

Occupational Therapy Assistant Program

Student Handbook

2023-2024

Arkansas State University



Arkansas State University
College of Nursing and Health Professions
Department of Occupational Therapy
Jonesboro, Arkansas

2023-24

Approved
Student Academic Policies and Procedures

Arkansas State University
College of Nursing and Health Professions
Department of Occupational Therapy

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<https://www.astate.edu/info/academics/degrees/degree-details.dot?mid=6cadb9c2-da01-4235-a4e6-94f1a05905fe>



Department of Occupational Therapy
College of Nursing & Health Professions
Arkansas State University

Dear OTA Students:

The faculty and staff of the Arkansas State University Department of Occupational Therapy are privileged to be a part of your professional academic studies leading to a career as an occupational therapy assistant. Occupational therapy assistant education is an experience characterized by hard work and long hours, just as most opportunities for the acquisition of meaningful skills and important goals almost always are. Even so, we expect that you will find your time here exciting, meaningful and intellectually rewarding. Your classmates will be lifelong friends as well as colleagues in your chosen profession, and in one year, you will join the ranks of practicing occupational therapy assistants.

The members of this faculty have a passion for teaching. We intend to assist you in the development of your academic and clinical skills. We also believe in the interpersonal and professional benefits of a collaborative experience. The faculty is here to support your enjoyment of the experience and help acculturate you into the profession of occupational therapy. It is both a personal and professional privilege to be by your side as you learn to be an occupational therapy assistant. We value all aspects of the faculty-student relationship and will do our part to honor it by providing you educational experiences that are reflective of current practice and incorporate the latest technology and evidence-based practice, in a professional, respectful and student-centered environment.

To reach the shared goal of your success in the OTA program, there are a variety of policies and procedures we all must adhere to and respect. These are outlined in this handbook. There is much more to know and learn about the department than what is provided here, but this book serves the foundation for your effective participation in this department and program. It is your basic resource for descriptions of our expectations and plans for you.

Again, congratulations on your admission to the OTA program, and welcome to Arkansas State University! We all look forward to being a part of your professional education and training.

Sincerely,

The OTA Faculty of A-State

Table of Contents

INTRODUCTION	5
ACCREDITATION AND CERTIFICATION	5
MISSION STATEMENTS	6
PHILOSOPHY	7
CURRICULUM DESIGN.....	13
OTA PROGRAM LEVEL OUTCOMES.....	17
FINANCIAL INFORMATION.....	17
ADVISING	20
ESSENTIAL TECHNICAL ABILITIES AND SKILLS.....	21
EXPECTED STUDENT BEHAVIOR	26
PROFESSIONAL BEHAVIOR EXPECTATIONS.....	30
ACADEMIC AND BEHAVIORAL STANDARDS AND DISCIPLINARY PROCEDURES.....	43
GRADES CONFERENCE.....	43
FORMAL WARNING.....	44
REMEDIATION/PROBATION.....	44
ACADEMIC PROGRESSION COMMITTEE.....	45
DISMISSAL.....	45
WITHDRAWAL.....	46
READMISSION.....	46
GRADING POLICIES.....	47
STUDENT SERVICES.....	52
SPECIFIC STUDENT REQUIREMENTS	53
FACILITY PROTOCOLS	59
FIELDWORK EDUCATION POLICIES AND PROCEDURES.....	64
GENERAL FIELDWORK INFORMATION	64
SELECTION OF FIELDWORK SITES.....	65
FIELDWORK EDUCATION POLICIES AND PROCEDURES.....	68
SUPERVISION IN FIELDWORK EXPERIENCES.....	69
FIELDWORK PERFORMANCE PATTERNS	73
LEVEL II FIELDWORK OBJECTIVES	75
SCHEDULING FOR FIELDWORK ASSIGNMENTS	77
FIELDWORK PROBLEMS AND REMEDIATION	79
FIELDWORK EDUCATOR RESPONSIBILITIES.....	82
OTA STUDENT RESPONSIBILITIES ON FIELDWORK	84
OTA ACADEMIC FIELDWORK COORDINATOR RESPONSIBILITIES.....	85
APPENDIX CONTENTS.....	89

INTRODUCTION

The purpose of the Arkansas State University OTA Student Handbook is to introduce students to the philosophy and objectives of the Department of Occupational Therapy at A-State. This document contains policies and procedures for academic and fieldwork experiences designed to enhance student learning. These policies and procedures are congruent with and in some cases in addition to those contained in other University publications such as the Arkansas State University Student Handbook and the University Undergraduate Bulletin 2023-24. Policies and procedures are subject to change at any time during your course of study. Students will be notified of any changes to policies and procedures. Students are accountable for acting according to these policies as well as the published University policies. Deviation from these and other published policies may be considered grounds for dismissal from the program.

Accreditation and Certification

In April of 2016, the Arkansas State University Occupational Therapy Assistant Program was granted Accreditation for a period of five years by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The program underwent its first reaccreditation in 2020-2021 and was granted a full 10-year reaccreditation cycle. The next reaccreditation cycle will occur in 2030-31.

Graduates of our program 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, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination and completion of OTA coursework from an ACOTE accredited program. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. The Arkansas State University OTA Program NBCOT school code is 10507.

You may contact ACOTE at:

Accreditation Council for Occupational Therapy Education (ACOTE®)
American Occupational Therapy Association, Inc.
6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929
(301) 652-2682 (301) 652-1417 (fax) E-mail: accred@aota.org

Arkansas State University

Arkansas State University (AState) is nestled in the northeast corner in close proximity to the “boot heel” of southeast Missouri and northwest corner of Tennessee. Jonesboro, Arkansas is located in the lower Mississippi delta region of the United States forged from an agrarian past with key present industries of manufacturing, healthcare, logistics, professional services, and agri-business (<https://www.jonesborounlimited.com/>) Arkansas State University plays a vital role in

producing a workforce for the lower delta region and beyond. The OTA program is housed within the College of Nursing and Health Professions at Arkansas State University. The mission of Arkansas State University states:

Arkansas State University educates leaders, enhances intellectual growth, and enriches lives. (A-State = e³)

College of Nursing and Health Professions

The College of Nursing and Health Professions (CNHP) includes 25 degree programs across the various healthcare fields. A list of degree programs offered in CNHP can be found on CNHP webpage under [Degrees offered](#). The OTA program supports the mission of the CNHP.

The mission of the College of Nursing and Health Professions is to prepare leaders to meet current and future global healthcare demands and positively impact health and wellness in the Mississippi Delta region and beyond through innovative scholarship and outreach.

Occupational Therapy Department

The OTA program is housed within the Occupational Therapy Department in the College of Nursing and Health Professions. Arkansas State University offers both an Associate of Applied Science in Occupational Therapy(OTA) degree plan as well as a Doctorate of Occupational Therapy (OTD). The OTA and OTD programs are housed within the same department. The OTA mission and curriculum designed is aligned, in collaboration, with the mission and curriculum design of the OTD program. Alignment between the two programs allows for enhanced collaboration and administrative structure and organization. The interweaving of the OTA/OTD programs within the Arkansas State Occupational Therapy department provides a unique educational and practical opportunity and the cohesion of the two programs is vital in building upon that opportunity.

Mission of the OTA Program

Mission

The Occupational Therapy Assistant Program is committed to the development of exceptionally safe, ethical, and culturally aware occupational therapy practitioners who focus on the unique occupational needs of the client, communities, and populations and who inspire to be life-long learners, advocates, and leaders in the field of occupational therapy within the state of Arkansas and the lower Mississippi Delta region.

The occupational therapy assistant program will fulfill the mission by:

1. Providing high quality didactic and practical educational experiences that transmit occupation and evidence-based knowledge to program graduates.
2. Create and sustain high expectations for professional, cultural, and ethical growth and development in OTA students.

3. Provide clinical experiences in both traditional and emerging practice areas to produce graduates capable of meeting society's needs.
4. Strengthen occupational therapy services in the region through strong community partnerships.
5. Model advocacy and leadership qualities through active participation in department, college, university, and professional service and scholarship.

Philosophy

The philosophy and curriculum design is based on a narrative meta-model. A narrative meta-model is predicated on the assumptions that learning is:

- Non-linear
- Evolving
- Competency fluid
- Constructivist
- Process and performance over finished work (AOTA, 2009)

The core documents that create the foundation of our narrative meta-model are the Theory of Occupational Adaptation (Schkade and Schultz, 1992), Bloom's Revised Taxonomy (Krathwohl, 2002) and the Spatiotemporal Adaptation model (Gilfoyle, Grady, and Moore, 1990).

The practice of Occupational Therapy is guided by the fundamental principles articulated in the *Philosophical Base of Occupational Therapy* (2017). Five specific principles frame the philosophy of AState occupational therapy:

- 1) Persons are born with an internal drive to participate in meaningful occupations.
- 2) Participation is an essential element of health. Health and wellness are the building blocks of adaptation.
- 3) The outcome of occupational engagement is a fluid experience due to the micro and macroscopic changes of internal individual drive, contextual conditions, and qualities of the occupation.
- 4) Occupation is the cornerstone for "health promotion and wellness, remediation and restoration, health maintenance, disease and injury prevention, and compensation and adaptation".
- 5) It is essential to understand the impact of occupation at the individual, community, and population levels (Commission on Education, 2017, p. 1).

The American Occupational Therapy Association's *Philosophy of Occupational Therapy Education* (2018) influenced the development process of the program's philosophy, mission, and vision through:

- 1) The fundamental belief that both curriculum and pedagogy is necessary to fully articulate a program's view of students engaged in a process to learn

about humans as occupational beings where participation is a right and affects a person's health.

- 2) The fundamental belief that "education promotes clinical reasoning and the integration of professional values, theories, evidence, ethics, and skills.
- 3) The fundamental belief that education is the way students acquire their professional identity.

Therefore, a program's philosophy and mission should mirror the values of occupational therapy education by:

- 1) Including a "client-centered, occupation based, and theory driven" clinical reasoning process.
- 2) Using "best evidence and outcomes data" to drive teaching and learning decisions.
- 3) Designing a curriculum that includes "active and diverse learning" in and out of the classroom.
- 4) Developing learning that is collaborative and builds on previous knowledge
- 5) Creating opportunities for students to self-reflect, evaluate, and use professional judgment
- 6) Promoting life-long learning (AOTA, p.1)

The Occupational Therapy Assistant program at Arkansas State University affirms the aforementioned professional and educational beliefs and values as articulated by the American Occupational Therapy Association.

In concert with the beliefs and values expressed by the American Occupational Therapy Association, the Arkansas State University Department of Occupational Therapy's philosophy is grounded in the **Theory of Occupational Adaptation**. Occupational therapy engages clients through the use of occupations to develop or return to meaningful activities that they want or need to do. (AOT, 2018, <https://www.aota.org/about-occupational-therapy.aspx>.) It is our belief at Arkansas State that in order to engage in meaningful occupations, human beings must have the ability to adapt to circumstances that present challenges or barriers to participation. The **Theory of Occupational Adaptation** informs us about the way occupational beings adapt. The authors of Occupational Adaptation based the theory on two assumptions:

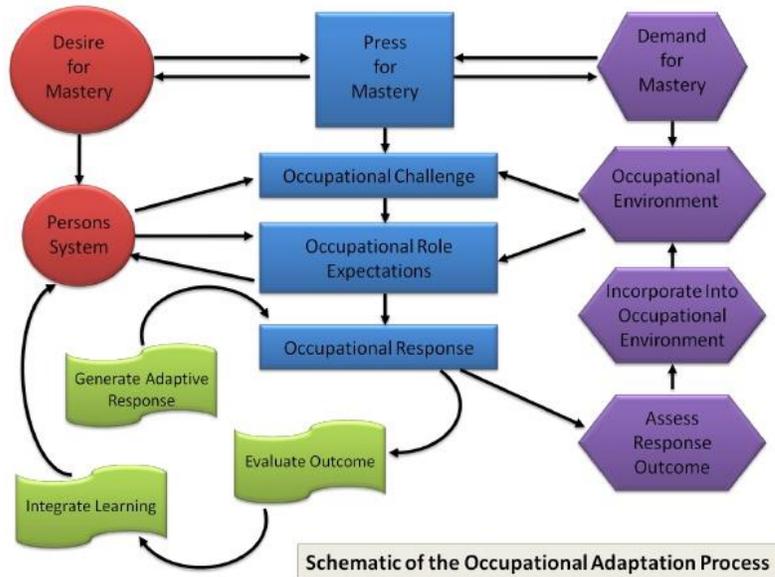
- 1) Occupation provides the means by which human beings adapt to changing needs and conditions, and the desire to participate in occupation is the intrinsic motivational force leading to adaptation.
- 2) Occupational adaptation is a normative process that is most pronounced in periods of transition, both large and small. The greater the adaptive transitional needs, the greater the importance of the occupational adaptation process, and the greater the likelihood that the process will be disrupted (Schkade and Schultz, 1992).

how occupational beings adapt.

- Combination of a person's internal desire for mastery and external demand for mastery creates a press for mastery.
- Press for mastery creates an occupational challenge that the occupational being combines with their occupational role expectation.
- An occupational being considers their internal adaptive repertoire in order to create an adaptive response. The adaptive response then becomes an occupational response.
- If an occupational being's internal adaptive repertoire is sufficient for a task, the occupational response occurs without stress.
- If the occupational response is evaluated as masterful, then it will be integrated into the internal adaptive repertoire for use again.
- Occupational beings can use existing, modified, or new adaptive responses to address an occupational challenge.
- An occupational being becomes dysadaptive when their internal adaptive repertoire is insufficient to overcome the occupational challenge.

In order to graduate leaders that enrich the lives of others in the Mississippi delta region through their knowledge and skills to advocate for and implement occupational therapy services, graduates must learn about the occupational adaptation process, help each other develop internal adaptive repertoires, and lead each other through the occupational adaptation process that is the OTD program.

occupational adaptation model.



Adapted from: Cole and Tufano (2008) *Applied Theories in Occupational Therapy: A Practical Approach*, SLACK Incorporated. (109)

Recreated resource

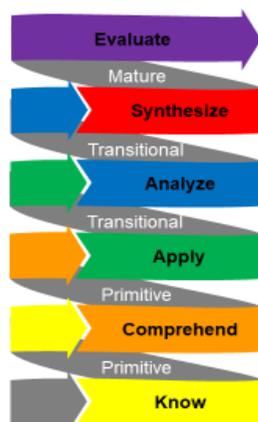
<https://www.slideshare.net/mpaskevi/practicalities-of-contributing-to-open-educational-resources-oer>

Philosophical Frame for Learning

As described in the Occupational Therapy Model Curriculum (AOTA, 2009), “a philosophical frame for learning is a set of beliefs about the processes by which people learn and change” (p. 58). The core documents used to frame our learning philosophy are the Theory of Occupational Adaptation (Schkade and Schultz, 1992), Bloom’s Revised Taxonomy (Krathwohl, 2010), and the Spatiotemporal Adaptation Theory by Gilfoyle, Grady, and Moore (1990).

bloom’s revised taxonomy.

Bloom’s Revised Taxonomy with Embedded Elements



the upward spiral.

Bloom's revised taxonomy is pictured as an upward spiral to demonstrate our belief that learning is also a developmental process that builds on prior knowledge and experience. Skill-based behaviors and foundational knowledge translates, over time, to internalized professional behaviors and clinical application that can be continuously analyzed, synthesized, and evaluated to perpetuate professional development. The spiral also represents learning as an active process where the learner has the potential to engage in all levels of the spiral simultaneously depending on experience with a topic.

developmental adaptation.

Embedded inside the spiral are the last two models. First is the Spatiotemporal Adaptation Theory by Gilfoyle, Grady, and Moore (1990). The following seven principles come from Spatiotemporal Adaptation Theory (Appendix 10 – A, p. 275).

1. Development is a function of maturation that occurs through the process of person-environment adaptation. Therefore, students cannot be expected to bypass any of the stages of the spiral. A student can only mature by experiencing the curriculum in sequence, moving from knowing to evaluating, and expanding their repertoire to included transitional and mature behaviors.
2. Adaptation is contingent on attention to and active participation with purposeful events within the spatiotemporal dimensions of the environment. Principle two reinforces our belief in providing an education experience that includes active “real-world” experiences.
3. Purposeful events provide meaningful experiences for the enhancement of maturation by directing a higher level of adaptive response by the “doer”. All classes, labs, fieldtrips, fieldworks, and scholarly activities are designed to provide meaningful experiences that help the “doer” retain the information for application, synthesis, analysis, and evaluation.
4. Higher responses result from integration with and modification of acquired lower level responses. One cannot analyze, synthesize, or evaluate without knowing, comprehending, and applying. Principle four supports a program where attendance is mandatory for maximum student success.
5. Adaptation spirals through primitive, transitional, and mature phases of development occurring at the same time with different learning. Principle five suggests that at any

given time a person can be at simultaneously at multiple points on the spiral as new information and more familiar information is presented. Principle five also supports the program's activity of presenting concepts multiple times in multiple ways for maximum internalized maturity.

