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# **SANTA ANA COLLEGE**

## **OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

### **FIELDWORK MANUAL**

**2023 - 2024**

*Santa Ana College  
inspires, transforms, and empowers a diverse community  
of learners.*



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**Santa Ana College**  
**Occupational Therapy Assistant Program**  
**Fieldwork Manual**

Clinical experience through fieldwork education is an essential part of the Occupational Therapy Assistant (OTA) program at Santa Ana College (SAC). Fieldwork education is provided during the 2<sup>nd</sup> & 3<sup>rd</sup> semester of the program. Consistent with the philosophy and curriculum design of the program, fieldwork education is executed in a sequential manner from basic foundational skills to specific aspects of occupational therapy practice across the life span. The fieldwork experiences are designed to provide opportunities to integrate and apply academic learning at progressively higher levels of performance and professional responsibility under supervision. The goal of fieldwork education is to develop competent, entry-level generalists. For the OTA student to be trained as a generalist, Santa Ana College's OTA program has affiliation agreements with a variety of clinical sites to provide diverse clinical education. Facilities provide services to culturally diverse individuals across the life span and represent a wide variety of service delivery models that are reflective of current practice in the profession. They provide an opportunity for the clinical application of principles learned in the curriculum. These sites include but are not limited to: General Hospitals, Psychiatric Hospitals and Day Programs, Rehabilitation Centers, Out-patient Clinics, Skilled Nursing Facilities, Hand Therapy Clinics, Pediatric Rehabilitation Clinics, Schools, Child Care Centers, Senior Citizen Programs, Community Service Organizations and Private Practice Occupational Therapists.

**A. GENERAL POLICIES FOR LEVEL I AND LEVEL II STUDENTS**

1. Ethical Behavior: Students are expected to follow the Occupational Therapy Code of Ethics as described in the Student Handbook, OTA 101, and OTA 201. A student is not able to pass fieldwork if a score of less than 3 is received on the fieldwork evaluation item #1.
2. Students are required to follow all standard safety precautions. A student is not able to pass fieldwork if a score of less than 3 is received on the fieldwork evaluation items #2 & #3.
3. Students are required to maintain confidentiality as defined by HIPAA.
4. All students are required to maintain current original documentation of all OTA program mandatory requirements in CastleBranch while enrolled in the program. These requirements include:
  - Background check
  - CPR (BLS for Healthcare Providers) certification from American Heart Association
  - Professional Liability Insurance
  - Documentation of various medical immunizations such as, Measles, Mumps, Rubella (MMR), Varicella (Chicken Pox), Hepatitis B, TB skin test (1 Step), completed DTP series or Tdap booster, Influenza vaccination, COVID-19 vaccination & booster, and report of medical screening.
5. Failure to maintain Castle Branch requirements (i.e., overdue) will render the student ineligible to attend Level I and Level II fieldwork and register for OTA courses. Any student who has overdue CastleBranch items at the start of the semester will be dropped from OTA 120, 130, 202, or 203. If the student is actively attending fieldwork, then the student will be withdrawn from the site, and fail the fieldwork rotation. The student will not be granted a late add due to overdue CastleBranch items. The student will have to wait until the fieldwork class (OTA 120,

- 130, 202, or 203) is offered the following semester. However, if this is a second course failure, the student will be dismissed from the OTA program as outlined in the Student Handbook.
6. Students are required to maintain current, original documentation in CastleBranch and provide copies of this documentation to assigned or potential sites on request. Facilities may have different policies regarding the validity of screenings and students are required to follow these policies. If the student fails to maintain current documentation on file prior to the start of fieldwork or during the rotation, the student will be withdrawn from the site and fail the rotation.
  7. Students are required to obtain individual professional liability insurance upon admission to the program. Insurance coverage must be maintained throughout the students' enrollment in the OTA program. Students will not be assigned to Level I or level II fieldwork sites if there is a lapse in coverage. Students without insurance will be unable to progress in the program.
  8. Students must have a copy of a current CPR card for Basic Life Support for Health Care Providers from the **American Heart Association** prior to Level II fieldwork placement. CPR cards are to be renewed annually. No other type of CPR certification will be accepted. Students with expired or missing CPR cards cannot be placed at Level I or level II fieldwork sites and will be unable to progress in the program.
  9. If a student fails to fulfill the site requirements (such as provide current documentation e.g., TB test, CPR certification in a timely manner, vaccination requirements, pass a background check or secure a placement after being interviewed by the facility), the student will fail the rotation and be unable to complete fieldwork as scheduled. The student will have to wait until the class (OTA 120, 130, 202, or 203) is offered the following year. However, if this is a second course failure, the student will be dismissed from the OTA program as outlined in the Student Handbook.
  10. If a student is denied a fieldwork placement due to the results of a background check or because the student is unable to provide required documentation to fulfill the background check requirements, the student is responsible for providing the OTA Program with documentation from both NBCOT and BOT proving that this same issue will not prevent licensing. No new placement will be confirmed until such evidence has been provided to the program.
  11. Students are required to pay a mandatory health fee on admission to the program. This gives them access to the Santa Ana College health center services. Additional charges may be incurred for certain services.
  12. During fieldwork, the student is required to provide the OTA Program and the facility with documentation to support absences. If a student withdraws from fieldwork because of illness or injury, the OTA Program will require medical clearance before the student can be reassigned to fieldwork.
  13. If sites require fingerprinting, criminal background checks, drug and alcohol screening, or update immunization/vaccination records, students are responsible for the cost. Placement at a site can be denied if the results are not acceptable. This may delay start of fieldwork until the class is offered the following semester or result in dismissal from the OTA program.
  14. Sites may request the opportunity to interview the student. The AFWC will provide the student with contact details for the site. The student is responsible for scheduling the interview and their attendance. Students must take any required documentation (health information, CPR certification, malpractice insurance, vaccination/immunization records) to the interview. Sites make the final determination on placement. If a student is

declined by a facility, the student will need to wait until the class is offered the next semester. If the student is declined by 2 facilities, the student is deemed unable to be placed and will not be able to complete fieldwork.

