit basis. 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.

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.

A course syllabus is provided with course objectives for Level II Fieldwork. As part of the fieldwork site's student program, the student may be given extra assignments. 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. 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.

Evaluation and Grading.

Level II Fieldwork is scored using the Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student (FWPE), a document created by AOTA. The FWPE includes both mid-term and final scores. The fieldwork educator should conduct a mid-term evaluation, as well as final 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. 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 the final FWPE. A student must also receive a score of 3 or higher on the following items in order to receive a passing score on the FWPE :

- 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 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. Students must also complete a comprehensive facility evaluation, otherwise known as the Student Evaluation of the Level II Fieldwork Experience, or SEFWE, at the conclusion of the 8 week experience. This evaluation provides essential feedback to fieldwork sites, detailing the student's experiences. Sites use this feedback to identify necessary program adjustments. Our program reviews these evaluations to assess the facility's effectiveness in meeting objectives and the academic program's preparation of students for fieldwork.

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 and SEFWE are reviewed. The student, in signing the document, may or may not agree with its content. The evaluation form must be 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.

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 (or other qualified professional for Level I fieldwork) 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 AFWC's 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 BHCLR standard contract. Some sites may have additional requirements or special circumstances which require a different contractual agreement; all students will review the contract in the fieldwork notebooks prior to beginning the Level II fieldwork experience.

Fieldwork Website

The OTA Fieldwork Website was created for students and provides information on various clinical sites. The website is organized by setting and contains a signed contract, a current Fieldwork Data Form, previous student evaluations of the site, and other information provided to the school by each 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 website is maintained by the AFWC and can be reached by

following this link: <https://reaganhinsley3.wixsite.com/bhclr-ota-fieldwork>

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 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. Fieldwork experiences taking place at affiliating fieldwork sites provide no reimbursement to the facilities or the fieldwork supervisors.

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. Information on each site can be found on the Fieldwork Website. 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 healthcare 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 acute rehabilitation centers may qualify as medical models 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 are provided with 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 the 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 and communication preferences.

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 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. More information on personal liability insurance can be found on the BHCLR website.

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. 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.

Students are to report all incidents or accidents and all blood or mucosal exposures to the fieldwork educator and comply with all fieldwork site 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. Resources may be found on the BHCLR website. The student will be responsible for obtaining personal coverage if required by the fieldwork site.

There is a student resource available to provide you and/or your family with professional assistance for emotional well-being. Please contact the AFWC for this information.

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.

Immunizations. Students are to provide documentation of current Tuberculin skin tests and required immunizations by the first day of class. Immunizations and testing must remain current throughout enrollment. Failure to provide proof of current immunizations and testing may result in suspension from campus and college activities. Information and policies regarding specific immunizations and testing can be found on the BHCLR website. Please be advised that some fieldwork sites may require immunizations or testing beyond those required by BHCLR policy. The student should abide by the policy of the fieldwork site in those instances.

HIPAA Training and Confidentiality

Students are educated on entry regarding compliance with the Health Insurance Portability and Accountability Act.

Confidentiality should be maintained throughout the fieldwork experience. Failure to maintain confidentiality is grounds for removal from a fieldwork placement and receiving a failing grade for the course. Students should also respect 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 complete Child and Adult Maltreatment Registry Checks prior to entry in the program. 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 remain current.

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, with the exception of no BHCLR t-shirts during fieldwork. Full scrubs should be worn on Level I fieldwork. 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 contact the fieldwork educator in the manner they prefer and include the Academic Fieldwork Coordinator on the text or email. 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 the 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 and may be rescheduled. Students should not 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, Level I fieldwork students should contact their fieldwork educator and include the AFWC on the communication.

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 (same communication) 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. Students may check their cell phones during lunch hour or while on an official break. Students should not 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 Media 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 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 media 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 catalog for information on the academic grievance procedure.

Postponement of a Fieldwork Experience

Under special circumstances, such as medical situations/emergency, a student may request approval to withdraw from BHCLR and apply for re-entry to complete a fieldwork experience. If this arrangement 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. If the AFWC cannot be reached, then the student should attempt to contact the Program Director.

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 in Level I fieldwork courses. 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. Be responsible for the organization, administration, staffing, operating and financing of its services and the maintenance of standards accepted for efficient management by the appropriate accrediting body and operated in accordance with acceptable health care standards.
2. Provide appropriate personnel to serve as fieldwork educators for Participants in the Program.
3. Provide the use of appropriate services, facilities and equipment as needed by the educational programs.
4. Assume no professional or financial liability for injury to Participants except that which might be accrued as rights as a member of the public; the Facility will make emergency treatment available

to Participants for injuries and illnesses which may occur at the Facility at the time that such Participants are participating in the fieldwork education program.

5. Accept from the Program the number of Participants that qualified staff, time and space permit.
6. Devise ways for coordination so that all programs may have maximum benefit of learning experiences, where multiple educational programs exist.
7. Be responsible for informing personnel regarding the rights and privileges of the Programs' Participants.
8. Participants will receive instruction and orientation as to Facility policies, including HIPAA, and may be required to execute an agreement to comply with same.

FINAL MESSAGE ON FIELDWORK

The journey ahead into fieldwork is undoubtedly exciting. It's where the classroom knowledge transforms into real-world practice, where you'll see your future as an Occupational Therapy Assistant unfolding right before your eyes.

It's natural to feel a mix of emotions right now. Excitement, yes, but also perhaps some anxiety and apprehension. That's perfectly normal. Stepping into fieldwork means stepping into new environments, new challenges, and new ways of applying your skills. It's a significant step, and it's okay to feel a little overwhelmed.

Please know that you are not alone in this. We, the faculty, are here for you every step of the way. Our goal is to prepare you thoroughly before you embark on your fieldwork journey, to support you during those intense weeks, and to help you process and reflect on your experiences afterward. We understand the journey you are about to take, and we are excited to walk alongside you.

Fieldwork is an opportunity to learn, grow, and discover your strengths. You'll make connections, build confidence, and gain invaluable insights that will shape your future as an OTA.

We can't wait to see you thrive in these experiences. Get ready to embrace the challenges, celebrate the victories, and create meaningful impacts on the lives of those you will serve. We are genuinely looking forward to going on this journey with you!