6. Environmental experiences may present situations of spatiotemporal stress. With stress, the system calls forth past acquired strategies and sequences to act upon the demands of the environment and maintain the system's homeostasis. Thus acquired strategies and sequences are adapted with the present situation to direct higher-level responses. Gradual spatiotemporal stress is necessary in education in order for students to move from primitive behaviors to mature behaviors. In occupational therapy this is known as the "just right challenge". Creating more difficulty in tests, assignments, labs, etc. must be done incrementally so that a student does not become overwhelmed and can gradually adapts existing learning strategies or create new strategies to be successful. Thus, the curriculum is designed with more structured courses in beginning moving forward each semester with courses that require higher and higher levels of integration.
7. Spatiotemporal distress provokes behaviors that result in dysadaptation. Spatiotemporal stress can become distress when persons are unwilling or unable to move away from primitive strategies. Distress then becomes dysadaptation when persons try to apply primitive strategies to every situation. Such dysadaptation is a result of delayed or absent development which is why the curriculum is designed developmentally in order to try to avoid dysadaptive behaviors. We provide courses in a specific sequence to maximize movement through primitive and transitional developmental processes before fieldwork.

occupational adaptation.

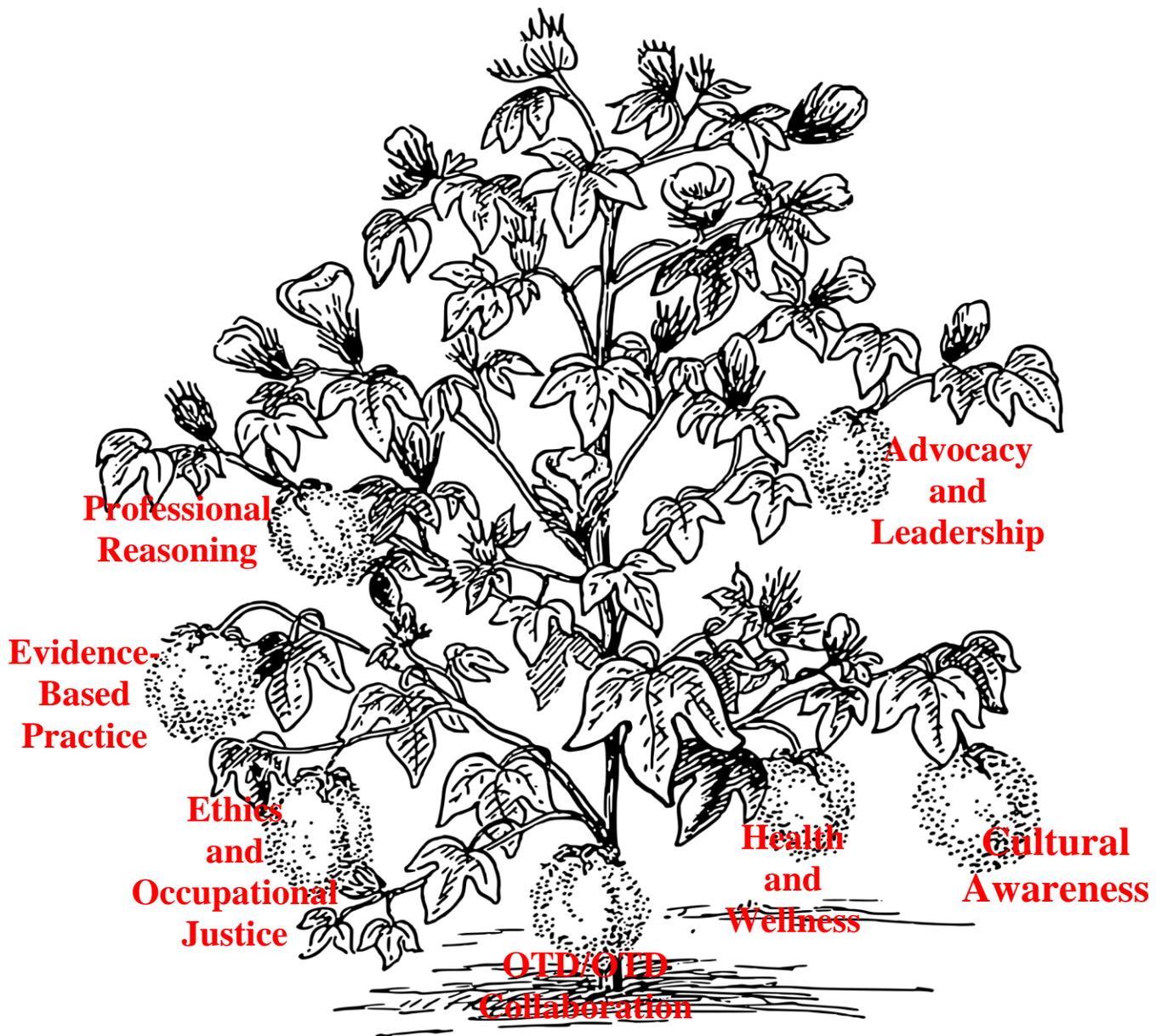
The second model embedded, but unseen, in the upward spiral is Occupational Adaptation. Occupational adaptation is unseen because it is an internal process. The only indication that an adaptive response has occurred is through a change in behavior that leads to a transitional or mature response. A key concept in Occupational Adaptation, germane to the curriculum design, is relative mastery. Relative mastery is the moment in time when a person knows they have used the right combination of knowledge and skills to be efficient, effective, and satisfying to self and others (Schkade & Schulz, p. 835). Relative mastery, however, is fleeting as new challenges are constantly arising. Therefore, the ultimate outcome of this program's curriculum design is to create in each student a repertoire of knowledge, skills, and behaviors that allows them to respond masterfully to the demands of an entry-level practitioner.

Curriculum Design: Locally Grown, World Impact

Agriculture is the heartbeat of the lower Mississippi delta including the home of Arkansas State University, Jonesboro, AR. Agriculture influences every facet of Jonesboro life from economy and culture to education, healthcare, and business. Hardworking, sun up to sun down people forge this land and take great pride in what they grow for the United States and beyond. Jonesboro, AR produces large amounts of two staple crops that are essential to our country; cotton and rice. Therefore, we have chosen to change our curriculum design from a river to the cotton plant. We think the cotton plant better reflects the culture of our program, university, and geographical region.

The cotton plant is a plant with deep roots, a stem, leaves, flowers, and bolls. What is interesting about the cotton plant is that its utility comes after the stems, leaves, and flowers appear lifeless. When the stem and leaves turn brown and the flowers close, a mature boll emerges with a white fluffy mass that is used to create millions of products. Farmers and Occupational Therapy have something in common. Both often go unnoticed until what we have to offer is needed for people to survive and thrive. Just as Jonesboro Farmers grow cotton to provide the world with a basic ingredient for the manufacturing of food, clothes, and other products, the Occupational Therapy department at Arkansas State University is dedicated to growing educated practitioners to provide services in a region that has a dearth of healthcare providers. Moreover, with more practitioners in the region, we can transform the landscape from meeting basic healthcare needs to developing ideas and interventions that influence the world.

The following is a pictorial representation of the curriculum design:

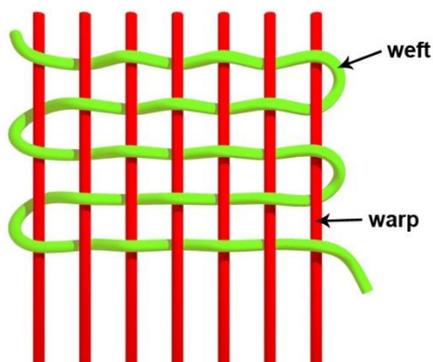


Soil, nutrients and roots (unseen): The soil is the professional and educational philosophy of Occupational Therapy from which everything grows. The Theory of Occupational Adaptation provides the nutrients and roots that anchor the curriculum design.

The stem: Bloom's Taxonomy and the Spatiotemporal Adaptation Theory is the developmental stalk providing a strong core to develop outcomes.

The bolls: The curricular core concepts of professional reasoning, occupation and evidence-based practice, ethics and occupational justice, leadership and advocacy, cultural awareness, health and wellness, and OTD/OTD collaboration.

Curriculum Threads



It is appropriate that our curriculum model is the cotton plant as we intend to convert the bolls into threads that become the fabric of our department. Wendy Wood (1995) described the “Warp and Weft” of Occupational Therapy as follows. The warp of the tapestry “consists of those anchoring, longitudinal thread that give rise to the tapestry's core fabric” (p. 44). The warp represents engagement in occupation as a medium for health. The warp of our program consists of threads that represent foundation principles and unique features of the program:

Professional reasoning: The previous curriculum streams of *foundational sciences*, *fundamental skills*, and *lifespan development* are incorporated into professional reasoning along with a greater emphasis on the clinical reasoning process including the guiding theory of Occupational Adaptation. Fleming (1991), in her article, the Therapist with the Three-Track Mind, first articulated the thinking process of an occupational therapist as procedural, interactive, and conditional. A fourth track, narrative reasoning, was added later. The purpose of the professional reasoning thread is to develop the learner’ ability to name and frame clinical situations appropriate reasoning for the best outcome.

Evidence-Based Practice: The learner is expected to ground all clinical decision making and professional reasoning in evidence-based practice. The learner is exposed to the process of analyzing and utilizing research combined with clinical expertise and patient experience in the first semester. The three areas of practice emphasis, behavioral health, pediatrics, and adults, continue to integrate the use of evidence-based practice in the professional reasoning process.

Ethics and Occupational Justice: The previous *Occupation* curricular domain that supplied students with the understanding, application and creation of concepts, interventions, and products that reflect the unique perspective of occupation in the life of a human-being will now include a unifying thread of ethics and occupational justice. The courses will move from an implicit to explicit lens that considers the ethical, social, economic, political, and environmental opportunities and barriers to occupational participation in a rural setting.

According to Wood (1995), it is the weft, or the colored threads that fill in the warp as they are delicately woven in and out by hand, that gives the tapestry life. The unique nature of the program at Arkansas State University comes to life in the curricular threads of OTA/OTD collaboration, cultural awareness, and leadership and advocacy.

OTA/OTD Collaboration: Arkansas State University is unique in that it has both OTA and OTD programs in the department. Although the programs operate independently, multiple opportunities occur for the two levels of practitioners to collaborate on assignments and other activities. Such collaboration assists both levels of practitioners to better understand their professional roles and responsibilities prior to entering clinical practice.

Health and wellness: The state of Arkansas ranks 48th in the nation for health (United Health Foundation, 2016)

<https://www.americashealthrankings.org/explore/annual/measure/Overall/state/AR>).

Other health statistics include 2nd for Stroke, 4th for heart disease, and 6th for cancer related deaths (CDC, 2014) <https://www.cdc.gov/nchs/pressroom/states/arkansas.htm>. Therefore, health and wellness must be included in the curriculum. Courses such as *Emergence of OT Practice and OTA in Behavioral Health* help students address the health and wellness needs of local, state, and regional populations. Additionally, the level I service-learning and experiential experiences provide an opportunity for students to implement community education and training that addresses health and wellness needs.

Cultural awareness: We chose the term cultural awareness instead of cultural competency because of our belief in relative mastery and the need for lifelong learning. Courses such as *Emergence of OT Practice*, *Fundamentals of OT Practice*, and the clinical courses all have elements that assist the student in becoming a culturally aware practitioner. Early coursework includes cultural awareness as part of our profession's ethical responsibility. Both level I and level II clinical coursework emphasizes cultural awareness as part of our "commitment to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs" (AOTA, 2015, p. 1).

Advocacy and Leadership: Due to the rural community in which the program dwells, OTA practitioners are often practicing in isolation and are expected to hold leadership positions and effectively advocate for the needs of the client. Therefore, advocacy and leadership is a continuous thread throughout the majority of the OTA courses. Students are introduced to advocacy and leadership for the client, group, and population in the first semester through courses such as *Emergence of OT Science*, *Fundamentals of OT Practice*, and *Behavioral Health for the OTA*. In the second semester and through Level I fieldwork

experiences, students apply and integrate advocacy and leadership principles throughout population-based courses and corresponding fieldwork experiences.

OTA Program Level Outcomes:

Upon completion of the Occupational Therapy Assistant program at Arkansas State University, graduates will:

- 1) Professional Reasoning: Use professional reasoning to name and frame clinical situations in order to provide client-centered and occupation-based interventions.
- 2) Evidence-Based Practice: Understand and implement evidence-based practice across a variety of clinical settings and populations.
- 3) Ethics and Occupational Justice/Cultural Awareness: Provide intervention that is ethically, socially, economically, politically, culturally, and environmentally relevant to individuals and populations in the lower Mississippi delta region.
- 4) OTA/OTD Collaboration: Understand the roles and responsibilities of OTA and OT practitioners to create collaborative partnerships and appropriate supervision in all settings and populations.
- 5) Health and Wellness: Effectively identify factors of influence to health and wellness and implement intervention plans to address health at the individual, group, and population level.
- 6) Advocacy and Leadership: Possess the professional identity, knowledge, and skills necessary to effectively advocate for the client and profession and engage in leadership roles and responsibilities.

FINANCIAL INFORMATION

The OTA program strives to be as transparent as possible with all costs related to the completion of the program. The known costs of the program are listed below. Additional costs may be incurred due to fieldwork placements, student projects, and/or other program related activities. Students are responsible for all costs related to the completion of the program. Students may access resources at A-State, through the Financial Aid department, and/or external resources.

In-State Tuition (per credit hour)	\$287.00
Out-of-State Tuition (per credit hour)	\$531.00
Required Hourly Fees	
Athletic Fee	\$22.00
College Support Assessment Fee	\$25.00
Total Per Credit Hour:	\$47.00
Required Term Fees	
Student Activity Fee (3 or more hours)	\$20.00
<u>The student activity is only charged in Fall & Spring terms.</u>	
Additional Fees (only assessed when applicable)	
Clemency Fee	\$15.00
Graduation Fee	\$60.00
Estimated Additional Expenses	
Application Fee	\$30.00
Exxat EMS	\$250.00
Background Check	\$100.00
Books	\$2,500.00
NBCOT Exam	\$555.00
OTAKE Exam	\$25.00
Fieldwork shirts and name tag	\$60.00
AOTA Student Membership (Annual)	\$75.00
AROTA Student Membership (Annual)	\$20.00
SOTA dues (annual)	\$20.00
Liability Insurance (Annual)	\$50.00
BLS Course (Annual)	\$75.00
CPR (Annual)	\$35.00
Physical Exam/TB Skin Test (If needed by fieldwork site)	\$25.00
TB Mask Fitting (Annual)	\$20.00

Composite class photograph	\$20.00
Lab Supplies	
12 inch clear plastic goniometer	\$7 - 10
6 inch clear plastic goniometer	\$5 - 7
Cotton gait belt with clasp	\$8 - 10
60 inch retractable pocket tape measure	\$6 - 10
Vaccinations	
MMR (Must submit with graduate program application. Student should already have these vaccinations. Available at the Craighead County Health Department.)	Call health dept. for \$
TDAP (Needed every 10 years. May or may not be an expense depending on when student received last vaccination. Available at the Craighead County Health Department.)	Call health dept. for \$
Hepatitis B [3 dose series] (Must have prior to entering program. May not be an expense if student has already had the series. Available at the Craighead County Health Department.)	Call health dept. for \$
Total Expenses	
Total Estimated Program Expenses	\$16,000.00

- *** U.S. Residents with a G.P.A. of at least 3.0 may receive in-state tuition rates. The total estimated program expense is based on in-state tuition rates. Living expenses while on clinical education are not included in the program expenses.**

Health Insurance

The University offers each student the opportunity to purchase an accident and hospitalization insurance policy as part of a group consisting of A-State students and students enrolled in other universities across the state. Membership in the group is voluntary. Application forms are [available on this](#)

[website](#). Health insurance is required during fieldwork educational experiences.

Fieldwork Education

You are responsible for living expenses, transportation, and tuition while on all fieldwork education experiences. Additional information will be provided by the Academic Fieldwork Coordinator.

Room & Board	\$2,500 - \$4,000
Meal Plan Options	
<i>5 Day + \$400 Flex</i>	<u>\$2,120.00</u>
<i>7 Day + \$300 Flex</i>	<u>\$2,105.00</u>
<i>7 Day + \$450 Flex</i>	<u>\$2,200.00</u>
<i>115 block meals + \$700 (2nd year & above or 30+ Hrs)</i>	<u>\$1,820.00</u>
<i>150 block meals + \$500 Flex (2nd year & above or 30+ Hrs)</i>	<u>\$1,740.00</u>
<i>All Flex (3rd year & above or 60+ Hrs)</i>	<u>\$1,640.00</u>

ADVISING

All students admitted to the Occupational Therapy Assistant Program are assigned an individual OTA faculty advisor. Students in the College of Nursing and Health Professions are subject to mandatory advising. In order to register for classes, the student must meet with their advisor unless directed to do otherwise. Advising appointments occur midway through the first semester, at the end of the first semester, just prior to beginning Level II Fieldwork rotations, and at the end of both Level II Fieldwork rotations prior to graduation. Advising appointments will consist of review of graduation status, academic performance, professionalism, and professional development. Students will receive their advisor at orientation and will remain with the same advisor throughout the program unless there are faculty changes or other circumstances that warrant advisor changes.