15. If a student refuses to attend a facility, the student will need to wait until the class is offered the next semester. If the student declines 2 facilities, the student is deemed unable to be placed and will not be able to complete fieldwork.
16. Students are placed at sites by the Academic Fieldwork Coordinator. Students may not contact facilities to schedule their own placements.

Students are placed at sites that will provide them with a variety of experiences and enable them to exit the program as an entry-level generalist. The student's interests, learning style, special skills and geographic location are considered, however, all placements are subject to availability of the facility. Every effort will be made to place students living in Orange County within a 60-mile radius from the student's residence. Students residing in other locations including neighboring counties (Los Angeles, Riverside, San Bernardino, and San Diego counties) are encouraged to meet with the Academic Fieldwork Educator, however, placement outside of Orange County cannot be guaranteed. Students cannot complete fieldwork out of state or internationally.

17. A Conflict of Interest may arise if (for example) a student has volunteered or worked at a site, has been a patient or client at a site, or is to be supervised by a family member or friend. The OTA Program faculty will make the final determination regarding placement of the student at the site.
18. The OTA program does not inform the fieldwork site of a student's disability. Students that choose to disclose disabilities must provide supporting documentation from the Disabled Student Programs and Services at Santa Ana College prior to disclosing. Accommodations cannot be provided retroactively to avoid a failing grade.
19. For the safety of the student, the OTA program requires that students with medical conditions obtain clearance from their physician prior to participating in fieldwork experiences. The OTA program recommends that students inform the facility of their medical condition to ensure that the student receives any pertinent information regarding safety from the facility. Students have the right to decline to disclose their medical condition. Facilities have the right to refuse to accept the student if they think that the student will not be able to perform essential duties. Some facilities have policies in place that cover employees with certain medical conditions. Students would be subject to these policies. Students may be required to have a medical release that clears them for fieldwork and states any limitations. If the student is declined placement by the facility due to the medical condition, the AFWC will make every attempt to find an alternate placement. The student may have to wait until the next semester if an alternate placement cannot be found.
20. If students are absent due to medical appointments or other issues, they are required to make up time missed. The facility is not obligated to extend the rotation and students may need to repeat the entire rotation.
21. Students are responsible for complying with the appropriate dress and uniform code of the facility. This may include a name tag or student badge. Lab coat or scrubs may be required. The student must be clean and neat in appearance with good body and oral hygiene. Students are advised to wear closed toe shoes, limited jewelry, make-up, and scents. Pants and skirts are to be below the knee with no skin visible around the stomach, lower back, or chest. Jeans, t-shirts, tank tops and caps are not permitted. Tattoos must be covered and visible body piercings, except for simple earrings, must

- be removed.
22. Students are to report to the facility at the scheduled time. Both fieldwork coordinators/educators and students need to provide advanced notice to the academic fieldwork coordinator as well as to each other of any scheduling changes.
  23. Holiday schedule: The student is required to adhere to the holiday policy of the facility.
  24. Tardiness: Promptness is expected as a professional behavior and tardiness is not acceptable. A student who is dismissed from a site due to issues with chronic tardiness will fail the rotation. The student will need a remediation plan if a second rotation is a consideration.
  25. Reporting of Accident: In the case of any accident, the student must report the incident in accordance with the facility's standard procedure. Students must report injuries to the school within 24 hours of the incident
  26. Student problems: The academic fieldwork coordinator and the program coordinator are available for consultation with either the student or fieldwork educator at any time for problems, concerns, or emergencies. All advisement related to fieldwork is the responsibility of the OTA faculty.
  27. Disputes regarding grades must be directed at the OTA program faculty who makes the final pass/fail determination.
  28. The Santa Ana College Occupational Therapy Program policies and procedures and the information in this fieldwork manual is subject to change.

*\*General Policies subject to change at the discretion of the OTA Program.*

## **B. LEVEL I FIELDWORK** (OTA 120, OTA 130)

Level I Fieldwork is designed to be an integral part of didactic coursework through directed observations and participation in selected aspects of the occupational therapy process; and includes mechanisms for formal evaluation of student performance. Level I fieldwork may be met through one or more of the following instructional methods:

- Simulated environments
- Standardized patients
- Faculty practice
- Faculty-led site visits
- Supervision by a fieldwork educator in a practice environment

These experiences shall not substitute for any part of Level II Fieldwork and are not intended to emphasize independent performance. Level I Fieldwork shall be supervised by qualified personnel which include, but are not limited to licensed occupational therapists, certified occupational therapy assistants, speech pathologists, teachers, activity directors, physical therapists, social workers, nurses, recreational therapists.