Students are encouraged to schedule appointments with advisors or course instructors for answers to questions rather than receiving advice from other students. Experience has shown that student generated advice, although given with the best of intentions, is often in error. Occupational therapy faculty post office hours on their doors during which times they are available for drop in advising;

however, pre-arranged appointments are encouraged to ensure adequate time and preparation to respond to student questions/need.

Access to Department Chair/Communication Chain

Any student may make an appointment with the OT Department Chair at any time to discuss any issue; however, students are strongly encouraged to address problematic issues first with their advisor, appropriate course instructor, and/or student colleague. If the issue cannot be resolved in this manner, the student is to schedule a meeting with the OTA Program Director. The Program Director may assist in resolving the issue by acting as a mediator or discussing the issue with the parties involved separately. If the issue continues to be unresolved, the student may schedule a meeting with the OT Department Chair. Meetings with the Chair are most appropriate when satisfaction is not reached through other means. Meetings with the Program Director or Department Chair for purposes other than problem resolution are encouraged at any time. The following outlines the communication chains that should be followed in relation to student and instructor related issues/concerns.

Issue with another Student → Student → Course Instructor → Program Director → Dept. Chair
Issue with an Instructor → Instructor → Program Director → Dept. Chair → Dean of CNHP

Faculty Office Hours

Occupational therapy faculty will have office hours listed on their course syllabi and posted by faculty office doors. Drop-in meetings with faculty outside of office hours are available at the discretion of the faculty member. Students are encouraged to schedule meetings in advance with faculty via email. Please allow ample time for faculty to respond to your request.

Schedule Changes

The expected time dedication needed for successful completion of the program is Monday-Friday from 8:00am-5:00pm. While classes are not scheduled throughout the entirety of the time listed, other academic activities may be scheduled and/or class times may change as needed. When it is necessary to change the schedule, the student will be given as much notice as possible. When schedule changes occur, it is expected the student will comply with the changes and handle the situation with appropriate professional demeanor. Students should avoid scheduling non-academic obligations Monday through Friday 8:00 am-5:00 pm.

ESSENTIAL TECHNICAL ABILITIES AND SKILLS

The OTA Program at A-State is committed to enabling students with different abilities to complete the course of study of our program by means of reasonable accommodations consistent with the

Americans with Disabilities Act (ADA). Upon admission, a student who discloses a properly confirmed disability will receive reasonable accommodations, **but must be able to perform the essential functions of the curriculum and meet the standards for the Occupational Therapy Assistant Program with those accommodations.** Students seeking accommodations must register with [Access and Accommodation Services](#).

These technical standards articulate the expectations and requisite abilities considered essential for occupational therapy assistant students to become primary providers of occupational therapy services. All students admitted into this program should be able to demonstrate these abilities at the time of admission and at all times during matriculation with or without reasonable accommodations. The major function of an Occupational Therapy Assistant (OTA) with registered certification is to provide occupational therapy services including assisting the Occupational Therapist in gathering data for evaluation, intervention planning, implementation of OT treatment plans, and collaboration with the OTR in the review of progress, discharge planning, and related documentation and communication.

The following technical standards describe the essential eligibility requirements for participation and progression in the occupational therapy assistant curriculum. Standards cover observation skills, behavioral and social skills, communication, psychomotor skills, and cognitive skills. It is the expectation of the Arkansas State Department of Occupational Therapy that students engage at all times in client-centered, occupation-based services in a safe, professional and compassionate manner. These skills are necessary for successful transition into the clinical world of the occupational therapy assistant:

Observation Skills

1. Students must be able to achieve the required competencies in the classroom setting from a variety of educational experiences in both basic arts and sciences and clinical settings.
2. Students must accurately observe human performance, discriminating between a safe and an unsafe environment and between therapeutic and non-therapeutic behavior and contexts.
3. Students must perceive, assimilate, and integrate information.
4. Students must demonstrate adequate functional use of visual, tactile, auditory, and other sensory and perceptual modalities to enable such observations and information acquisition.

Communication Skills

1. Effective communication is critical for students to build relationships with faculty, fellow graduate students, coworkers, clients, and their significant others in the student's various roles of learner, colleague, consultant, and leader.

2. Students must be able to gather, comprehend, utilize, and disseminate information effectively, efficiently, and according to professional standards in English.
3. Communication should be comprehensible by patients, professionals, and the general public.
4. Students must be able to communicate effectively and sensitively with patients and colleagues, including students from different cultural and social backgrounds; this includes, but not limited to, the ability to establish rapport and communicate with others.
5. Students must demonstrate the ability to observe, recognize and understand non-verbal behavior.
6. Students must participate in group and face-to-face discussions/presentations in a clear, organized, and professional manner.

Intellectual/Conceptual Skills

1. Students must demonstrate critical thinking skills so that they can problem-solve creatively, master abstract ideas, and synthesize information presented in academic, clinical and fieldwork settings.
2. Students must be able to measure, calculate, reason, analyze, process, integrate, synthesize, apply and retain facts, concepts, and data.
3. Students must develop and exhibit a sense of Professional ethics, and also recognize and apply pertinent legal and ethical standards.
4. Students must be able to combine separate pieces of information or specific answers to problems to come up with logical explanations for why seemingly unrelated events occur or are utilized together.
5. Students must use ingenuity and imagination in solving novel, ill-defined problems in complex, real-world settings.
6. Students must have the ability to use computers for searching, recording, storing, and retrieving information.
7. Students must be able to comprehend three-dimensional relationships and understand the spatial relationships of anatomic structures.

Psychomotor Function

1. Students must possess the motor functions needed to manipulate tools or handle clients in a variety of settings, under a variety of conditions.
2. Students must demonstrate the physical strength and coordination to safely handle and move clients; perform medical procedures, or direct clients in various practice settings according to the needs of their discipline.
3. Students must perform physical activities that require considerable use of arms and legs and moving one's whole body, such as climbing, lifting, getting up and down from the floor,

balancing, walking, bending, stooping and handling of material and people. Standing and sitting for long periods of time are also necessary. This includes being able to apply physical restraints, and to lift, push and pull at least 50 pounds for routine transfers from varying surfaces, and be able to manually adjust equipment found in the occupational therapy clinical setting.

4. Students must possess adequate fine motor skills to be able to manipulate small objects, manage scissors, fabricate splints, and utilize tools /activities.
5. Students must tolerate being in close physical proximity and in physical contact with others.

Behavioral & Social Skills

1. Students must demonstrate emotional stability and acceptable communication skills, and be capable of developing mature and effective interpersonal relationships with other students, health care workers, clients and their significant others that inspire trust and respect and exceptional therapeutic use of self.
2. Students must be able to tolerate the physical, mental, and emotional academic and clinical workloads and to function effectively under stress.
3. Students will be able to adapt to changing environments, display flexibility, and function in the face of the uncertainties inherent in the clinical and academic setting.
4. Students must demonstrate the ability to self-reflect and understand why they respond/think/feel in the way that they do and then self-correct, if necessary. Openness and responsive to feedback is considered essential for success.
5. Students will safely perceive and navigate varied environments and communities.
7. Students must exhibit the ability and commitment to work collaboratively and professionally with students and groups in an intense setting to meet the needs of people of diverse cultures, age groups, socioeconomic groups and challenges without bias and in a harmonious manner.
8. Students must support and promote the activities of peers and health care professionals by sharing knowledge, eliciting input, and acting with empathy toward others.
9. Students must demonstrate compassion; integrity, concern for others, interpersonal skills; interest and motivation are all personal qualities that are critical.

Professional Responsibilities

1. Students must exhibit the ability to meet the challenges of any academic, medical or clinical situation that requires a readiness for immediate and appropriate response without interference of personal or medical problems.
2. Students have the responsibility to attend and be able to travel to and from classes and clinical assignments on time, and possess the organizational skills and stamina for performing required tasks and assignments within allotted time frames.

3. Students must have the ability to perform problem-solving tasks in a timely manner and prioritize and organize multiple workload needs, completing required work within the specified due dates.
4. Students will take initiative to direct their own learning as evidenced by the ability to prepare in advance, utilize resources before asking for help and independently explore additional information. Students must be able to take responsibility for their actions and outcomes.
5. Students need to work cooperatively and collaboratively with other students on assigned projects, and participate willingly in a supervisory process involving evaluation of other students and their own abilities and reasoning skills via giving and receiving feedback, as well as looking for ways to improve.
6. Students must adhere to policies of the university, their program, and clinical sites. This includes matters ranging from professional dress and behavior, to attending to their program's academic schedule.

Students must demonstrate knowledge of and commitment to the code of ethics of their profession and behavior that reflects a sense of right and wrong in the treatment context.

The use of a trained intermediary is not acceptable, in that a candidate's judgment must be mediated by someone else's power of observation and selection. Students must sign the technical skills and essential functions form (Appendix) when accepting their slot into the OTA program.

(From: Technical Standards/Essential Functions. AOTA Education Section. AASIG, September 1998. University of Tennessee Health Science Center

https://www.uthsc.edu/allied/ot/tech_standards.php and [Technical Standards for Occupational Therapy, Louisiana State University Health Sciences Center, School of Allied Health Professions Department Of Occupational Therapy,](https://www.lsuhealth.com/occupational-therapy)
<https://alliedhealth.lsuhealth.com/ot/docs/OTTechnicalStandards.pdf>)

It is the policy of the Occupational Therapy department that students maintain the ability to meet technical skills and abilities throughout the program including both didactic and fieldwork courses. The program provides a copy of the agreement to every student prior to entering the program. When a student signs the agreement, they attest to possessing, at a minimum, all of the essential functions listed and the ability to maintain these functions throughout the program.

It is the student's responsibility to notify faculty and department administration in the event of an onset of health related illness, disease, and/or condition, including pregnancy, which may jeopardize the student's ability to meet the essential functions of the program. Communication from the student to faculty about such condition should occur at initial onset. Failure to notify faculty and department administration of changes in essential functioning places the student and

patients associated with the program at risk of injury. Failure to notify faculty and departmental administration may result in an academic progression review.

All students with a condition change must submit a new essential functions agreement, signed by the student' attending physician and a letter from the physician, on company letterhead, certifying that the student is able to meet the essential functions and fully participate in the program. Failure to provide these documents at the request of department administration may lead to dismissal from the program. Essential functions may be met with appropriate accommodations; however, students will not be permitted to continue in the program if the essential functions cannot be met even with accommodations.

EXPECTED STUDENT BEHAVIOR

Class Attendance

Students are expected to attend all scheduled classes and, as stated in the A-State University Student Handbook, will be excused only for those instances in which **“unusual circumstances occur such as an emergency or illness severe enough to temporarily disable a student.”** Specific attendance requirements are stated in individual course syllabi. Excessive absences may make it impossible for a student to progress further in the program. Such cases will be dealt with by the OTA Program Director and OT Department Chair.

Absence or Tardy Policies and Procedures:

- 1) A student who obtains three cumulative (3) absences, across all courses, excused or unexcused, during the semester will undergo a review by the Academic Progression Committee to determine if student can remain in the program.
- 2) If a student is late to class more than fifteen (15) minutes without notifying the course instructor and the department secretary, the student will incur an absence.
- 3) If a student is more than five (5) minutes late returning from a break, the student will incur an absence.
- 4) If a student leaves class prior to the course instructor's dismissal, the student will incur an absence.
- 5) Students will notify the departmental administrative specialist and faculty members affected **prior** to class if they expect to be absent or tardy.
- 6) It is expected that students will be able to provide documentation to substantiate absences or tardiness due to illnesses or emergencies. (e.g. a doctor's note, emergency medical clinic note, etc.)
- 7) It is the responsibility of the student to contact each faculty member about missed assignments. All graded assignments due on the day of the absence should be electronically submitted on the assigned due date if possible. Any in-class assignments and/or exams should be made up within 24 hours of return to campus.
- 8) Students should not send a message about an absence or tardy via another classmate.

Class Participation

Participation in class discussions, learning activities and lab sessions is required. Specific expectations with regards to classroom participation is to the discretion of the faculty member responsible for the course. Participation may be a graded component to the course, and the grading for such participation is to the discretion of the faculty member responsible for the course. Specific expectations for class participation are specified in the respective course syllabus. Input from faculty on class participation will be considered during professionalism reviews and grading.

Communication

A-State email is the official method of contact between OTA Department faculty and students. Faculty and students should avoid communicating with each other through cell phone or texting for regular, ongoing or personal communication. This should strictly be limited to “emergency/critical” situations. In case of a family emergency, students should request that family members call the departmental office, instead of their personal cell phone.

Cell Phones and Electronic Devices

Cell phones and other electronic devices (includes telephone accessories) may not be visible or audible in the classroom. If your phone rings during class, you will be asked to leave and not return. If a student is asked to leave, the student will incur an absence for the day. Family emergency calls can be routed through the departmental office. Personal texting and/or messaging during class is strictly prohibited. Using devices to cheat on tests, papers, assignments, etc., including providing information to other students about written or clinical skill exams, is a violation of the Honor Code and will result in student records being sent to the Academic Progression Committee for review and disciplinary action. Personal electronic devices and cell phones may be used as a student resource at the discretion of the faculty member. All cell phones and electronic devices, including smart watches, will not be allowed on or near the student during examinations, skills-checks, and/or other graded assignments.

Cell phones are not allowed in the fieldwork setting. Use of any personal electronic devices to store/enter any type of patient information is a violation of the Healthcare Information Portability Accessibility Act of 1996 (HIPAA). Personal electronic devices and cell phones may be used as a student resource, at the discretion of the fieldwork faculty member.

ANY recording using a cell phone or any electronic device without permission during class, meetings with faculty members or the department chair, meetings with another student, or meetings with any other member of the Arkansas State University community is strictly prohibited.

Taking of photographs or recording using an electronic device in fieldwork settings is strictly prohibited.

Violation of any of these policies will lead to disciplinary action and may result in student records being sent to the Academic Progression Committee to determine progression in the program. Students are expected to conduct themselves in a manner which promotes a collegial learning environment. Behaviors and attitudes which disrupt the learning environment will not be tolerated.

(adopted Fall 2010 CNHP Executive Council, revised Fall 2020)

Social Media

Social media can be a way to share life experiences and opinions with others. Use of social media presents risks and carries with it certain responsibilities.

Social media includes all means of communicating or posting information or content of any sort via the Internet or other electronic communication method. Social media includes both your personal or someone else's personal web log/blog, journal, website, or chat room, and group interchanges such as Facebook, Twitter, Instagram, Snap Chat, or You Tube and social media anonymous sites. These applications are subject to having content transmitted to others, with or without consent from the original author. Additionally, per the Health Insurance Portability and Accountability Act of 1996 (HIPPA) regulations <https://www.hhs.gov/hipaa/for-professionals/privacy/special-topics/de-identification/index.html>, no information, pictures, videos or descriptions of clients/families can be posted on social media sites.

You are solely responsible for what you post online. Inappropriate postings specific to patients, classmates or faculty that include discriminatory remarks, harassment or threats, or violations of professional codes of conduct are subject to disciplinary action. Your actions could adversely affect your standing in your health professions program which could include program dismissal.

You should be aware that future employers may view potential candidate's websites. Students are advised to review their site (s) for any unprofessional images or language which could adversely affect successful employment upon graduation. Please make responsible decisions about your use of social media.

(Adopted from CNHP handbook, revised Fall 2019)

Students must adhere to the following social media guidelines including electronic communication (blogs, internet chat rooms, online bulletin boards, and social networking GroupMe, Facebook, MySpace, Twitter, YouTube, LinkedIn, Flickr, Instagram, and similar sites).

1. Individuals may not share confidential information in violation of HIPAA or FERPA related to electronic communication systems. This includes sharing photos or partial information even when names of patients, students, or faculty are not used.
2. Individuals assume personal liability for information they post on electronic communication systems, including but not limited to personal commentary, photographs, and videos.
3. Individuals should exercise appropriate discretion in sharing information, with the knowledge that such communications may be observed by faculty, students, and potential employers.
4. Individuals should not post defamatory information about others, activities or procedures at **Arkansas State University** or other institutions through which they rotate.
5. Individuals should not misrepresent their qualifications.
6. If potentially inappropriate material has been posted on an electronic communication system, the person who discovered the material should discuss this with the individual, the Program Director, and/or the Academic Progression Committee as necessary.

Actions Associated with Breach of Appropriate Classroom Behaviors (Due Process)

During the course of the tenure of the students' association with the professional program, in the event of a minor breach of the CNHP cell/phone electronic devices policy, or other breaches of acceptable professional behaviors, the following steps will be taken:

- 1st event, the student will meet with the instructor and a warning is given. A record of the warning is placed in the Student Academic File. The instructor will notify the Faculty Advisor of the incident.
- 2nd event, the student's case will be referred to the OTA Program Director; the Program Director will determine a remediation plan and/or other recommendations in consultation with the student, faculty advisor and other parties as determined to be appropriate.
- 3rd Event, student will be referred to the Academic Progression Committee where all student records will be reviewed. The Academic Progression Committee will decide on the student's further progression in the OTA program.

Informal or Minor Complaints

From time to time complaints may arise that are not formal grievances. Formal grievances and the processes associated with filing grievances are covered in the [Arkansas State University Student Handbook](#). Informal complaints will be handled in a process that seeks to produce resolutions which are equitable for all involved, maintain the academic integrity of the program, and result in improved relations and operations relative to the program. Informal complaints will be filed in the Department Chair's office. For informal or minor complaints, the following process shall be used.