### **1. Level I General Learning Objectives**

**During the Level I Fieldwork experience, students are expected to:**

1. Relate and/or apply classroom learning to practical settings through basic exposure, observation, and/or participative experience.
2. Demonstrate professional work habits and behaviors.
3. Establish meaningful and comfortable relationships with clients/patients and/or caregivers.
4. Establish positive working relationships with staff.
5. Demonstrate good judgment in seeking assistance, responding to feedback and supervision, and conducting him-/herself ethically and with appropriate courtesy in all working relationships.
6. Formulate general therapeutic goals and objectives appropriate for the specific practical setting by utilizing the holistic approach and integrating information with assistance from the clinical educator.
7. Demonstrate verbal and written communication in a clear, concise, and professional manner with assistance as necessary.
8. Identify the various roles in which an occupational therapy assistant performs or functions in the setting to which the student is assigned.
9. Observe the roles and functions of various team members in the treatment of the patients/clients.
10. Demonstrate responsibility and respect for the safety, age, gender, client/patient diagnosis, cultural diversity, confidentiality of the patient/client and psychosocial factors influencing engagement in occupation.
11. Observe role delineation of OTR/COTA/aide if applicable.
12. Observe administrative functions of the department and the role of OT in relation to administrative procedures.



13. Observe and participate in community-based treatment if possible.
14. Conduct a structured or unstructured interview with a patient/ client or caregiver if required to complete the student's assignment.

## **2. Level I Student Responsibilities**

### **Students are to:**

1. Contact the fieldwork coordinator or educator in accordance with the timeline proposed by the Academic Fieldwork Coordinator to schedule dates and times to attend the facility after receiving the assignment.
2. Inquire regarding the dress code of the facility.
3. Report to the facility at the scheduled time. Provide advanced notice to the academic and/or fieldwork site coordinator of any needed scheduling changes
4. Provide their own transportation to and from sites and site-to-site.
5. Maintain professional manner/professional relationships at all times. This includes maintaining safety standards and confidentiality.
6. Communicate promptly with the academic fieldwork coordinator regarding any special needs or problems with the fieldwork placement.
7. Complete all written assignments within stated timeframe.
8. Complete the fieldwork site evaluation form
9. Maintain and ensure compliance of the attendance record

## **3. Level I Fieldwork Educator's Responsibilities**

### **Fieldwork Educators are to:**

1. Provide opportunities for basic exposure, observation, and participative experiences at their discretion with clients/patients.
2. Provide orientation to the practical setting.
3. Provide supervision and necessary support to the students as well as ongoing verbal feedback regarding progress or problems.
4. Verify student's attendance by signing the student attendance record.
5. Complete the students' performance evaluation form upon the completion of the fieldwork experience. Contact the Academic Fieldwork Coordinator should assistance be needed to address student's performance.

## **4. Observation Assignment**

### **OTA 101L - Exploration of Occupation**

Concurrent courses:   OTA 100 - Medical Terminology and Documentation  
                                  OTA 101 - Foundations of Occupation and Occupational Therapy

## OTA 110- Human Occupation Across Lifespan

### Observation Assignment:

OTA 101L students engage in an observational experience. It is intended to introduce the student to Occupation across the Lifespan in a well population. The student is required to observe 4 different individuals or groups: preschoolers, middle or high school students, adults, and seniors. Based on the Occupational Therapy Framework, the student identifies the ways in which context, activity and client factors influence participation in occupation.

### Relationship of the observation assignment to didactic curriculum:

During the first semester of course work the students are learning about the role of occupational therapy and the theoretical frames of reference used in occupational therapy. During the observation, they can observe human occupation across the life span in terms of ADLs and IADL's, rest and sleep, social participation, education, work, play and leisure and participate in the teaching/learning process consistent to OT practice. They are required to complete an activity analysis in each setting using the skills learned in the classroom. They also complete a written assignment that requires clear, concise, professional written reporting of their observations.

### Grading:

Observation assignment accounts for 20% of the total grade in OTA 101L. The assignments are graded on completion of observational hours and completion of the written assignment. If the student does not pass this assignment on the first attempt, it must be repeated. If time allows, the observation can be repeated during the semester. If the student does not pass the observation on the second attempt, they will receive a failing grade.

### Criteria for observation site selection:

1. Age-appropriate clientele suitable for student observation.
2. Adequate variety of activities taken place at the site.
3. Exposure to cultural diversity.

## **5. Level I Coursework**

### **i. OTA 120 – Level I Fieldwork Part A**

Concurrent Courses: OTA102L - Psychosocial Components of Occupation  
Psych 250 – Abnormal Psychology  
OTA 115 – Human Disease and Occupation  
OTA 111 - Applied Kinesiology  
OTA 102 - Psychosocial Function and Dysfunction

### **Fieldwork Assignment:**

The level I fieldwork experience consists of 32 hours of observational practice of psychosocial dysfunction. The purpose of the fieldwork during the second semester is for the students to develop their skills through directed observation with participation at the clinical educator's discretion in a psychosocial setting. Consistent with the curriculum design, the complexity of fieldwork increases at this level. The students are required to

complete a patient/client interview noting therapeutic use of self, document treatment using a SOAP note format, and comment on the role of the OT in terms of the OTR/COTA relationship and/or the role the OT practitioner in relationship to other disciplines in the facility. The student is also required to keep a journal to record treatment sessions observed and to note personal reaction to the fieldwork experience.

**Relationship of fieldwork to curriculum design and didactic coursework:**

During this semester, the students are learning about psychosocial dysfunction and occupational therapy frames of reference and interventions for mental health in the classroom. They are also continuing to develop their documentation skills and their understanding of the role of occupational therapy. This fieldwork assignment allows exposure to patients/clients with behavioral health, or psychological and social factors influencing engagement in occupation, and the role of occupational therapy practitioners and other health care providers in mental health settings.