1. Student who has a complaint regarding another student(s):

- a. Student should first attempt to settle the matter with the other student(s) in a prompt and professional manner.
- b. If satisfactory resolution of the issue cannot be achieved, the issue should be brought to the attention of the faculty advisor or another faculty member who will attempt to help resolve the issue.
- c. If satisfactory resolution of the issue cannot be achieved, further intervention by the chain of command will be utilized to try to resolve the issue. If no resolution is possible, the student may need to utilize the formal grievance system.

2. Student has complaint regarding a faculty member:

- a. The student should make an appointment to meet with the faculty member and discuss the matter in a courteous manner. The student is expected to have a prepared presentation of the issue in question.
- b. The faculty member will hear the student complaint and consider its merit in an open-minded fashion.
- c. The faculty member and student will seek to resolve the issue together.
 1. Should it become impossible for the faculty member and student to resolve the issue, an appointment will be made to discuss the matter with the Program Director.
 2. The Program Director will attempt to mediate the problem. He/she will facilitate a resolution that follows the policies and procedures of the program, while protecting the rights and concerns of both parties.
 3. If the Program Director's mediation efforts do not lead to resolution, the Program Director will consult the Department Chair and the Department Chair will become involved in the mediation.
 4. If no resolution is possible with involvement from the Department Chair, the Department Chair will refer the issue to the Dean of CNHP, who will become involved in the mediation.
 5. If no resolution is possible, the grievance system will be used.

3. Process of filing a complaint with ACOTE.

- a. Students that are unable to resolve a complaint using the departmental or college grievance process may file a complaint with ACOTE through their website: [Compliments & Complaints – ACOTE \(acoteonline.org\)](http://acoteonline.org)

PROFESSIONAL BEHAVIOR EXPECTATIONS

The Professional Behaviors Expectations are the fundamental behavioral expectations of all students and faculty in the Arkansas State University OT Department. In addition, the A-State

College of Nursing and Health Professions Honor Code (See Appendix) outlines specific expectations of academic honesty and the American Occupational Therapy Association (AOTA) Code of Ethics outlines ethical practice standards for Occupational Therapy practitioners.

Arkansas State University Standard of Conduct

Arkansas State University has set forth a standard of conduct for all students on campus. The standard of conduct set-forth by the university is founded upon building a culture of integrity. The Arkansas State University Student Handbook defines the standard of conduct through the following.

Arkansas State University is an interdependent learning community consisting of students, faculty and staff. Just as any community has a culture, along with written and unwritten "expectations" for conduct, we too have a culture and associated expectations for behavior. The community's expectation is that conduct is marked by integrity. Any student who chooses to enroll at the university also chooses to become part of this community and constructively contribute to its culture. This choice is an obligation to conduct oneself in such a way as to facilitate the mission of the community, which is to "...enhance intellectual life and enrich lives..." The following principles are part of the collective expectation of the members of this community relative to personal conduct.

- *Ethical Behavior — The pursuit of a higher education is a privilege. Associated with that privilege is an obligation to aspire to a set of principles and values that demonstrate a commitment to fairness, honesty, empathy and achievement.*
- *Morality — Members of a learning community commit to the ideals of appropriate human conduct. This lifestyle seeks to harm no one and attempts to be a positive contributor in every interaction.*
- *Respect — Every member of this community should seek to gain and demonstrate respect. Members should hold one another in high regard. Each individual should conduct himself or herself in a manner worthy of that regard, which is gained by decent and correct behavior.*

The learning community at Arkansas State University does not intend to be prescriptive regarding the personal beliefs and value systems of its members. However, this community does believe that it has a right to expect its members to demonstrate personal responsibility and integrity in word and deed.

More information related to the Arkansas State University Code of Conduct can be found in the ASU Student Handbook.

Arkansas State University Policy and Procedure for Academic Misconduct

ACADEMIC MISCONDUCT

Arkansas State University promotes academic integrity and professional ethics among all members of the A-State academic community. Violations of this policy are considered as serious misconduct and may result in severe penalties, up to and including expulsion from Arkansas State University. A student deemed to have engaged in academic misconduct may not avoid academic sanctions by withdrawing from a class, a program, or the University. Students that participate in the Honors College and/or Athletics program(s) are subject to dismissal from those programs in addition to the penalties set forth below. The respective program(s) will be notified of any offense. Colleges and Departments may add to these prohibitions and standards applicable to all students in order to enforce academic integrity and professional ethics to meet their special needs for a specific degree program.

For the purposes of these definitions, an assignment includes any task assigned as a course requirement or program requirement. Assignments include but are not limited to papers, projects, homework, and exams.

A. PLAGIARISM

Plagiarism is the act of taking, using, and/or presenting the idea(s), work(s), and/or writing(s) of another as one's own. Plagiarism includes, but is not limited to:

1. Submitting as one's own any theme, paper, report, computer program, presentation, creative work, or scholarly work of any nature belonging to, or written or created by another.
 - a) To avoid plagiarism, give written credit and acknowledgment to the source of thoughts, ideas, and/or words, whether you have used direct quotation, paraphrasing, or just a reference to a general idea.
 - b) If you directly quote works written by someone else, enclose the quotation with quotation marks and provide an appropriate citation (e.g., footnote, endnote, bibliographical reference).
 - c) Research for an assignment, as well as the complete assignment, must be the work of the person seeking academic credit for the course.

B. CHEATING/UNAPPROVED COLLABORATION

Cheating is an act of dishonesty with the intent of obtaining and/or using information in a fraudulent or unauthorized manner. Examples of cheating include, but are not limited to:

1. Observing and/or copying from another student's assignment.
2. Giving or receiving assistance during an examination period. This includes providing specific answers to subsequent examinees and/or dispensing or receiving information that would allow the student to have an unfair advantage in the examination over students who did not possess such information.
3. Using class notes, outlines, and/or other unauthorized information during an examination.

4. Using, buying, selling, stealing, transporting, or soliciting, in part or in whole, the contents of an assignment when such action is not authorized by the instructor of the class.
5. Using for credit in a subsequent class an assignment written for credit in a previous class without the knowledge and permission of the instructor of the subsequent class. This includes when a student is repeating a course for credit.
6. Impersonating or attempting to impersonate another person, or permitting or requesting another person to impersonate you for the purpose of taking an examination or completing other assignments.
7. Unauthorized collaborating during an examination, lab, or any course requirement with any other person by giving or receiving information without specific permission of the instructor.
8. Altering grades or official records.
9. Falsifying or signing another person's name on any academically-related University form or document.
10. Sabotaging or interfering with the academic progress of others.
11. Submitting altered, fraudulent, or falsified data, course, degree program requirements, including but not limited to honor's thesis; doctoral dissertation; qualifying exam; dissertation defense, and University records/forms.

PROCEDURE FOR HANDLING ACADEMIC MISCONDUCT CHARGES

1. **Step One:** Any faculty member or University official who suspects an act of academic misconduct occurred for which they deem sanction appropriate, must report this information, along with a recommended sanction, directly to the Office of Academic Affairs via the Academic Misconduct Report Form within five (5) business days of becoming aware of the act. Academic Affairs will consult with the student's academic department, and review any prior academic misconduct the student was found responsible for, to determine in consultation with the academic department if administrative-level sanctions should be added and which sanction is appropriate. No sanction will go into effect until a finding of responsibility is made.
2. **Step Two:** Within five (5) business days of receipt of the academic misconduct referral, Academic Affairs will notify the student through official University channels of the alleged offense and related sanction(s). This notification will include instructions for preparing for a hearing, should the student disagree with the allegation. The notification will also include educational materials about avoiding future academic misconduct (For example, University-level citation and documentation expectations). Additionally, an academic misconduct meeting between the student and an Academic Affairs representative will be arranged to apprise the student of the allegation and related sanction(s). The student will accept or deny responsibility at this time. Students who do not respond to the notification will be deemed to have waived their denial of the alleged act and any objection to the related sanction(s). A student who accepts responsibility will be found responsible and the related sanctions will be imposed.
3. **Step Three:** Within five (5) business days of receipt of the meeting with Academic Affairs, a student disagreeing with the allegation must submit their request, in writing to Academic Affairs, for an academic misconduct hearing before the University Academic Integrity Committee (UAIC), along with any written material the student would like the Committee to consider. The UAIC is a shared governance committee which will consist of three faculty members, two undergraduates, and one graduate student from each academic college. The Associate Vice Chancellor for Academic Services and the Graduate Dean will serve as Ex Officio members. The convening committee for academic misconduct hearings is three faculty members and one student. For cases involving academic misconduct of a graduate student, the student representative will be a graduate student. The UAIC only determines whether the student is responsible and does not determine the sanction. The sanction imposed upon a finding of responsibility is determined in Step One and presented to the student in Step Two.
4. **Step Four:** Within five (5) business days of receipt of the written request for Committee hearing, the case goes to the University Academic Integrity Committee for determination of responsibility.
5. **Step Five:** Within three (3) business days of receipt of the Committee's determination, a student disagreeing with the hearing outcome may appeal in writing to the Provost. If the student does not appeal within the applicable timeframe, the Office of Academic Affairs will notify the involved parties, and the sanction(s) related to the academic misconduct the student was found responsible for will be imposed by the appropriate party.
6. **Step Six:** Within three (3) business days of the Provost's receipt of the written appeal, the Provost will make a final determination based upon the written appeal and all documents related to the allegation and hearing. The Office of Academic Affairs will notify all involved parties of the determination. If the finding of responsibility stands, the sanction(s) related to the academic misconduct the student was found responsible for will be imposed by the appropriate party.

All cases of academic misconduct will be housed within Academic Affairs. Prior offenses will be considered when determining the sanction(s).

Sanctions for Academic Misconduct

No sanction, including removal from class, may be imposed prior to a finding of responsibility. Acts of behavioral misconduct are not covered by this section and should be reported to the Office of Student Conduct.

Academic Misconduct that occurs in clinical, field, and internship sites is subject to sanctions established by the respective program. These sanctions may or may not be included in the list below.

Course-level sanctions for Academic Misconduct can be imposed by the faculty member or instructor who discovered the Academic Misconduct upon a finding of responsibility (see Procedure for Handling Academic Misconduct Charges).

The following course-level sanctions may be imposed by the instructor for academic misconduct:

- Completion of Educational Module
- A reduction of grade for assignment;
- An alternative assignment;
- A failing grade on the assignment;
- Rewriting or repeat performance of assignment; and, or
- A failing grade for the class;

In addition, the following administrative-level sanctions may be imposed for Academic Misconduct upon a finding of responsibility based on the seriousness and/or prior acts of academic misconduct of the respective student. Administrative-level sanctions are determined by the student's academic department in consultation with Academic Affairs:

- Completion of education modules;
- A failing grade for the course;
- Removal from the course;
- Dismissal from a particular program;
- Suspension from a particular program for one semester or more;
- Suspension from the University for one semester;
- Expulsion from the University; and/or
- Other appropriate sanctions as warranted by the specific acts of the student.

Appropriate levels of behavior are expected in all courses and required for successful completion of each component of the curriculum. It is also expected that professional skills and abilities will grow and progress throughout the program just as knowledge of didactic information grows. Students will receive instruction related to professional behaviors in OTA 2071 which will be reinforced throughout the program in both didactic and fieldwork experiences. Faculty advisors in the Department of Occupational Therapy will use the assessment listed below to facilitate the development of competency and growth in professional behavior expectations. The student will be responsible for ongoing self-assessment by seeking feedback from faculty and fellow students. Students are also responsible for responding to faculty and advisor feedback and any action related to the OT specific professional behaviors. The faculty will meet to discuss and evaluate each student's professionalism prior to the four advising meetings throughout the program. Advisors will discuss any professionalism issues with the student and develop a plan for ongoing professional growth throughout the program. Students who fail to sustain competency in areas of professionalism will receive disciplinary action which may include records being sent to the Academic Progression Committee.



Occupational Therapy Professional Development Assessment

Student Name: _____ Faculty Advisor: _____ Date: _____

Professional Competencies	Does Not Meet Competencies	Minimum Competency	Competent Plus
Dependability Demonstrates responsibility and punctuality to class and clinical placements.	Excessive absence or frequent tardiness. <input type="checkbox"/>	Regular attendance and on time for class. Does not leave early. No more than 2 unexcused absences and /or tardies total per semester. <input type="checkbox"/>	Shows initiative by giving more time than designated for class and clinic placement. <input type="checkbox"/>
Comments:			
Professional Presentation Presents oneself in a manner that is accepted by peers, faculty, clinical supervisors,	Body posture and affect communicates disinterest or disengagement. Attire and/or personal hygiene does not meet school or clinic standards.	Body posture and affect communicates interest. Attire and personal hygiene meets school and clinic standards.	Body posture and affect communicates enthusiasm for the profession. Desire to become an occupational therapist is outwardly evident.

clients, and employers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
Supervisory Process Reacts favorably to faculty feedback of classroom and clinic behavior.	Argues and/or dismisses feedback. Does not follow through on suggestions for improvement. <input type="checkbox"/>	Receptive and responsive to suggestions/positive attitude. Embraces feedback as a means to improve professional presentation of self. <input type="checkbox"/>	Independently initiates appropriate professional development strategies. <input type="checkbox"/>
Comments:			
Cooperation Demonstrates appropriate collaborative behavior with classmates and professionals.	Participates positively in team interaction but does not initiate interaction. Waits to be assigned group role/responsibility. Expresses negative attitude toward team or group work. <input type="checkbox"/>	Respects others' opinions/supports group-problem solving/encourages positive interaction/ maintains confidentiality. <input type="checkbox"/>	Independently initiates cooperative strategies to facilitate group success. Volunteers for leadership roles in team or group work. <input type="checkbox"/>
Comments:			
Organization and Time Management Demonstrates organization and effort. Strives for excellence in all coursework and clinical placements.	Assignments are generally late or incomplete. Not prepared for clinic sessions. <input type="checkbox"/>	Assignments are submitted on time and meet minimum requirements. Comes to clinic prepared with one or two interventions, but may have difficulty with "on the spot" creativity. <input type="checkbox"/>	Demonstrates initiative, resourcefulness, higher level thinking, and creativity in coursework and clinical situations. Capable of generating "on the spot" ideas that enhance client participation. <input type="checkbox"/>
Comments:			

<p>Initiative</p> <p>Expresses enthusiasm and interest in coursework and clinical placements.</p>	<p>Minimal effort and/or enthusiasm toward coursework or clinical placements.</p> <p>Complains about assignments.</p> <p>Verbalizes and/or shows non-verbal signs of disinterest or disapproval.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Demonstrates effort and interest in coursework and clinical placements.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Consistently maintains high interest and enthusiasm in ALL coursework and clinical placements.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Comments:</p>			
<p>Empathy</p> <p>Demonstrates cooperative, ethical, and culturally competent professional concern for classmates, faculty, clients, and families.</p>	<p>Engages in "gossip".</p> <p>Complains about school problems, faculty, and/or challenging clients and their families.</p> <p>Lacks empathy.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Attempts problem solving and is not involved in negative communication about the school and/or clients and their families.</p> <p>Demonstrates empathy.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Classmate, faculty, and client advocate. Proactive in seeking solutions for school problems and/or challenging clients and their families.</p> <p>Renders assistance to ALL individuals without bias or prejudice.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Comments:</p>			
<p>Clinical Reasoning</p> <p>Demonstrates the ability to analyze, synthesize, interpret, and communicate information correctly in order to make clinical decisions.</p>	<p>Rarely asks questions in class or inquires about professional solutions.</p> <p>Offers ideas and solutions that are not appropriate and/or outside the scope of practice.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Questions, inquiries, and solutions are appropriate for the scope of practice.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Demonstrates advanced reflection, creativity, and breadth of clinical reasoning skills. Innovative solutions are appropriate for scope of practice.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Comments:</p>			

<p>Verbal Expression</p> <p>Demonstrates appropriate professional verbal communication.</p>	<p>Never verbally interacts in class or clinic. Will only interact when called upon and provides superficial responses.</p> <p>Verbally interacts with classmates, faculty, supervisors, and clients in an offensive or threatening manner.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Verbally interacts in class or clinic with clarity and quality of content every week. Most verbal interactions do not require prompting from faculty or clinic supervisor.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Consistently interacts in class or clinic without prompting from another. Attempts to encourage others to participate in class or clinic discussion.</p> <p>Class and clinic interactions are of high quality.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Comments:</p>			
<p>Written Expression</p> <p>Demonstrates appropriate professional written communication.</p>	<p>Written communication is unclear and/or superficial.</p> <p>Written communication does not include correct punctuation and grammar.</p> <p>Written work does not follow APA format.</p> <p>Deliberate plagiarism is noted in written work.</p> <p>Clinic notes include inaccurate information.</p> <p>Clinic notes do not meet standards for reimbursement.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Written communication is clear and concise. Written communication includes correct punctuation and grammar.</p> <p>All written work follows APA format. Citations may need some corrections, but plagiarism is not deliberate.</p> <p>Clinic notes meet standards for reimbursement.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Written communication is of excellent quality. Author provides in-depth reflection and creative solutions. Clinic notes exceed standards for reimbursement and demonstrate high level client advocacy.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Comments:</p>			

Professional Behavior Goals

Goals	Date	Progress	Achieved	Not Achieved
1.				
2.				
3.				
Comments:				

Student Signature: _____ Date: _____

Advisor/Faculty Signature: _____ Date: _____

Adapted from Saginaw Valley State University College of Education Professional Behavior Assessment
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Monitoring Professional Behavior

It is the responsibility of all students and faculty to monitor their own professional behaviors as well as that of departmental colleagues. Students who observe unprofessional behavior or academic dishonesty on the part of student colleagues in the Occupational Therapy Assistant Program are obligated to do the following:

1. Notify the instructor or faculty member.
2. The instructor or faculty member will complete the Student Conference Record if necessary.
3. The completed form will be submitted to the appropriate advisor, program director, or departmental chair. Every attempt will be made to ensure confidentiality.
4. Upon receipt of a completed form, the faculty member will schedule an interview with each respondent.
5. The faculty member will place the form in the student's program file. In evaluating the nature of an individual student's problem, the faculty member will evaluate the number of forms submitted on a student, the nature of the submitted reports.
6. The faculty member will inform the student of the reported problem and meet with the student. The student will have the right to refute the observations/assertions.
7. The faculty member will synthesize all relevant information and report to the Program Director and Department Chair to solicit input regarding the appropriate steps for providing assistance to the involved student.
8. The faculty member will prepare a final report and define the steps to be taken to resolve the problem. A meeting will be held with the involved student to summarize the report and provide an opportunity for assistance. Both the student and faculty member will sign the report. The report will be placed in the student's file. If the student does not agree with the report or the remedial step he/she may begin filing formal grievances as set forth by the [University Student Handbook](#).
9. Student may also be referred to services on or off campus such as counseling, medical care, and or academic assistance among others if determined appropriate by the faculty.
10. The OTA Faculty Advisor will monitor progress and provide the Program Director, Department Chair and core faculty with relevant information regarding the student's progress.