**Grading:**

Fieldwork assignments are graded on completion of observational hours, formal evaluation of student performance completed by the fieldwork site educator and completion of the clinical assignments. The Level I student evaluation grading is based on that of the AOTA Fieldwork Performance Evaluation for The Occupational Therapy Assistant Student. It is graded on a 1 to 4 scale in four categories with 4 being the highest score. The maximum possible score for the 10 items is 40 and the minimum possible score is 10. The student must successfully pass the student evaluation with a minimum of 75% (or a score of 30) and pass the clinical assignments to pass this course.

**Criteria for fieldwork site selection:**

4. The responsibilities of each fieldwork site shall be clearly documented and accessible to all personnel and students on request. This documentation will include current memorandum of understanding or contracts, fieldwork site data forms, agreements to comply with all site requirements, maintaining site objectives and site data and communicating this information to the student through email attachments or access to the documentation.
5. Objectives for the fieldwork experience shall be:
  - 5.1 developed with collaboration between the academic and the program fieldwork educator prior to student assignment, during by on-site visits, formal and informal communication, and the AOTA evaluation of the student experience by the fieldwork educator.
  - 5.2 communicated to the student through email attachments or access to the documentation.
6. Settings include, but are not limited to, the following: psychiatric hospitals, mental health clinics, community service organizations, day care programs, chemical dependency program, gero-psychiatric programs, or child/adolescent mental health program. Due to the limited psychosocial fieldwork sites, placement for this fieldwork may also be at selected brain injury or pediatric programs.

7. Fieldwork sites provide services to clients whose primary disabilities or needs are grossly or precisely categorized as psychosocial in nature.
8. Adequate designated qualified personnel for student supervision and formal evaluation of student performance.
9. The facility values a client-centered approach and activities and services provided to the clientele are humanistic and culturally sensitive.
10. Adequate opportunities are provided for students to observe and participate to fulfill the expectations stated in the written assignment.

## **ii. OTA 130 – Level I Fieldwork Part B**

Concurrent Courses:

- OTA 103 - Physical Function and Dysfunction
- OTA 103L – Physical Components of Occupation
- OTA 201 - Contemporary Models of Occupational Therapy Practice

### **Fieldwork Assignment:**

During this semester the students are required to complete 32 hours of observational fieldwork in a physical dysfunction setting. As the students' skills continue to develop, the complexity of the fieldwork assignment continues to increase. At this level the student is expected to complete an interview with a client in the role of a COTA, write notes in a SOAP format as well as the format used at the facility, and identify the role of OT in terms of the OTR/COTA relationship and/or the role the OT practitioner in relationship to other disciplines in the facility. The student is also required to examine therapeutic use of self. Additionally, the student is required to keep a journal to record treatment sessions observed and to note personal reaction to the fieldwork experience.

### **Relationship of fieldwork to curriculum design and didactic coursework:**

This fieldwork relates to the classroom teaching of physical function and dysfunction across the life span. This includes information regarding a wide variety of diagnosis that result in physical dysfunction and current therapeutic approaches to treatment in occupational therapy practice. The fieldwork allows the student the opportunity to observe specific physical deficits, evaluation procedures, and treatment approaches. In selected settings the student may have the opportunity to provide hands on treatment at the discretion of their clinical educator.

### **Grading:**

Fieldwork assignments are graded on completion of observational hours, formal evaluation of student performance completed by the fieldwork site educator and completion of the clinical assignments. The Level I student evaluation grading is based on that of the AOTA Fieldwork Performance Evaluation for The Occupational Therapy Assistant Student. It is graded on a 1 to 4 scale in four categories with 4 being the highest score. The maximum possible score for the 10 items is 40 and the minimum possible score is 10. The student must successfully pass the student evaluation with a minimum of 75% (or a score of 30) and pass the clinical assignments to pass this course.

**Criteria for fieldwork site selection:**

1. The responsibilities of each fieldwork site shall be clearly documented and accessible to all personnel and students on request. This documentation will include current memorandum of understanding or contracts, fieldwork site data forms, agreements to comply with all site requirements, maintaining site objectives and site data and communicating this information to the student through email attachments or access to the documentation.
2. Objectives for the fieldwork experience shall be:
  - 2.1 developed with collaboration between the academic and the program fieldwork educator prior to student assignment, during by on-site visits, formal and informal communication, and the AOTA evaluation of the student experience by the fieldwork educator.
  - 2.2 communicated to the student through email attachments or access to the documentation.
3. Sites include, but are not limited to, the following: hospitals, skilled nursing facilities, hand therapy clinics, out-patient clinics, pediatric settings, rehabilitation centers, or community service organizations.
4. Fieldwork sites provide services to clients whose primary disabilities or needs are grossly or precisely categorized as physical dysfunction in nature.
5. Adequate designated qualified personnel for student supervision and formal evaluation of student performance.
6. The facility values a client-centered approach and activities and services provided to the clientele are humanistic and culturally sensitive.
7. Adequate opportunities are provided for students to observe and participate to fulfill the expectations stated in the written assignment.

**C. LEVEL II FIELDWORK**

(OTA 202 and OTA 203)

Level II fieldwork is designed to promote clinical reasoning and reflective practice, to convey the values and beliefs that enable the application of ethics related to the profession, to communicate and model professionalism as a developmental process and a career responsibility, and to develop and expand a repertoire of occupational therapy assessments and interventions related to human occupation and performance.

Level II fieldwork occurs at the end of classroom studies and consists of two 8-week fieldwork sessions: one in a psychosocial setting and one in a physical dysfunction setting. Settings may be traditional or emerging providing a client-centered approach where engagement in occupation to support participation is the preferred outcome of the therapy process. These settings provide students with the opportunity to be exposed to a variety of clients across the lifespan and include opportunities for the students to deliver occupational therapy services that focus on the use of purposeful and meaningful occupation using various service delivery models. Level II OTA Fieldwork students must be supervised by an occupational therapy practitioner, OT, or OTA, who meets state regulations and has a minimum of one year of practice experience, after initial certification.

Level II OTA students placed at sites that do not provide OT services will be supervised by OTA faculty or the OTA fieldwork assistant in accordance with ACOTE requirements

including a minimum of 8 hours of direct supervision each week of the fieldwork experience. Additionally, the supervising OTA faculty or the OTA fieldwork assistant will be available, via a variety of contact measures such as phone, zoom and email, to the student during all working hours. An on-site supervisor designee of another profession will be assigned while the occupational therapy supervisor is off site.

**1. Level II General Policies**

1. The student needs to complete and pass a minimum of 16 weeks (2x 8-week) full time Level II Fieldwork rotations to graduate. Typically, placements are for 5 days a week for the number of hours per day considered full time by the facility. Fieldwork may be scheduled in accordance with the fieldwork site's timetable and at the discretion of the program coordinator and academic fieldwork coordinator. Subject to availability fieldwork may be completed on a part-time basis as defined by the facility if it is no less than 50% of a full-time equivalent at that site
2. At the discretion of the AFWC, the student may complete Level II fieldwork in a one setting if it exemplifies more than one practice area and provided that the facility has availability, or in a maximum of three different settings.
3. The OTA program does not permit personal or vacation days during Level II Fieldwork. If the student requires an absence, because of illness or emergency, the time can be made up if the facility is able to provide it. If the facility is unable to accommodate the absenteeism and the student has not met the AOTA objectives, the student will fail the rotation. It is the student's responsibility to inform the fieldwork site and the academic fieldwork coordinator of any absence or tardiness prior to the assigned start time. Students need to comply with facility requirements and facilities may require documentation to support absences and that all absences need to be made up.
4. Performance expectations: Students entering Level II fieldwork are not expected to be performing with entry level competency. It is expected that they will gain this competency with the Level II training experience.
5. Academic Status: All prerequisites and general education classes must be passed, and OTA core courses must be passed with a grade of "C" or better for students to be eligible for Fieldwork Level II.
6. Fieldwork Evaluation: Students will be assessed by the AOTA Fieldwork Performance Evaluation for The Occupational Therapy Assistant Student. The evaluation consists of 31 items that are scored on a scale of 1 to 4, 1 being the lowest and 4 being the highest possible score. The minimum passing score on the final evaluation is 91. For the student to receive a pass on the performance evaluation, regardless of the total score: a score of 3 or better is required on the Ethics and Safety items (1, 2, & 3); all items must be scored; and there cannot be a score of 1 on any other items.
7. At midterm, the clinical educator should review the evaluation with the student to provide feedback and identify areas in need of improvement in the student's performance. If the student's performance is unsatisfactory at the midterm evaluation, the academic fieldwork coordinator must immediately be notified, and a collaborative plan will be developed to assist the student. Ongoing communication regarding the status of the plan and the student's progress will be maintained.
8. OTA 202 and 203 students are given a pass/no pass grade based on the fieldwork educator's assessment using the AOTA Fieldwork Performance Evaluation. Santa Ana OTA Program faculty reserves the right to contest a student's grade. Final grades for fieldwork are determined by the OTA Program, not by the fieldwork supervisor. The

report of performance by the fieldwork supervisor will be a factor in the determination of the grade. The student must also complete all course requirements satisfactorily to receive a passing grade this includes submitting all required documentation to the OTA department by established deadlines, timely responses to emails/correspondence, attending student meetings, contacting OTA Program faculty as instructed, completing the SEFWE, completing the attendance record/log, and adhering to the exit policy of a facility which may include returning items such as access cards, keys, and books.

9. Student evaluation of fieldwork: The fieldwork experience will be evaluated by the student using the AOTA Student Evaluation of Fieldwork Experience form.
10. Students must pass both fieldwork rotations to meet the requirements for eligibility to sit for the NBCOT Certification Examination. Fieldwork may be repeated one time at the discretion of the faculty and is subject to availability. If a passing score is not achieved on the repeated fieldwork, the student will be dismissed from the OTA program.
11. Students may only attend facilities that have entered into an affiliation agreement with Rancho Santiago Community College District on behalf of Santa Ana College.
12. A student may withdraw from a fieldwork site for medical reasons or because of extenuating life circumstances. Documentation regarding the circumstances is required. Reassignment will be at the discretion of the Program Director and Academic Fieldwork Coordinator and is not guaranteed.
13. A student may be removed from a fieldwork site for reasons other than failure at the discretion of OTA Program faculty.
14. If a student is removed from a fieldwork site and then the student drops the class, it will be treated as a failure by the program even though it may appear as a withdrawal on the transcript.
15. If a student unilaterally chooses to withdraw from a rotation, the student will fail the rotation. Placement at an additional rotation will depend on reasons for withdrawal and evidence of a remediation plan and action.  
Permission to continue in the program will not be guaranteed and is at the discretion of the Santa Ana College OTA Program faculty. If an additional rotation is permitted, it will be scheduled concurrent with the college calendar.
16. If the student refuses a remediation plan prior to withdrawing from a rotation or withdraws from a rotation without prior notification to the Program Director and Academic Fieldwork Coordinator, the student is considered to have chosen to withdraw from the program. No additional fieldwork placements will be assigned.
17. To ensure the continuity of application of academic concepts and the completion of all graduation and fieldwork requirements in a timely manner, all fieldwork must be concluded within 18 months following completion of all academic classes and specifically OTA core classes OTA 101, 102, 103 and OTA lab classes.