Academic Integrity

The University policies relating to academic integrity, notably plagiarism and cheating are detailed in the [Arkansas State University Student Handbook](#). Students must familiarize themselves with these policies since violation can result in dismissal from the program as well as expulsion from the University.

Students are also encouraged to be aware of and practice adhering to the College of Nursing and Health Professions Honor Code (see Appendix), [AOTA Code of Ethics](#), the [Arkansas State Medical Practices Act and Regulations](#), and the OT Specific Professional Behaviors. Progression and retention in the Occupational Therapy Assistant Program is also dependent upon the adherence to these standards and abilities.

Additional ethical principles related to behavior in fieldwork settings are set forth in the fieldwork policies and procedures in the Fieldwork Manual.

ACADEMIC AND BEHAVIORAL STANDARDS AND DISCIPLINARY PROCEDURES

Progression

In addition to academic standards outlined by Arkansas State University, the Department of Occupational Therapy has specific academic policies and procedures. To progress in the professional curriculum, students must:

1. maintain a 3.0 cumulative GPA in all Occupational Therapy Assistant Program courses,
2. receive grades of 75% or better in all professional courses,
3. maintain academic integrity and professional behavior in classroom, laboratory, any fieldwork sites visited, and in the community,
4. maintain the standards of affiliating fieldwork facilities, and
5. demonstrate the ability to perform essential technical abilities and skills required by the OTA Program.

Unsatisfactory Performance

Occupational therapy is a clinical profession. It is absolutely vital to public safety that department faculty are assured that students progressing to their fieldwork experiences, and those entering the profession, have the skills necessary to practice in a safe, legal and ethical manner consistent with contemporary practice. For this reason, the faculty of the OTA Program have established formal academic and professional standards of performance by which a faculty member's concerns regarding a student's professional behavior and/or academic performance may be

reviewed. Students with unsatisfactory academic, fieldwork or affective performance will be referred to the student's faculty advisor (see Remediation). The student and faculty advisor will complete a remediation plan and notify the Program Director and Department Chair of the plan. Further issues with meeting the standards of the OTA Program, whether academic or professional, will result in student referral to the Academic Progression Committee for determination of next steps. Dismissal from the program is a major decision and will only be made when other attempts at resolving the problems have failed. Unsatisfactory performance may consist of:

- Receiving a grade of <75% on any assignment or exam in a course.
- Consistent tardiness or absences.
- Lack of professionalism in class, out of class, and/or on fieldwork.
- Lack of academic integrity.
- Lack of adherence to safety and ethical standards.

Once an area of unsatisfactory performance is identified the student, involved parties, and student advisor will meet and determine a course of action. The severity of the offense and consistency of offenses will determine the course of action. Action may consist of a grades conference, formal warning, remediation/probation, and review of records by the Academic Progression Committee. Each of the actions are described below:

Grades Conference

A grades conference occurs any time a student receives less than a 75% on a graded course activity that is substantial. A substantial course activity is representative of 25% or more of the total course points. This includes but is not limited to assignments, exams, quizzes, and/or skills-checks. All course activities that are worth 25% or more of the total course points will be indicated on the syllabus. If the student receives less than a 75% on a substantial course activity the course instructor will notify the student of the grade and set up a meeting to discuss the graded activity, study habits, and other relevant information. A conference form will be used to document the meeting discussion and will be signed by the instructor and the student. To ensure competency of material and/or in order to progress to new material, the course instructor may assign remediation work to the student. The student is expected to complete the remediation work as assigned and within the timeframe outlined by the course instructor. The purpose of the grades conference is 1) notify the student of an unsatisfactory grade and remind them of program requirements, 2) discuss and develop individualized study strategies that could assist the student, and 3) to document student performance across all courses. Due to the 1-year length of the course, it is important that students consistently maintain satisfactory academic performance. Receipt of three cumulative grades conferences across any

classes, throughout the entirety of the program, will result in a Formal Warning. Upon receipt of a sixth grades conference a second Formal Warning and a remediation plan will be issued. Upon receipt of a ninth grades conference the student's records will be sent to the Academic Progression Committee for review.

Formal Warning

A formal warning occurs for minor or first offenses in an area of unsatisfactory performance and/or when a student receives three or six grades conferences. A formal warning consists of a meeting with the student and faculty member involved to discuss the situation and make a plan of correction. The meeting is written and described on a formal conference template, signed by the student and faculty member and placed in the student's file. Two formal warnings in the program will result in remediation/probation and three formal warnings will result in student referral to the Academic Progression Committee.

Remediation/Probation

Remediation/Probation occurs for moderate and/or consistent offenses in an area of unsatisfactory performance. Remediation consists of a detailed plan of correction that outlines specific objectives for students and faculty to complete in order to fulfil the remediation plan. Failure to comply with a remediation plan results in records being sent to the Academic Progression Committee and could result in dismissal. The following outlines some of the policies and procedures related to remediation.

1. Any issue of unsatisfactory performance that is deemed as a moderate and/or consistent offense will be brought by the concerned party to the Program Director. A moderate and/or consistent offense may include but is not limited to:
 - a. Receipt of 3 or more grades conferences within a given semester.
 - b. Any course average that is a 78% or below at midterm or final.
 - c. Receipt of 2 formal warnings.
 - d. Consistent absences and/or tardiness
 - e. Moderate offense of professional behaviors
 - f. Any major ethical and/or safety incident
 - g. Any minor academic integrity incident
2. Once the Program Director has been notified of the offense(s) a meeting will be set-up with the student, student advisor, Program Director and any other relevant individuals to discuss the presented offense.
3. The program director and student advisor will develop a remediation plan that specifically outlines individualized goals and objectives needed for successful completion of the probationary period.
4. The student will receive the remediation plan and will have the opportunity to provide feedback related to the plan prior to signing. Feedback will be reviewed

- by the Program Director and Student advisor and changes to the remediation plan, in collaboration with the student, may occur if they are deemed appropriate. The student, Program Director, and all involved parties will sign the remediation plan.
5. If the student fails to meet the requirements outlined in the remediation plan during the probationary period, the student will be referred to the Academic Progression Committee and may be dismissed from the program.

Academic Progression Committee

The Academic Progression Committee consists of all of the core-faculty in the OTA and OTD programs. The committee's purpose is to review student cases in which severe or consistent incidents of unsatisfactory performance are present. The OT department chair chairs the Academic Progression Committee. Once a student's records are sent to the Academic Progression Committee, a committee meeting is scheduled and the case is presented along with any supporting evidence related to the student. The role of the Academic Progression Committee members is to review each presented case and determine the progression of the student within the respective program. The Academic Progression Committee meetings are closed meetings consisting of only the committee members. The student, and/or other parties may present written documentation to the committee chair and/or schedule a separate meeting prior to the Academic Progression meeting for review. Documentation and/or meeting overviews provided by external parties will be available to the committee members during the review meeting. The Academic Progression Committee may decide on dismissal, additional probation with a remediation plan, and/or other recommendations related to the progression of the student. All committee members vote upon decisions and a two-thirds majority vote is required for a decision to stand.

Dismissal

A student may be dismissed from the Occupational Therapy Assistant Program if, in the judgment of the Academic Progression Committee, any of the following conditions exist:

- Failure to comply with academic standards.
- A cumulative grade of less than a 75% in any OTA course.
- A cumulative OTA coursework GPA of less than 3.0.
- A failed fieldwork experience
- Failure to exhibit behaviors outlined in the following: College of Nursing and Health Professions Honor Code, AOTA Code of Ethics and the Arkansas State University Professional Behavior Expectations, Essential Technical Skills and Abilities of the program.
- Fieldwork performance that jeopardizes safety of patients.
- Physical or emotional condition that affects one's fieldwork or academic performance.

- Failure to conform to the legal standards of the Occupational Therapy profession as stated in the Arkansas Occupational Therapy Practice Act. The practice act is available at <http://www.armedicalboard.org/professionals/pdf/MPA.pdf>
- Excessive absences (See attendance policy) or tardiness.

Withdrawal

Students may choose to withdraw from the program to avoid a failing grade. Students must withdraw from the program by the published university deadline. For more information, students should refer to [Arkansas State University Handbook](#). Students may reapply to the program and be considered on a competitive basis.

Students that withdraw from the program for extenuating circumstances (e.g., death of a spouse/child, pregnancy, medical conditions) may submit a written request to the faculty advisor and Program Director to be placed in the next student cohort. It is to the discretion of the Program Director whether or not to allow deferment or to make arrangements to accommodate the delay.

Readmission

Removal of a student from the OTA Program usually occurs for one of the following reasons:

1. Dismissal: Student fails to meet affective, cognitive, or psychomotor professional behavior standards of the program.
2. Withdrawal: Student withdraws in good standing for significant personal reasons (major injury or illness, death of an immediate family member, pregnancy / labor delivery). Students with these issues or the potential for these issues should realistically consider the likelihood of these events interfering with their progress through the program prior to starting the program.

Students dismissed from the program may be allowed to reapply to the Occupational Therapy Assistant Program. To be considered for readmission the student should meet with the program faculty and department chair to offer evidence that appropriate remediation of the deficits for which they were dismissed has occurred. Approval of the program faculty and department chair are required in order for the dismissed student to be allowed to submit an application for readmission. For dismissed students, readmission to the Occupational Therapy Assistant Program is on a competitive basis with all others in the applicant pool at that time. Dismissed students eligible for re-admittance consideration will be required to demonstrate mastery of previously learned information, skills, and abilities. If such student fails to demonstrate mastery of

previously learned information, skills, and abilities, the student will not be admitted back into the program. Dismissed students should be aware that financial aid may not be available for previously completed courses. Students dismissed a second time for cognitive, psychomotor, affective or professional behavior deficits will not be allowed to reapply to the Arkansas State University OT Programs.

Students who withdraw in good standing will be considered for readmission on an individual basis. Withdrawal students must formally petition the department chair for readmission. Withdrawal students will be required to meet with the program faculty and department chair to provide evidence that the problem(s) that resulted in their withdrawal have been successfully resolved. Approval by the faculty and department chair is required for withdrawal students to return to the program. Withdrawal students will not have to go through the competitive admissions process again provided that they return to the program in the year immediately after the year in which they withdrew. Students who wait longer than this will be required to complete the competitive admissions process. Withdrawal students will be required to demonstrate, to the satisfaction of the program faculty, mastery of previously learned information, skills and abilities. Withdrawal students who fail to demonstrate mastery of previously learned information will not be admitted to the program. Withdrawal students should be aware that financial aid may not be available for previously completed courses. Students who withdraw a second time will not be allowed to reapply to the Arkansas State University OTA Program.

The faculty members realize that no policy can adequately address every possible situation and circumstance that might arise. The guiding principle in all dealings with students will be an attempt to achieve a solution that is as beneficial as possible to both the student and the program and maintains the integrity of the program. Should a case deviate significantly from the ones described in this policy, the faculty members, the Director of the Program and the Occupational Therapy Chairperson will rely on their experience and judgment, and if necessary the experience and judgment of others according to the chain of command, in order to reach an appropriate solution.

GRADING POLICIES

Grading policies are determined for each course by the responsible faculty member in accordance with University and program standards. Respective course syllabi identify the exact grading requirement for the given course. Students must read each course syllabus carefully to ensure understanding of course requirements. The University utilizes a reflective teaching philosophy, which permits the faculty member to make adjustments to the syllabus as the semester progresses, if it benefits student learning. In such cases, students will be made aware

of any changes that impact grading verbally and in writing, and a dated revised copy of the course syllabus will be provided to the student.

Grades for all OTA Program courses will be according to the following scale:

90-100 =	A
80-89 =	B
75-79 =	C
70-74 =	D
69 or less	F

Students must read each course syllabus carefully to ensure understanding of course requirements.

The OTA Program is a lock-step program. Students must maintain a grade of C (75%) or better in each class AND a cumulative GPA of 3.0 or higher in all OTA coursework in order to progress to the next courses in the sequence.

Incompletes

An "I" grade will prevent a student from progressing to the next semester or term unless alternative arrangements are approved by the program. This policy supersedes the general University policy for incomplete grades.

Grade Reporting

Grades are not given out over the phone, by e-mail, or by the clerical staff. University policies for issuing course grades will be followed unless otherwise specified by the professor in the class syllabus.

Examinations

All examinations will remain within the control of the instructor during development, administration, scoring, and use during the term in which the exam is given. Examinations occur in a variety of formats including, but not limited to, paper, electronic, and demonstrative exam formats. Any student grade falling below a 75% on an examination that contributes to 25% or more of the course points, must meet with the course instructor and determine a plan of correction. Multiple examination grades falling below a 75% across program curriculum may result in further disciplinary action of remediation and/or probation.

Missing an Examination

All examinations are to be taken as scheduled. In order to have an opportunity to make-up an exam, the student must notify the course faculty member before the examination is to be given and make arrangements to make up the exam with the faculty member. If prior arrangements are not made, the student may forfeit the right to earn a grade for that examination. The faculty member is not obligated to provide late or make-up examinations for absences; however, individual judgment by faculty members will prevail.

Assignments

Each faculty member establishes assignments and the deadlines for their completion. Deadlines may be contained in a course syllabus or communicated orally in class when appropriate. The faculty may alter deadlines when conditions warrant such a change. Students are expected to comply with deadlines unless unusual circumstances occur such as an emergency or illness severe enough to temporarily disable a student. In these cases, students should make every effort to notify the faculty member involved. Most faculty will assess a penalty for assignments, papers, projects, etc. that are submitted after the stated deadline. If this is the case the penalty will be stated in the course syllabus or communicated in class. If a crisis arises in a student's life such as the above-stated emergency or illness, a faculty member may be willing to allow a grace period. Most faculty members will not agree to provide this grace period after a deadline has already passed.

Students are expected to make photocopies or electronic copies of ALL written assignments completed to provide a backup mechanism for a "lost paper" contingency. Losing a paper will not be considered a valid reason for granting an extension by most faculty members.

Students are expected to participate in all assignments stipulated in course syllabi. Exceptions may be made under unusual circumstances if the faculty involved agrees that an exception should be made. An example of an exception of this type would be not requiring a student to submit to a certain laboratory class procedure if the student has a condition which contraindicates the particular procedure. Students are responsible for bringing concerns to faculty well in advance of the when the exception goes into effect. Such conditions could include open or healing lesions, other types of temporary injuries, pregnancy, etc.

Appeal of Grades, Other Decisions or Requests for Exceptions

If a student feels that he or she has been treated unfairly in the matter of grades, or any other decision that affects the student's academic rights as described in the [Arkansas State University Student Handbook](#), he or she may invoke the Student Academic Grievance Procedure outlined in that publication. This same procedure may be used to request waivers or variance from published University or program policies, rules and regulations.

In all cases, students should first discuss their concerns with the faculty member involved. If the matter is not resolved at that level students should request a meeting with the Program Director and/or Department Chair, followed by the Dean of the College until the matter is resolved or another avenue of appeal is identified.

Basic Disaster Life Support

Students are expected to complete the Basic Disaster Life Support course prior to graduation. This course is offered through Blackboard and is taken during the second semester of the OTA program. Failure to complete this online or live course will preclude a student from graduating. Cost of this course is approximately \$50 including materials.