## **2. Level II General Objectives**

1. The student will adhere to the AOTA Code of Ethics
2. The student will follow all policies and procedures of the fieldwork site and the Santa Ana College OTA Program.
3. The student will demonstrate **professional work habits and behaviors** as evidenced by:

- 3.1. establishing, maintaining, and terminating therapeutic relationships with the patients/clients
- 3.2. actively listen to the client, showing appropriate empathy and avoiding judgment of the client
- 3.3. developing positive working relationships with staff
- 3.4. accepting feedback and utilizing constructive suggestions in a timely and positive manner
- 3.5. taking initiative to resolve problems and seeking supervision as needed, asking questions when appropriate and offering suggestions and possible solutions to problems
- 3.6. independently seeking out opportunities for further learning and utilizing available resources effectively. These resources may include other personnel at the fieldwork site, reference material, and program and school faculty among others
- 3.7. being able to identify his or her own personal strengths and areas for improvement
- 3.8. respecting cultural diversity including a client's need for space, touch, eye contact
- 3.9. understanding the importance of patient confidentiality
- 3.10. maintaining the clients' confidentiality by keeping documents in a secure area and holding confidential conversations in private areas
- 3.11. respecting and understanding the client's psychosocial factors influencing engagement in occupation.
- 3.12. identifying himself/herself when appropriate and explain his or her role.
- 3.13. sharing appropriately with clients, families, significant others, colleagues, service providers, and the public regarding his/her personal life
- 3.14. reporting to the fieldwork setting on time and demonstrating readiness to begin his/her work responsibilities as scheduled. If students anticipate that they will be late or absent, appropriate, and timely notification is given to superior, staff, and clients and program faculty
- 3.15. being punctual in attending all meetings and scheduled treatment activities as directed by supervisor
- 3.16. completing all required documentation and assignments in a consistently timely manner
- 3.17. effectively using time when scheduled treatments or meetings are postponed or cancelled
- 3.18. effectively adjusting to changes that occur and to modify priorities as necessary in response to such changes
- 3.19. share the responsibility for the maintenance of equipment, inventory of supplies/materials and the treatment environment to assure safety and adequacy of supply of necessary items
4. Student will **develop entry level competencies** for the Level II fieldwork by the end of the experience as evidenced by the student achieving a passing score AOTA Level II Fieldwork Evaluation. Student will assume full client caseload, as defined by fieldwork site, by end of the rotation.
5. Students will demonstrate an understanding of the **role delineation** of OTR/COTA/aide regarding screenings, evaluation, goal development, program planning, intervention, and termination of treatment. The student will be able to assume the appropriate level of responsibility including the supervision and guidance of aides and caregivers.



6. The student will understand the different roles and contributions to treatment of other team members and be able to collaborate with them in supporting the client's achievement of his/her goals.
7. The student will demonstrate an awareness of the importance of **safety** to self and others as evidenced by
  - 7.1. Acquiring a knowledge of the site's safety precautions (i.e., first aid, fire drill)
  - 7.2. Analyzing the treatment space for potential safety hazards
  - 7.3. Being aware of sharps at all times.
  - 7.4. Using methods of treatment and strategies that prevents injury.
  - 7.5. Consistently following equipment safety protocols.
  - 7.6. Seeking out assistance whenever in doubt
  - 7.7. Continuously monitor patient's response to treatment (i.e., pain).
8. The student will demonstrate the ability to **communicate** efficiently and effectively in a professional manner, verbally, in writing and nonverbally with clients, families, significant others, colleagues, service providers, and the public as evidenced by:
  - 8.1 conveying the value of occupation as a method and desired outcome of occupational therapy.
  - 8.2 accurately recording data during screening, evaluations, and treatment
  - 8.3 reporting in writing and/or verbally to others involved with treatment of the client.
  - 8.4 following written, verbal, and demonstrative directions accurately
  - 8.5 being consistently clear in communication regardless of age, gender, culture, or ethnicity.
  - 8.6 adjusting content and/or behavior based on clients' reactions.
  - 8.7 showing appropriate emotion through body language and facial expression
  - 8.8 clearly giving instructions and appropriate cues or prompts during treatment sessions.
  - 8.9 accounting for language barriers and developing strategies to overcome these barriers
9. As part of the **evaluation** process, the student will be able to
  - 9.1. obtain information from relevant resources such as client, families, significant others, service providers, and records
  - 9.2. accurately carry out selected data collection procedures as assigned such as client interview, administration of standardized assessment tools, and observation
  - 9.3. utilize information in the development of effective therapeutic interventions
  - 9.4. be able to identify the clients' strengths and areas of need and contribute to establishing goals
10. The student will develop and implement **treatment** programs that address the person, occupation, and contextual factors. The plan will reflect an understanding of the patient's strengths and needs, discharge plans, and the effect of the environment. As part of this process the student will be able to
  - 10.1. select and plan the use of a variety of occupational therapy techniques, therapeutic media, and other activities, in collaboration with the OTR, the client and significant others to prevent client's deterioration in occupational performance, and/or maintain, develop and/or restore occupational performance skills
  - 10.2. measure client performance to determine effectiveness of methods used

- 10.3. demonstrate the ability to adjust treatment strategies based on patient performance
- 10.4. inform fieldwork educator of observations and recommendations
- 10.5. keep client and/or significant others informed of progress and/or changes in treatment program
- 10.6. participate in discharge planning and contribute to the identification of the need to terminate treatment
- 10.7. seek out appropriate community resources that support the clients' occupational performance and the client's psychosocial factors influencing engagement in occupation.

#### **D. CRITERIA FOR FIELDWORK SITE SELECTION**

1. The fieldwork site shall be approved by the appropriate accrediting agencies or meet equivalent standards.
2. The responsibilities of each fieldwork site shall be clearly documented and accessible to all personnel and students on request. This documentation will include current memorandum of understanding or contracts, fieldwork site data forms, agreements to comply with all site requirements, maintaining site objectives and site data and communicating this information to the student through email attachments or access to the documentation.
3. Objectives for the fieldwork experience shall be:
  - 3.1 developed with collaboration between the academic and the program fieldwork educator prior to student assignment, during by on-site visits, formal and informal communication, and the AOTA evaluation of the student experience by the fieldwork educator.
  - 3.2 communicated to the student through email attachments or access to the documentation.
4. Fieldwork shall be conducted in settings that are able to meet the needs of the students by providing clinical application of the principles, theories, and techniques learned in the academic setting and provide formal evaluate of student performance.
5. The ratio of students to fieldwork educators and the ratio of personnel to patient/client shall be adequate to ensure proper supervision and assessment of student skills to meet the fieldwork objectives while ensuring optimal patient care.
6. Registered and licensed occupational therapists or certified occupational therapy practitioners with a minimum of one-year experience in the practice setting will be made available for student supervision.
7. Fieldwork sites shall demonstrate ethical and humanistic practices that are consistent with the program including the consideration of all factors influencing occupation such as psychosocial factors influencing engagement in occupation.

## **E. TERMINATION FROM FIELDWORK SITES**

1. The following guidelines are recommended to identify failing performance at both at midterm and at the final evaluation.
  - 1.1 A significant percentage of unsatisfactory or low scores on the AOTA Fieldwork Evaluation.
  - 1.2 Behaviors that put co-workers, self, and/or clients at risk.
  - 1.3 Unethical or unprofessional behaviors
  - 1.4 Significant deficits in developing skills in implementing treatment.
  - 1.5 Failure to adhere to policies and procedures at facility/fieldwork sites.
  - 1.6 Failure to fulfill any appropriate and essential requirement or significant issue particular to that fieldwork site.
2. If a student's performance is determined to be deficient or failing at any time during the fieldwork experience, the supervising therapist must notify the Academic Fieldwork Coordinator at the OTA Program at Santa Ana College. If the fieldwork site educators agree, the following alternative actions will be offered to the student:
  - 2.1 A learning and /or behavioral contract will be entered into by the student and fieldwork coordinator/educator. Input from the academic fieldwork coordinator, program coordinator and other faculty should be considered. The student may then correct deficiencies and successfully complete the fieldwork experience. The student may be required to continue the rotation for more than 8 weeks to meet the objectives.
  - 2.2 Student will complete the fieldwork experience at the discretion of the fieldwork educator. There will be no guarantee of the outcome. For example, the student may not achieve passing scores; hence the student would receive a grade of no credit for the fieldwork experience.
  - 2.3 The student may leave the fieldwork experience immediately and receive a grade of no pass for the fieldwork experience. A remediation plan that will require the approval of the academic fieldwork coordinator and/or program coordinator will be established. This may include additional pre-clinical or work experience in that specific area of practice, and/or other strategies identified by the academic fieldwork coordinator and the student. If the re-mediation plan is successful, the student will be placed at a fieldwork site as one becomes available and according to the OTA Program at Santa Ana College's course registration requirements (i.e., semester registration deadlines and class availability).
3. Ongoing communication between the fieldwork site, the student, and the academic fieldwork coordinator is essential during this process. It is imperative both the fieldwork site and the student contact the OTA Program at Santa Ana College if a student is having difficulties.

## **SAMPLE SCHEDULE FOR LEVEL II FIELDWORK**

Each student will receive consistent, periodic review of their performance while completing the objectives identified at Level II Fieldwork sites.

The OTA Program at Santa Ana College requests the following schedule for formal evaluation

- Two weeks – the purpose is to identify progress and any significant issues that may require re-mediation.
- Four weeks – the purpose is to complete the AOTA Fieldwork Evaluation for the Occupational Therapy Assistant and share scores with the student.  
If a student is progressing satisfactorily, use the recommended format of AOTA Fieldwork Evaluation at midterm. If a student is having difficulty, contact the Academic Fieldwork Coordinator for guidance/assistance.
- Six weeks – the purpose is to identify progress and any significant issues that may require re-mediation.
- Eight weeks – the purpose is to complete the AOTA Fieldwork Evaluation, meet with the student, and submit the evaluation to the OTA Program at Santa Ana College.