Child Maltreatment Reporter Training

All students must complete the child maltreatment reporter training prior to graduation. This is a state mandated requirement for degree programs at institutions of higher education for professions that are required to be child maltreatment mandated reporter. This training will be completed in OTA 2063 Pediatrics for the OTA. Failure to complete this online course will preclude a student from graduating.

Graduation

Complete graduation requirements and the procedure to be followed are fully explained in the [Arkansas State University Undergraduate Bulletin 2023-24](#). The **student** is ultimately responsible to assure all University general education requirements have been fulfilled, all forms have been completed, all fees for graduation have been paid, and all policies have been met regarding graduation. The faculty advisor and departmental staff will assist the student in the process. Students will meet regularly with their faculty advisor at a minimum of once per semester to review the graduation check sheet and to ensure they are making expected progress towards graduation requirements.

National Board for Certification in Occupational Therapy (NBCOT)

After graduation, students seeking licensure must take the National Board for Certification in Occupational Therapy (NBCOT) OTA national board exam. Students will only be allowed to sit for the licensure examination after the cohort graduates and an official final transcript with the degree conferred can be provided to NBCOT. Students should refer to the NBCOT website (<http://www.nbcot.org/>) and download the NBCOT Handbook for specific exam procedures. It is the student's responsibility to be familiar with the process for obtaining certification, create a MyNBCOT account, and to alert the Program Director if additional documentation is needed from the Program to confirm eligibility for the exam.

Additionally, each student will be required to purchase and take the OTKE practice exam following the completion of Level IIA fieldwork. The exam is approximately \$25 and will be taken as a cohort at a specified date and time. The OTKE will take place in an on-campus computer lab using campus computers. The purpose of the practice exam is to simulate the amount of time and environment used during the NBCOT OTA board exam. Students will receive results from the OTKE within three days of taking the exam along with a thorough assessment of areas of strength and limitations. The OTKE will be reviewed by the program director and/or advisor in order to work with the student to develop a study plan while on their Level IIB rotation.

Alumni Activities

Alumni provide valuable information to the Department of Occupational Therapy about the effectiveness of our program. Graduates should provide the program with current address and current employment status immediately after graduation and as changes occur. Graduates of the program are strongly encouraged to complete and return to the University any follow-up surveys or questionnaires sent to alumni to support the continued improvement of our Occupational Therapy Assistant Program. Each cohort of students will appoint 2-3 class ambassadors which will serve as liaisons between the University and the alumni. The ambassadors will have the responsibilities of continued communication with the department, serving on the Alumni board, recruitment for survey collection and events, and other duties as needed. Ambassadors will be appointed by each class at the end of the program, prior to graduation.

STUDENT SERVICES

Assistance is available to all Arkansas State University students. Specific information can be located in the Arkansas State University Student Handbook and online at <http://www.astate.edu/info/current-students/> under *Student Affairs*.

ACCESS and Accommodations

Access & Accommodation Services focuses on facilitating opportunities to stimulate and create a barrier free environment, eliminating academic, social, and physical obstacles which impede students' access to a higher education.

It is the student's responsibility to register with Arkansas State University's office of ACCESS and Accommodations. Contact information related to ACCESS and Accommodations can be found on the A-State website at <https://www.astate.edu/disability>.

Reasonable accommodations will be made for students that register with disability services.

Financial Aid

Information regarding financial aid may be obtained from the financial aid office ([Financial Aid and Scholarships Office](#)).

COURSE PROGRAM OF STUDY (CPOS)

You may not be aware, but there is an important emphasis in federal financial aid regulations that could cause federal grants, work study, loans, and some scholarships to be reduced if you enroll in ineligible coursework. Only courses that count toward a student's program of study (your declared major/minor) can be considered when determining aid eligibility for federal financial aid programs such as grants, work-study, and loans. For federal aid to pay for a course in your major, minor, concentration, or other degree requirement, it must be part of your Course Program of Study (CPOS) or be necessary to help you earn the total hours required to complete your degree. For those depending upon federal aid to attend Arkansas State University, not paying attention to federal regulation could affect your full-time enrollment status and ultimately your financial aid.

Additional information is available on our [Course Program of Study FAQ](#) page.

Student Health Center

Arkansas State University's Student Health Center (SHC) and pharmacy is available to all A-State students. Students can be treated for illnesses, injuries, immunizations and general physical exams. For more information refer to <http://www.astate.edu/a/student-health-center/index.dot>).

Counseling

The University Wilson Counseling Center ([Wilson Counseling Center](#)) provides free confidential counseling services and crises intervention to the student who may be experiencing psychological, behavior, and learning difficulties.

Learning Support Services

The Learning Support center provides needed academic support for students at A-State. Services include peer-to-peer tutoring, learning groups, academic success coaches, study space and more. The Learning Support Services also houses the Writing Center, Communication center, Smart center, KOL Math learning commons, Athletic Tutoring and student support services. Information related to the Learning Support Services can be found at [Learning Support Services](#).

SPECIFIC STUDENT REQUIREMENTS

Appropriate Dress and Personal Appearance Requirements

Class attire:

Students are expected to practice professional appearance throughout the program courses and during fieldwork experiences. Students are expected to look professional during all class times. Leggings, gym shorts, or other tight fitting/revealing clothing is not allowed during class times.

When outside speakers are brought in or special events are scheduled it is expected that students will dress appropriately for the occasion. Students attending OT sponsored events are expected to wear either Arkansas State University OTA Program polo shirts or other attire as approved by the coordinating member of the faculty.

Lab attire:

Appropriate dress is required for all laboratories. In most cases laboratory attire is specified in the course syllabus. Many of the procedures we practice require access to skin and visualization of muscles and muscle groups in all parts of the body and appropriate attire is required accordingly. Part of what we learn to do is to provide this access while preserving the modesty and dignity of the client. When the student is the client, this same principle applies.

When not serving as the client or subject, shorts, shirts and shoes should be worn. Low heeled, rubber-soled shoes must be worn at all times except when on a treatment table (plinth), mat table or floor mat. Students should wear socks to all lab sessions in the event they need to remove

their shoes to be active on a mat surface. Students going outside of the lab area should dress appropriately for the public.

Jewelry is generally prohibited for health and safety reasons. No bracelets, necklaces, earrings other than small posts for pierced ears or rings other than bands should be worn in labs. Body piercing (i.e., tongue, eyebrow, etc.) should not be visible.

Fieldwork Dress Code:

Each fieldwork site will have a predetermined dress code for student and/or employees. Students are expected to follow the site specific dress code and honor any other professional presentation requirements of the site. This may include covering of all tattoos, allowing only natural hair colors, and/or specific clothing/shoes. While we honor individuality and expression in our students, the rules and guidelines of the fieldwork sites must also be followed.

Other Personal Requirements

Students are required to adhere to certain personal standards both for their own safety and that of the patient. Hair must be confined so as not to interfere with any fieldwork procedure. Unnatural hair coloring and/or body piercings are not allowed and tattoos should remain covered during class and fieldwork experiences. Nails must be short and clean at all times. Fingernails should not extend beyond the fingertip. Students should check with their fieldwork sites regarding the use of nail polish. If nail polish is allowed, the polish cannot be chipped.

Any open lesions must be adequately covered and protected from contamination. Personal hygiene should be maintained at the highest level and students must pay attention to such potential problems as bad breath, foot odor, body odor, etc. Furthermore, cologne or perfume should not be worn while in class or during fieldwork rotations.

Students who choose not to adhere to dress code and/or personal presentation procedures will be subject to disciplinary action for lack of professional presentation.

Informed Consent

Any person (guest, client) who is involved in demonstration, treatment, or research will provide consent for that involvement. Forms are available through the Department Administrative Assistant. Guest, patients and/or research participants will sign consent forms prior to participation in any event.

1. Guests and patients provide consent by reading and signing the general consent form developed by the department which gives consent for treatment or class participation, and/or gives consent for photography. These forms are kept by the department administrative assistant and are located in the Appendix.
2. Subjects involved in research sign a specific informed consent form, which has been approved, along with the research design, by the University Institutional Review Board, Human Subjects Committee.
3. Consent forms will remain on file in the offices of the department of Occupational Therapy for a minimum of five years, or for the life of any collected educational material.
4. All information obtained will be kept confidential according to Health Information Portability and Accountability Act (HIPAA) guidelines.

Teratogenic Substances

The faculty of the Occupational Therapy Assistant Program will design learning experiences and lab procedures, which minimize exposure to teratogenic substances. Exposure to teratogenic substances as a result of performing requirements for classes in this curriculum is highly unlikely.

Practice of Procedures

The practice of Occupational Therapy includes the use of various physical agents, massage techniques, manual techniques, transfer, elevation and ambulation activities, therapeutic exercise and the use of different types of equipment. Students are expected to perform these procedures on each other under faculty supervision in the laboratory and later on in a fieldwork setting under the supervision of a licensed occupational therapy assistant or occupational therapy assistant. Students may not perform Occupational Therapy treatments other than those required for class, lab, or clinic except under the above-stated supervision.

CPR Certification

CPR CERTIFICATION: Students entering any occupational therapy program are required to have completed a Cardiopulmonary Resuscitation course. This course must be obtained through the American Heart Association and the certification should state Basic Life Support for the Healthcare Provider. Other courses or certifications will not be accepted. A card or letter demonstrating completion of the course must be uploaded to Exxat by the orientation day. Proof of continued certification for the entire academic year is required. It is the students' responsibility to maintain current CPR certification. If current certification is not maintained the

student will not be allowed to remain in class or fieldwork settings. The cost for CPR certification varies by provider.

Physical Examination and Immunizations

All students are required to present proof of immunization as described in the University Undergraduate Bulletin and additional immunization and skin testing as described by the Academic Fieldwork Coordinator. Documentation of immunization and tests include:

1. Rubeola (measles) and rubella (German measles) - State Statute;
2. Mumps and varicella (chicken pox) - required by most fieldwork affiliates;
3. Hepatitis B -- this immunization series require 5 months to complete. Proof of first immunization must be submitted prior to orientation.
4. TB skin test - required each year (available at the Student Health Center). Students with positive results will receive further instructions.
5. Influenza – students will be required to receive an influenza vaccination prior to the start of the spring semester in the program.
6. COVID-19 Vaccine – While the university nor the OTA program requires the COVID-19 vaccine, many of our adult rotations do require it. Therefore, it is strongly recommended that students receive the COVID-19 vaccine prior to the start of the spring semester. Students not receiving the vaccine should notify the department of exemption status. Students who do not receive the COVID-19 vaccine, with or without exemption status, may delay their coursework and/or fieldwork and ultimately graduation until appropriate alternative placements can be found.

Some fieldwork affiliates may require a complete physical examination prior to the fieldwork rotation. Most fieldwork affiliates will insist that this examination be no more than one year old. Some fieldwork sites may have more extensive immunizations, drug tests, and/or physical requirements. The additional requirements must be met before the student is allowed to practice at that facility. Students assigned to such facilities will be given advanced notice of additional requirements by the AFWC.

Health and Liability Insurance

Students must show verification of health insurance and personal liability (malpractice) coverage. Failure to have this coverage will bar students from fieldwork sites for fieldwork education, which

would result in dismissal from the program. Proof of liability and health insurance must be completed by the first day of the fall semester and must remain current throughout the program. Health insurance should be maintained throughout the entirety of the OTA program.

TB Mask Fitting

Students are required to be fitted for a TB mask. The College of Nursing and Health Professions offers this service to the students at a minimal cost, approximately \$20. This typically occurs during the first few weeks of the fall semester. TB mask fittings must be performed by a CHNP approved provider.

Communicable and Infectious Disease Policies

All students receive appropriate education and training in dealing with blood-borne pathogens (Standard Precautions) as part of their laboratory courses, including the appropriate use of personal protective equipment (PPE). In addition, the College has adopted additional policies and procedures, which may be found in the Appendix.

Notice Concerning the Possibility of Interruption of Instruction Due to Emergency: While it is the goal of Arkansas State University to offer face-to-face classes for its on-campus programs, the university recognizes that in the event of emergency it may become necessary to shift courses into hybrid or online delivery modes. The recent experience of the COVID-19 pandemic made this necessary; however, the same need to shift could be the product of other natural or civil disasters, and could be for short or extended periods of time. To prepare, this means nearly every course offered will have a component where high-speed, reliable internet access is essential to course success. Other technology such as web cameras or specific software may be required by instructors to facilitate remote instruction (please consult the A-State Internet and Technical Services website for more details). Students are strongly encouraged to secure broadband access they can use for the semester either on or off campus. In the event of the need to change the mode of instruction, A-State will endeavor to keep as many on-campus facilities and support areas open as possible dependent on the circumstances of the emergency.

Please remember, all official notifications are made through your official A-State email account, the university website, and Blackboard Learn. You are responsible for checking your university email to ensure you receive the latest updates regarding this course.

Substance Abuse Policies

The College has developed detailed substance abuse policies that are additional to those already in place at the university level. These policies may be found in the Appendix. Additionally, some fieldwork sites require a drug screen prior to coming to their facility. It is the student's responsibility to pay for this service if required. The student will be notified in advance of additional drug screening requirements at their fieldwork site by the AFWC.

Fieldwork Background Checks / Drug Screens

A criminal background check and/or drug screen is required through Verified Credentials prior to official admittance into the OTA Program. It is the student's responsibility to pay for this service. Students must upload a copy of the completed background check into their OTA student portal in Exxat. Many fieldwork facilities will require that the student complete additional drug screens and/or background checks. Specific instructions will be provided to the student by the AFWC. If a facility does not provide background checks for the student, the student may obtain one through Verified Credentials.

Students must read and sign the CNHP Criminal Background policy located in the Appendix.

Students with criminal backgrounds may not be able to complete fieldwork education coursework required by the OTA program or meet the criteria for professional certification and/or licensure. If a student has a criminal record, it is the responsibility of the student to inquire with the respective state board of occupational therapy in which the student plans to apply for licensure as to whether a criminal record may limit the student's ability to obtain licensure as an occupational therapy assistant or practice in certain settings.

Student Acknowledgment and Waiver Forms

Students must read and sign the waiver and release forms included in the Appendix of this document by the start of the OTA orientation. Electronic signatures of all forms will be collected through the Exxat requirement system. No student will be allowed to proceed until these forms have been signed and returned to the program.

Student Field Trip Participation

Students must read and sign the waiver and release forms prior to attending off campus activities. This university form is located on the Arkansas State University Travel Office website. The completed form will be kept in the student academic file. ([Travel Form](#))

Student Membership in Professional Organizations

The Occupational Therapy Student Association (SOTA) is the student organization designed to promote the profession of Occupational Therapy, support the Arkansas State University programs in Occupational Therapy and provide charitable service to the community. Membership is required and applications and dues will be completed at the Occupational Therapy Department orientation. Elections will occur soon after the start of the fall semester where an OTA representative and OTA social media chair will be nominated and voted into office within this organization. The OTA representative will serve as the spokesperson for the OTA program within the organization and will attend the national AOTA conference in April. Special arrangements with the OTA representative's fieldwork educator for Level IIA will have to be made prior to student registration for the conference. Students are expected to bear the cost of social events, travel to meetings and other activities unless some other source of funding is developed.

Students are also required to join the American Occupational Therapy Association which is the national professional organization for therapists and assistants. Membership includes subscription to periodicals titled American Journal of Occupational Therapy, OT Practice, Canadian Journal of Occupational Therapy and the British Journal of Occupational Therapy. These periodicals are often used for reading assignments by faculty.

Students are also required to become members of the Arkansas OT Association <http://www.arota.org>. Supporting our state organization assists in lobbying efforts related to the field of occupational therapy. In addition student's receive access to free resources and low-cost continuing education. Some educational opportunities may be used as a class assignment.

FACILITY PROTOCOLS

Exterior Doors

Under normal circumstances the building is locked unless a scheduled activity is taking place. The "front" doors on the second floor are unlocked between 7 AM and the time of the last scheduled activity in the building in the evening. These doors may also be unlocked on a weekend if a class is scheduled. The rear door on Driver Street and the South door on the first floor are normally unlocked between the hours of 8 AM and 5 PM. The South door may remain unlocked if an activity is scheduled on the first floor outside of normal business hours. The interior door at the South entrance should be unlocked at all times.

OTA students may study in designated areas (i.e., student lounge, labs, etc.) after normal business hours only if a faculty member or graduate student (GA) is in the building. Students are ONLY allowed to practice practical skills that have been covered in class. The OT faculty and/or staff will lock the doors at the end of the day, and students are responsible for making sure that all doors are shut and locked when leaving the building. If, for some reason, a door was not locked by the faculty member, the student is responsible for contacting campus security to secure the facility. For safety reasons, students should leave the building as a group. Should a student leave alone, it is advisable that the student contact Campus Security for an escort.

For the purpose of studying on weekends, the student should arrange for the building to be opened and occupied by a graduate assistant and/or faculty member. The graduate student and/or faculty member is responsible for locking the doors when leaving the building.

Vending Area

All students and staff in the building share this space. Please set a good example for other students by caring for this space. Please remember that there are classrooms and offices nearby and be considerate by not making unnecessary noise. Eating and drinking should be confined to this area. ***There is no food allowed in the classrooms or labs*** unless permission is obtained from the Program Director for special events. Temporary storage of food in the refrigerator in the ADL lab may be allowed unless the privilege is abused.

Smoking Policy

Arkansas State University is a smoke-free campus. There is no smoking allowed on campus grounds.

Classrooms

Most OTA classes will be scheduled in Eugene Smith Hall but may also be held in other buildings on campus. All classrooms are locked when not scheduled for use. This unfortunate necessity is due to theft. If you see any such suspicious activity at any time please bring it to the attention of a faculty member, staff member or the Arkansas State University campus police. It is to the course instructor's discretion to lock the classroom doors during class for the safety and protection of faculty and students from a potential active shooter. Students should be mindful of the instructor's policy and arrive to class on time prior to the start of the session and after scheduled breaks in order to reduce class disruption.

OT Department Office – Smith Suite 318

This space is occupied by the clerical staff or student workers and is not to be used as a social gathering place except under unusual circumstances since it is a work area. The computers, printers/copiers, and telephones in the main office are not intended for student use. Only in emergencies may students' access telephones in the main office.

OT Conference Room – Smith Room 420

This room is used on a regular basis for committee meetings scheduled by the Occupational Therapy program. It is sometimes used for small social gatherings as well. This space may be used as a meeting space by students with permission and may also be used for small group meetings between faculty and students.

Faculty Offices - Eugene Smith Suite 318

Normally, students are expected to gain permission to proceed into the interior office space from whomever is on duty at the Department Office Desk. Students should check-in with the administrative assistant prior to moving through the office suite. Faculty office hours are posted outside each office door. Office hours are for scheduled and "walk-in" appointments. Some faculty may choose to have an "open-door" policy. An open-door policy means that students are free to drop by and ask questions if a faculty member's door is open. However, students are encouraged to make an appointment prior to visiting the faculty offices so that the faculty are prepared to meet students' needs. The Smith Building offices are accessible from the 1st floor of the Smith Building.

OT Laboratory Suite - Smith 203, 205, 207, 209 and 221 and Reynolds 155, 157

Under normal circumstances this area is not accessible to the general population of the building. Access is only granted to OTD and OTA students, faculty and staff. The only other people who have unlimited access to this area are the Dean and workers from the physical plant. If you see anyone in this area who you do not recognize, you should ask them who they are and why they are there or, if you are not comfortable doing that, report their presence to a faculty or staff member, or alert university police at extension 2093.

Locker Rooms/Student Lounge- Reynolds Building

The student lounge in Reynolds is available to all OTA students. Additional lounge/study space is available on the third floor of Smith Hall outside the OT Department Suite.

Lockers are available in Reynolds outside of the student lounge area and are first come, first served. Students are required to provide their own locks and to select a particular locker for use each semester. At the present time there is no charge for the use of a locker but students must report to clerical staff the number of the locker they are using and must use this same locker for the entire semester. Students need a locker because the majority of lab classes will require a change of clothes and also require the storage of purses, wallets, any jewelry that must come off, etc. during labs. Specific dress requirements are found in individual course syllabi. Please remember to remove the lock from your locker at the end of your academic program.

Laboratories

Laboratories are available in the Eugene Smith Building and the Donald W. Reynolds Center for Health Sciences. It is expected that program development will dictate specific uses for different spaces. It is expected that students will use these areas and the equipment with care and attention to safety concerns. Students need to adhere to specific direction of faculty involved. To supplement fieldwork learning skills, students are expected to regularly participate in "open" lab periods.

Students are expected to assist the faculty as required to clean and secure the labs at the end of a scheduled class period. Such cleaning may include the processing of laundry and linens and the cleaning of equipment used during the lab similar to procedures that are required in any fieldwork setting at the end of patient treatment procedures. In some cases, students may be required to provide their own consumable supplies if they wish to practice some procedures outside of normal lab hours.

It is never appropriate for visitors to be present in any laboratory unless special arrangements have been made with the Department Chair and involved faculty ahead of time.

Disaster Evacuation

An evacuation plan for various disasters (fire, tornado, earthquake) is posted on bulletin boards on each floor of the CNHP and in the basement of the Smith Building. Stairs are to be used to exit. Alarm bells and fire extinguishers (maintained by the Physical Plant) are located on each floor.

Inclement Weather Policy

If the University is open, classes will meet as scheduled. Should the university open late, students should attend the class that would normally be scheduled at the time that the university opens. Assignments/exams scheduled during a campus closing may be submitted through electronic or other means. It is the discretion of the faculty member to determine course material distribution during inclement weather closings. Students should expect to receive email communication and directions for missed classes and should respond as directed.

Arkansas State University Emergency Procedures

Students can receive Arkansas State University's emergency information via text message. For Arkansas State University's emergency information please log into MyCampus (<https://mycampus.astate.edu>) and click on 'Emergency Alert' to register.

FIELDWORK EDUCATION POLICIES AND PROCEDURES

Fieldwork education is a crucial part of any OT educational program. Students are sent to various fieldwork sites to practice Occupational Therapy procedures and patient care under the supervision of a licensed OT. Student performance in fieldwork education is evaluated by both the fieldwork educator and ultimately by the academic faculty. The fieldwork education experience simulates actual practice and each fieldwork educational experience is a full-time clinical experience. Students practice those skills that they have acquired in the didactic portion of the OT educational program.

GENERAL FIELDWORK INFORMATION

Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model.

The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients. Level I Fieldwork is integral to the OTA Program's curriculum design and includes experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the Occupational Therapy process. The focus of these experiences is not intended to be independent performance. Qualified personnel for supervision of Level I Fieldwork include, but are not limited to, occupational therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.

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

(Adopted from ACOTE Standards, 2018)

Glossary of Terms

Academic Fieldwork Coordinator (AFWC) is the faculty member at the educational institution responsible for securing Fieldwork sites, supporting the Fieldwork educator in providing a quality fieldwork experience, placing students in fieldwork rotations, and overseeing the fieldwork experience.

ACOTE Standards are a set of criteria an Occupational Therapy Program must meet in order to confer an OT practitioner degree and produce graduates who are eligible to take the Board Certification Exam. Please see the full [ACOTE Standards and Interpretive Guide](#) (2019 interpretation) for more information.

Fieldwork Educator (FWE) is the individual responsible for student education in the fieldwork education center or facility. They may also be known as clinical educator or instructor, fieldwork supervisor or student supervisor.

Fieldwork Experience is an integral part of the education process and professional preparation, it is intended to complement academic preparation by offering opportunities to apply knowledge and to develop and test clinical skills.

Level I Fieldwork Experience includes guided observation and directed participation experiences in a clinical or other practice setting designed as an integral part of didactic courses for the purpose of providing natural context and application of didactic course content.

Level II Fieldwork Experience is intended to emphasize the application of an academically acquired body of knowledge by providing the student with an in depth experience in performing delivery of OT services to patient/clients.

On-Site Fieldwork Coordinator is the professional who is designated as the person responsible for the fieldwork program at each site. This individual may be an OT or other professional who is responsible for completing affiliation agreement paperwork, assigning students to FWEs, identifying staff who would be appropriate FWEs, and collaborating and coordinating with the AFWC to provide support and training for professionals who serve as FWEs.

Steps by Exxat is an electronic database that is used to house fieldwork information and provides communication between the student, administrators, fieldwork educators, and fieldwork coordinators. It houses all student requirements, site requirements, scheduling, evaluations, and communication logs for the department in relation to fieldwork.

SELECTION OF FIELDWORK SITES

The College currently has contracts with over 500 clinical facilities. These facilities include sites serving pediatrics, adults, geriatrics, and people with mental health diagnoses. These facilities are offered through community based, educationally based, outpatient, inpatient hospitalization, and nursing home settings. In addition to arranging occupational therapy clinical affiliations with the facilities already connected to A-State, the AFWC will develop additional clinical affiliations with facilities appropriate to the needs of the students in the program. A complete list of active

fieldwork site affiliations is available through the Steps by Exxat database. The AFWC ensures there is sufficient availability of active site affiliations in order to support each student's ability to matriculate through the program in a timely manner. The OTA program is a lock-step program. Students must maintain satisfactory grades in each semester, including fieldwork coursework, or the student can either be placed on probation or dismissed from the program. If a student is placed on probation and continues to have unsatisfactory grades during the following semester, then the student will be withdrawn from the program. Timely completion of the program and graduation requirements of the program can be found in the Graduation Requirements section of the OTA Student Handbook. In the event a student experiences performance or professional behavior issues that require remediation, or due to other circumstances that must slow or delay progression through the program, the student has up to 24 months after completion of the didactic coursework to complete both Level II Fieldwork rotations. Inability to complete the program within this time requirement may result in dismissal from the program.

The AFWC is responsible for collaborating with faculty and on site fieldwork coordinators to develop Level I and II fieldwork sites. Students have the opportunity to identify new sites through the Site Prospector form in Steps by Exxat and provide the AFWC with contact information for an on-site fieldwork coordinator, but are not allowed to contact a new or existing fieldwork site for the purpose of establishing a placement.

Criteria for Selecting Fieldwork Site

The A-State OTA program is in Northeast Arkansas, where there are few practicing occupational therapists and occupational therapy assistants, regionally. Thus, the OTA program is determined to cast a wide net to attract both traditional and non-traditional fieldwork sites in both established and emerging areas of practice, utilizing the following criteria:

- Facilities can provide healthcare, community, and/or educational services that support clients in achieving health, wellness and participation.
- A designated supervisor with appropriate credentials is present on-site in the facility. For Level II Fieldwork, arrangements can be made for adequate supervision from a licensed OTR or COTA with appropriate experience level.

The A-State OTA program believes that in order to establish competency in the OT process and the ethical and professional behaviors that the program expects from its students, a low student to FWE ratio is necessary for Level II fieldwork experiences. Information regarding the ratio and style of supervision is collected through the OTA Data Form, the Site Visit form, and the Student Evaluation of the Fieldwork Experience form, specifically. In most cases, the student to FWE ratio for Level II placements will be no more than two students to one FWE. Ratios greater than 2:1 will be approved, depending on the nature of the setting, by the OTA AFWC. Information regarding specific supervision requirements is provided to the fieldwork site via this document, the OTA Fieldwork Manual, in the contractual agreement with the site, through additional materials in the Steps by Exxat document library, and in communication provided directly by the AFWC.

In addition to an affiliation agreement with the College of Nursing and Health Professions (CHNP), sites must have a signed OTA Addendum form as part of the contract for Fieldwork affiliation. This document outlines the responsibilities of the FWE in providing adequate supervision and other important information specific to the OTA fieldwork experience. Together, the Affiliation Agreement and the OTA Addendum make up the Memoranda of Understanding (MOU) between the OT Department and the fieldwork site.

Students are also required to evaluate the supervision they received on each Fieldwork assignment. This data is utilized by the AFWC to assess the effectiveness of the supervision at a specific site and adjust supervision requirements accordingly. In this way the FWE can ensure that any issues that arise regarding the student's ability to grow professionally into the role of OTA are recognized and addressed thoroughly, while maintaining the quality of service and safety for clients that our profession demands. The ratio of fieldwork students to fieldwork educators may vary depending on the type of fieldwork placement, setting, and whether or not the facility represents an emerging practice area or non-traditional setting. This ratio will be discussed and documented with the AFWC. Once a site has confirmed the number of student placements they are able to take for a given fieldwork and student assignments are made, the AFWC contacts the site to confirm the students assigned to the site. At this time the FW data form and Staffing Form are sent to the site for collection of site and staffing information and to ensure that staff listed meet the qualifications for adequate supervision. In addition, students are informed of site selections and are given contact information for the site. Each student contacts the site and complete the Initial Contact Form to gather information about the facility and supervisors and to make changes to previous site information. Students are informed of the direct fieldwork educator during this time. The initial contact form is given to the AFWC after the contact has been made and the information is entered into the Steps by Exxat database for tracking and to inform future students of the site information. As a final check students are asked to gather specific contact and identifying information during their first week of a fieldwork experience and report the information back to the AFWC for final confirmation of appropriate supervision in regards to credentials and years of experience. Active sites are continually communicating with the AFWC on their ability to provide an experience that is beneficial to the student, including appropriate ratios of qualified FWE staff to placed students.

Process for Acquiring and Maintaining Fieldwork Sites

The AFWC will continually review the contracts A-State has already acquired for other professional programs within the College of Nursing and Health Professions. The AFWC initiates communication with potential sites, introducing the program and requirements of the fieldwork experience. A response is requested from the sites interested in serving as a fieldwork site. The AFWC will follow up to obtain responses and gather information regarding the experience and the credentials of potential supervising fieldwork educators, how many students can be accommodated, and to gather detailed information about the site. Contact information for the site is sent to the College of Nursing and Health Professions administrative office where the affiliation agreement process is initiated between the University and the therapy provider as well as any facilities that the provider serves. The AFWC will utilize phone, email, face to face

meetings, and presentations to educate fieldwork sites regarding the requirements and curriculum of the OTA program. Once identified as a potential fieldwork relationship and a MOU is in place, the facility will complete an OTA addendum, fieldwork Data Form, staffing form, and will have the opportunity to review the student objectives associated with the fieldwork opportunity. If needed, additional site specific objectives for Level II experiences can be developed in collaboration with the AFWC. A site visit may also be conducted to confirm the viability of the fieldwork site as a potential placement. If an onsite visit is not completed due to geographical location or other inconvenience, a phone call or zoom conference will be conducted between the AFWC and a representative of the facility. If both parties agree, an addendum will be added to the current CNHP contract to include the requirements and responsibilities of the OTA fieldwork. Details regarding academic fieldwork coordinator and fieldwork educator roles and responsibilities are outlined in Section V of this manual.

The AFWC will pursue initiating contracts from facilities that do not yet have a contractual relationship with the College of Nursing and Health Professions to provide fieldwork experiences. A-State University requires that the administrative staff with the CNHP consult the University's legal team and establish the initial contract. After this contract is signed and agreed upon, and additional addendum detailing the OTA Fieldwork experience requirements is added and agreed upon. Summaries of information regarding each site, the population they serve, specific site requirements, and other specific information are captured from the OT Data Form. Information regarding the site is entered by admin support staff into the Steps by Exxat database where it will be accessible to students as they prepare for their specific fieldwork placements. Additionally, if the site has established site specific objectives for the Level II Fieldwork experience, the site's objectives will be included in the site profile on Steps by Exxat and visible to students. Quarterly reports are administered through the Steps by Exxat system to ensure that site data forms, staffing forms, addendums, and objective waivers are current. In addition, contact information for the site is updated as needed through communication with the site and/or through the Initial Contact Form that the student provides prior to starting a fieldwork experience. Site visits to the centers are made periodically. In addition, feedback from students is weighed heavily to ensure that a high quality of experience is maintained.

FIELDWORK EDUCATION POLICIES AND PROCEDURES

The following Fieldwork Education Policies and Procedures are provided to all students and affiliated clinical sites. The various forms referenced are included at the back of this manual, or in the Steps by Exxat system. Some of the forms referenced may also be contained in the *OT Department Policy and Procedure Manual* as appropriate. Students and Fieldwork Educators should familiarize themselves with these forms. The Academic Fieldwork Coordinator (AFWC) gives specific instructions to students prior to any fieldwork education assignment. Other specific requirements are contained in the course syllabi for fieldwork education and seminar courses. These are provided to students at the beginning of each respective course.

Students admitted into the Occupational Therapy Assistant Program are required to spend substantial time in fieldwork education experiences that are not on campus and may not be located in the immediate area. Students admitted into the program must be willing to

temporarily relocate, as needed, to the fieldwork site assigned to them by the AFWC. All related costs pertaining to fieldwork education are the student's responsibility. Fieldwork assignments are determined by each student's educational needs and by availability of facilities.

Student performance in fieldwork education is evaluated by both the fieldwork educator (FWE) and ultimately by the academic faculty. Attendance at fieldwork education is mandatory and students may not progress in the program if fieldwork performance is unsatisfactory.

Pre-Fieldwork Requirements

Students who have not uploaded proof of all listed requirements to Steps by Exxat, or who have not completed the required pre-fieldwork seminar sessions and assignments will not be allowed to participate in their fieldwork education experience. Sites may require additional information such as facility-specific background checks and drug screens. The AFWC will notify the student of these additional requirements when possible, but students are instructed to communicate directly with their assigned FWE prior to the placement to request a list of any additional requirements which are reported to the AFWC through the initial contact form. The student is responsible for completing all specific site requirements prior to beginning the fieldwork rotation.

The Program Faculty will monitor the academic performance and professional behaviors of each student prior to a student beginning a fieldwork rotation. Should a student not meet expected requirements, or if faculty have concerns about a student, the faculty may deem it necessary to meet with the AFWC in order to determine appropriate next steps for the student. When necessary, a formal learning contract will be completed with specific guidelines for progression.

SUPERVISION IN FIELDWORK EXPERIENCES

General Information

The fieldwork education experience is a hands-on experience in a clinical or community setting. Students are able to observe and practice skills they have acquired in the didactic portion of the OTA coursework. Responsibilities for supervising OTA students in fieldwork experiences are outlined in the OTA Addendum form that is part of the site affiliation agreement. On-site Fieldwork Coordinators or another designated representative of the fieldwork site must sign this document as a formal agreement of these responsibilities prior to taking students. The OTA Addendum agreement accompanies the CNHP Affiliation Agreement to complete the Memorandum of Understanding (MOU) that establishes the site as an active fieldwork affiliation. This agreement is typically renewed on a three-year cycle according to the CNHP contract renewal schedule or site-specific renewal agreements.