### **Week I**

Facility Orientation and Observation

During the first week the student should become familiar with:

- Physical layout of facility
- Facility forms, policies, and procedures
- Equipment and supplies
- Role of occupational therapy and other disciplines
- Patient scheduling
- Organization of charts
- Documentation requirements
- Evaluation procedures
- Treatment philosophies and approaches
- Safety procedures, body mechanics, transfer techniques
- Administrative procedures
- Team/departmental and patient related meetings

## **Week II**

During the second week the student the student should:

- Observe a variety of treatments by occupational therapists and other team members
- Review the chart of one established patient and carry out the treatment program developed by the OT practitioner
- Develop and carry out a treatment plan in conjunction with the educator
- Observe an initial evaluation and participate in the treatment plan
- Receive training in data collections procedures used by COTA's
- Document on all treatment performed in accordance with the facilities' documentation requirements

## **Week III**

During the third the student should:

- Be responsible for developing and maintaining own schedule
- Plan and implement treatment for 1 to 2 patients with direct supervision (individual or group treatment)
- Document on all treatment performed
- Perform selected data collection procedures with direct supervision
- Participate in all relevant meetings

## **Week IV**

During the fourth week the student should:

- Receive assignment for special project to be completed by end of fieldwork \*
- Perform selected data collection procedures with supervision as needed
- Plan and implement treatment for 2-4 patients per day with supervision as needed
- Document on patient's treated including weekly progress notes
- Interpret role of occupational therapy and treatment goals to patient and/or family members
- Communicate at team meetings/conferences with direct supervision

## **Week V**

During the fifth week the student should:

- Manage the treatment program for 2-4 patients with plans reviewed by educator but without the need for direct supervision
- Perform selected data collection procedures with results reviewed by educator
- Complete all documentation for patient caseload
- Participate in all meetings related to patient caseload
- Assess own skill level and request supervision/assistance as needed
- Participate in family/staff training for patients on caseload

## **Week VI**

During the sixth week the student should:

- Manage the treatment program for a minimum of 4 patients.
- Perform selected data collections procedures with good accuracy
- Demonstrate increased proficiency with observational skills and alter treatment program based on patient performance
- Maintain all required documentation on a timely basis
- Purchase equipment for patients with supervision
- Participate in community-based treatment, such as home evaluation or job site evaluation, if applicable, with direct supervision
- Participate in discharge planning, develop home program, and provide patient/family training

## **Week VII**

During the seventh week the student should:

- Continue to refine all skills as stated in Week VI and maintain a caseload of 4 to 6 patients

## **Week VIII**

During the eighth week the student should:

- Complete and present special project
- Plan for completion of Fieldwork with discussion of termination with patients and updating all treatment plans
- Complete all documentation
- Demonstrate competency at an entry level OTA

\* A project to be determined by the fieldwork educator is to be completed during the rotation. Suggestions include participation in program development, a comprehensive case study, a relevant clinic project such as documenting the availability of community resources, participation in a field trip with in-service to staff, developing a staff or family training program, or developing an in-service for other disciplines.

### **Minimum skills for Santa Ana College OTA Program Students**

Santa Ana College OTA Students are expected to be able to meet technical standards and to perform essential job functions with reasonable accommodation. A reasonable accommodation is a modification or adaptation that provides the student with a known disability the opportunity to achieve the same level of performance as other students.

This following list of minimum skills is not all-inclusive and fieldwork sites may have additional technical standards and essential job functions.

#### **To progress successfully through the program, OTA Students should have:**

Functional use of vision (with needed correction) to:

- Observe facial expression at a 10-foot distance
- Read printed materials such as a charts or calibrations

Functional use of hearing (with needed correction) to:

- Hear safety devices
- Hear normal tone of voice

Sufficient motor ability to:

- Assist adults and children in moving from one surface to another
- Lift a minimum of 25 lbs.
- Get up and down from the floor
- Stoop, kneel, crouch, reach
- Grasp and manipulate tools and equipment needed
- Move efficiently enough to meet the needs of clients in a timely fashion
- Maintain balance from any position
- Maneuver in small areas

Effective communication skills to:

- Impart and elicit information in English verbally and in writing
- Recognize and respond to non-verbal communication

Ability to utilize technology for coursework and fieldwork documentation

Sufficient cognitive skills to:

- Maintain a safe environment
- Effectively attend to tasks and persons
- Use clinical reasoning, problem solving and judgment
- Maintain attention for 60 minutes

Work Ethics that include:

- Regular attendance and punctuality
- Cooperation
- Meeting productivity standards
- Compliance with a dress code

Emotional Coping strategies that enable the student to:

- Adapt to fluctuations in stress
- Maintain composure in emergency situations
- Maintain ethical behavior
- Tolerate exposure to disability, illness, pain, and death.

Organization strategies that enable the student to be available to complete fieldwork

## **COLLEGE POLICIES:**

### **ACADEMIC HONESTY POLICY**

From 2020/2021 SAC Catalog, page 63: Students at Santa Ana College are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to steal the words or ideas of another, or to cheat on an examination, corrupts the essential process by which knowledge is advanced. Academic dishonesty is seen as an intentional act of fraud, in which a student seeks to claim credit for the work or efforts of another without authorization or uses unauthorized materials or fabricated information in any academic exercise. As institutions, we also consider academic dishonesty to include forgery of academic documents, intentionally impeding or damaging the academic work of others, assisting other students in acts of dishonesty or coercing students into acts of dishonesty.

### **ACADEMIC ACCOMMODATION STATEMENT**

A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Disabled Student Programs and Services (DSPS). To plan for academic accommodations, contact the Disabled Student Office in the Village, VL-204, or phone (714) 564-6295, Video phone (657) 235-2999 for a referral to the appropriate DSPS Department.