Upon agreeing to take students, the fieldwork site provides information regarding the license, certification, and years of experience of each eligible FWE in their site. This information is updated annually by the AFWC. When a student is placed at a facility, the AFWC will inform

the student of placement. The student will contact the site and gain information on site expectations, requirements, and fieldwork educator assignments and document this information on the Initial Contact Form. This form will be turned into the AFWC no later than one week prior to the start of the fieldwork rotation. The AFWC will also confirm that the assigned FWE has the necessary licensure and experience to provide supervision, and is listed on the Staff Information form for the facility. As a final check students are asked to gather specific contact and identifying information during their first week of a fieldwork experience and report the information back to the AFWC for final confirmation of appropriate supervision in regards to credentials and years of experience.

Level I Fieldwork Supervision

In Level I Fieldwork experiences, students primarily gain directed observations of occupational therapy processes and related experiences, though the Level I student should be actively engaged in the learning process and may actively participate in therapeutic activities. During Level I Fieldwork, the decision to involve the student in the therapeutic process at any level is determined by the supervising FWE, who has the ultimate responsibility to protect their client's safety and well-being. Appropriate participation during a Level I can be based on a number of factors: the level and ability of the student, mastery of prior coursework, the type of therapeutic setting and client, as well as client or family consent. Students are generally not required to practice skills that they have not been taught unless the on-site supervisor teaches new skills to the student. Ultimately, the supervising clinician assumes the responsibility for the student's performance and will protect the safety and well-being of the client. Whenever possible, a licensed OT Practitioner is identified as the primary FWE for Fieldwork supervision. However, Level I fieldwork experiences may take place in emerging practice areas where there is not currently an OT provider. In these cases, a number of qualified, licensed professionals can provide supervision to the Level I OTA student, including but not limited to: teachers, psychologists, physician assistants, social workers, nurses and physical therapists.

The OTA program utilizes a level I fieldwork model known as the SELTEC model. The SELTEC model stands for Service and Experiential Learning Through Engagement In the Community. The SELTEC model was developed by OT faculty at A-State. For Level I fieldwork experiences students are placed, as a cohort, at one site and the faculty member that teaches the related content attends fieldwork with the students once per week for the entirety of the semester. In addition to the faculty member, an on-site fieldwork educator is identified to assist with the learning process. Students engage in a SELTEC Level-1 fieldwork experience in a psychosocial, pediatric, and adult setting. The SELTEC model, including the units and model principles is fully explained in the following article:

Brown, A. B., & Mohler, A. J. (2020). SELTEC: Service and Experiential Learning Through Engagement in the Community: A Level I Fieldwork Model: Part 1. *Journal of Occupational Therapy Education*, 4 (3). <https://doi.org/10.26681/jote.2020.040317>

The Academic Fieldwork Coordinator (AFWC) will collect data from each confirmed and active fieldwork site regarding identifying the experience and credentials of the assisting supervising

personnel. This information will be reported on both the Fieldwork Data Form and the Fieldwork Site Staff Summary form. In addition, the OTA Fieldwork Addendum form outlines the standard of acceptable supervision accepted by the OT program. It is required that all participating fieldwork sites sign this document before being considered an active site for fieldwork placement. Level I students will be placed at sites which have the ability to provide supervision from a faculty member or a qualified licensed professional on site during the fieldwork experience. Identified personnel who are qualified to supervise Level I students will be named on the Staff Information form for the site, with their credentials and years of experience. This document will be updated annually by the AFWC. Documentation of qualifications will be stored in the fieldwork site's profile on Steps by Exxat and will be accessible to program faculty, fieldwork educators, and clinical coordinators at each site.

In this region, very few OT staff are employed in mental health settings. As one of our Level I placement focuses on psychosocial elements of care, we will be diligent in ensuring mental health placements without OT staff feel well supported to offer level one fieldwork experiences to our students. Faculty work with the facility prior to placement to discuss how specific objectives for this experience can be met. In addition, using a faculty-led model supports psychosocial placement where OT is not offered as a therapy service.

Level II Fieldwork Supervision

Level II Fieldwork experiences are designed to provide practical experience in implementing the OT Process in the clinical setting. Due to the performance based nature of this experience, it is required that the Level II OTA student be supervised by a licensed occupational therapist or occupational therapy assistant with at least one year of experience post certification. As outlined in the OTA Addendum, supervision of the OTA Level II Fieldwork student should be initially direct and then decrease to less direct supervision as appropriate for the setting, the severity of the clients' needs, and the ability of the student. Several evaluation and communication documents are provided to the Fieldwork Educator in order to assist the FWE in determining the appropriate pace for reducing supervision according to the student's progress. If no OT services currently exist in the Level II setting, specific supervision arrangements will be made utilizing a licensed OT faculty member or other licensed OT designee with a minimum of three years' full time experience since certification. Supervision must include a minimum of 8 hours direct supervision each week of the FW experience. An OT supervisor must be available by phone, email, etc. to the student during all working hours. An onsite supervisor designee of another profession must be assigned while the OT supervisor is off site. Specific supervision arrangements that meet these requirements will be documented, incorporated into the OTA Addendum Agreement, and kept on file for each individual student placement in that facility. If staffing patterns in the fieldwork facility change such that adequate supervision can no longer be provided to the student, it is the fieldwork site's responsibility to contact the AFWC immediately in order to make appropriate supervision arrangements or find alternative placement for the student.

As stated in Level I Fieldwork Supervision, occupational therapists who have the required clinical experience to supervise students, but who have never had an occupational therapy

student before, or who have not taken students for an extended period of time, will be encouraged to take the Fieldwork Educator Self-Assessment Form from AOTA in order to better understand the roles and responsibilities of the FWE. Those FWEs who have never supervised a level II student will be identified via the Initial Contact Form, which will be completed by the students 4 weeks prior to the start date of their rotation. This form will be submitted through Steps by Exxat and will be reviewed by the AFWC. Upon recognition of a new FWE, the AFWC will contact the educator, orient them to the Steps by Exxat system, and ask them to complete the Fieldwork Educator Self-Assessment form. If the FWE chooses to share results of their self-assessment with the AFWC, support will be offered for any areas of weakness. Training on the role and scope of occupational therapy practitioners, as well as close communication between the AFWC and FWEs will be a priority for emerging areas of practice. The AFWC maintains training materials and resources to support the fieldwork site and can be contacted at any time to provide additional resources, training or support related to providing clinical supervision. Resources and manuals will be held in the document library of the Steps by Exxat database for immediate availability to fieldwork educators and clinical coordinators. Periodic resources will be mass communicated to active sites to enhance quality of fieldwork education experiences.

The Occupational Therapy Department has contracts with fieldwork centers both throughout and outside Arkansas. For students who wish to be placed outside the US, the site will be required to ensure that the student will be supervised by an occupational therapist who is a graduate of a World Federation of Occupational Therapists (WFOT) approved program and has one year of experience in practice.

Evaluating the Effectiveness of Fieldwork Supervision

Level I Fieldwork: As part of the SELTEC model, the faculty member who is leading the Level I experience will be evaluated by the students using the Fieldwork Faculty Performance Evaluation. Results of this evaluation will be reviewed by the AFWC.

Level II Fieldwork: Students are encouraged throughout the fieldwork experience to voice expectations, solutions to assist with their learning, and to initiate meetings as needed with their supervisor. Supervisors are expected to meet regularly at a minimum of once per week with students to continually review progress, assist with challenges, and facilitate the student's learning goals for the upcoming week. Weekly Documentation Forms are utilized to document these weekly meetings and are recorded through the Steps by Exxat database. The AFWC receives notifications via email when these documentation forms have been submitted. The AFWC is available via phone and email at all times to students as a resource, advisor, or facilitator should they need assistance on fieldwork or have a concern. A week prior to midterm, the AFWC will contact the FWE to check in and ensure there are no issues with the fieldwork experience for either party. Based on responses, the AFWC may decide to schedule and conduct a site visit if needed. A site visit (either virtual or in person) will be conducted by the midpoint of a Level II experience for the first Level II affiliation at a FW site. At the midterm and final weeks of the fieldwork placement, students will complete evaluations of the fieldwork site, including the style and level of supervision they received, as part of completion of the fieldwork course. The evaluation will include measures related to the supervision and value of the experience. This information will be heavily weighted when considering future placements at the

site and will assist the AFWC in identifying further education needs in the community to improve the quality of fieldwork sites.

The FWE Self-Assessment form is also available to all FWE staff through the Steps by Exxat document library. FWEs are highly encouraged (though not required) to complete the self-assessment and share the results with the AFWC in order to facilitate continued support and education activities for the FWE.

Further, formal training will be offered to FWEs in several ways. The OTA program provides quarterly education through electronic communication with fieldwork educators and the program strives to host continuing education courses relative to the practice of OT.

Periodically, the AFWC will send current articles and other materials to the FWE to accompany other mailings, such as site availability request forms, forms to update or other regular mailings, as a way to continually provide further education to the FWE to enhance the quality of their supervision, instruction and general practice of occupational therapy. These documents will be stored in the document library of Steps by Exxat as well for future reference by the FWE.

FIELDWORK PERFORMANCE PATTERNS

Occupational therapy assistant students are involved in two Level I and two Level II Fieldwork experiences as they progress through the curriculum. They gradually progress from these experiences, which involve observation and limited participation through increasing participation to full participation in the Level II Fieldwork Experience. Expectations for integrating and applying knowledge to interacting with clients progresses from simple to complex assignments and tasks as students move through their Level I Fieldwork experiences, as the student is able to interact with, observe, assess, and intervene with a client with the age/diagnosis/condition the student has studied that semester in class. Level I Fieldwork are typically faculty-led experiences throughout the course of a semester, and include those experiences designed as an integral part of didactic courses for the purpose of directed observation and participation in selected field settings. It does not emphasize independent performance.

Each Level I fieldwork experience has specific objectives that are addressed within the course syllabi and are communicated to the Fieldwork Educator. Evaluation of student performance is twofold: with respect to clinical knowledge and application, the student's mastery of concepts and their application to clinical fieldwork experience is assessed through assignments and discussion by the AFWC and/or additional instructors with clinical expertise in the practice area being explored. This typically occurs within the specific practice course related to the Level I Fieldwork and the corresponding Level I Fieldwork Seminar course. In addition, students are evaluated by their fieldwork educator with respect to their professional behaviors and level of participation and engagement in the fieldwork setting. Please see the OTA Level I Student FWPE Evaluation and Student Evaluation forms in Section VII.

The AFWC initiates and facilitates communication with the FWE and facility personnel in order to provide support, training, and collaboration on experiential activities, objectives, and other

details of the experience. Communication to confirm arrangements and expectations is sent to the facility in advance. All level I experiences are scheduled by the AFWC. Objectives and related assignments can be found in the individual course syllabi. Students are financially responsible for all Level I and Level II fieldwork experiences.

If there is no A-State faculty member on site, the on-site supervisor has primary responsibility for advising the student during the fieldwork experience. Both supervisors and students are encouraged to call their course instructor/academic fieldwork coordinator any time during the experience if they wish to do so. Students also have the opportunity to evaluate their fieldwork site, which provides the AFWC with valuable feedback on the clinical experience. Feedback is solicited from students and supervisors after each experience through a group debrief meeting and future experiences are modified as needed based on the feedback received.

Level II fieldwork placements can occur in a variety of settings including but not limited to inpatient, outpatient, day treatment, home health, community based, and school based settings. In this region, early intervention services (Birth to age 5) are frequently provided in a day-treatment, school based format, with integrated social services and behavioral health support. OT services are regularly found as part of this service delivery model. Hospital and community based mental health are to both be considered emerging practice areas for the local region, though they may be traditional settings in other parts of the country. Traditional mental health settings in this region do not frequently employ occupational therapists, thus Level II placements in this type of facility are rare unless there is a licensed OT in the same facility who is able to provide adequate supervision. Students will be assigned to a variety of these traditional settings and emerging areas of practice for their fieldwork experience in order to develop the skills and knowledge of an entry-level clinician by the end of the Level II rotations. Students are scheduled for two consecutive, 8-week, Level II fieldwork experiences for a total of 16 weeks in Level II Fieldwork at the completion of the OTA program didactic coursework. Students may complete a Level II Fieldwork rotation part time so long as it is 50% of the full time equivalent at that fieldwork site. Students may complete Level II Fieldwork rotations in a minimum of one setting if it is representative of more than one practice setting, or a maximum of three different settings. Students must have successfully completed all prior semesters' coursework with a grade of "C" or better, prior to the beginning of Level II fieldwork.

It is the policy of the program that no portion of Level I fieldwork may be substituted for any portion of Level II fieldwork.

Fieldwork placement sites have standards for determining whether potential employees, volunteers or fieldwork students/interns have the appropriate qualifications to provide services to their clients (e.g., criminal background checks and/or drug screens). Failure to pass specific requirements imposed by fieldwork sites and the National Board for Certification in Occupational Therapy (NBCOT) may negatively affect student eligibility for fieldwork placements and eligibility to sit for the NBCOT certification exam. Requirements include, but are not limited to, criminal background checks, drug screenings, and health immunization requirements.

The Level II experience is specifically intended to promote clinical reasoning and reflective practice by providing the student with experience including developing skills for evidence-based decision making regarding treatment, collaboration with the supervising OTR, and applying various frames of reference to the OT Process such as intervention planning, understanding client factors, and therapeutic use of self in the clinical setting. Students will meet on a regular basis with their FWE to review strengths, areas for improvement, and personal goal setting for the upcoming week as they move through each Level II rotation. An integral part of this formal weekly communication is to facilitate the student's insight and awareness on their personal progress towards exhibiting the skills needed for entry level clinical practice. These weekly communication meetings will be documented via the Weekly Documentation Form and will be submitted weekly through the Steps by Exxat database for review by the AFWC at any time. Students will be required to evaluate their own progress towards the performance objectives and reflect on their experiences on a weekly basis with their FWE. The student's ability to accept and utilize constructive feedback will be emphasized. Fieldwork Educators will also have access to additional training and materials used for instruction specifically designed to promote skills of mindful empathy in the therapeutic process through the Steps by Exxat document library. As a related learning activity, the FWE can assist the student in developing mindful empathy and reflections on their facilitation of the therapeutic interaction with these tools.

Students are evaluated for each Level II fieldwork experience on a form devised and approved by the American Occupational Therapy Association for Occupational Therapy Assistant students. The original, signed fieldwork evaluation along with the student evaluation of fieldwork experience form are sent to the Academic Fieldwork Coordinator where a Pass or Fail grade will be sent to the Registrar for inclusion in the student's permanent record. For the Level II Fieldwork experiences, objectives are aligned with the AOTA OT Student Fieldwork Performance Evaluation, and address the student's ability to meet the needs of clients with meaningful and purposeful activities that promote the physical, mental and spiritual well-being of the client under the clinical supervision of an OTR. Additionally, the fieldwork site may outline site specific objectives that detail activities or performance standards for the entry level OTA clinician that are specific to the setting in order to further operationalize mastery of the performance standards defined by the AOTA FWPE for OTA students. Assessment of student performance occurs twice during each Level II experience (at midpoint and final) and includes the AOTA FWPE as well as a supplemental evaluation of the student's professional behaviors. The student's grade is pass/fail based on the second fieldwork performance evaluation.

LEVEL II FIELDWORK OBJECTIVES

The AOTA Fieldwork Performance Evaluation form identifies areas of competency that students must demonstrate in order to successfully complete Level II fieldwork. The OTA Program supports these objectives by assigning specific objectives in the Level II Fieldwork course syllabi that further outline the expectations of the Level II experience and performance requirements. These objectives are as follows:

The course objectives for the OTA Level II Fieldwork experience:

1. Adhere consistently to the AOTA Code of Ethics as well as the fieldwork site's policies and procedures. (B. 9.1)
2. Adhere consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to avoid accidents. (B. 2.8)
3. Use sound judgement in regard to safety of self and others during all fieldwork related activities. (B. 2.8)
4. Clearly communicate the values and beliefs of occupational therapy, highlighting the use of occupation to clients, families, significant others, and service providers. (B. 2.3)
5. Communicate the roles of the occupational therapist and occupational therapy assistant to clients, families, significant others, and service providers. (B. 4.5)
6. Accurately gather relevant information regarding a client's occupations of self-care, productivity, leisure, and factors that support or hinder occupational performance, under the supervision of and in cooperation with the OT and/or OTA. (B. 4.4)
7. Establish service competency in assessment methods, including but not limited to interviews, observations, assessment tools, and chart reviews within the context of the practice setting (B. 4.4, B. 5.29)
8. Assist with interpreting assessments with respect to the client's performance and goals in collaboration with the occupational therapist (B. 5.1)
9. Report results in a clear and concise manner that reflects the client's status and goals (B. 5.30, B. 4.10)
10. Develop client-centered, occupation-based goals in collaboration with the occupational therapist. (B. 5.1, B. 5.25)
11. Plan interventions in collaboration with the OT that are client centered and occupation based including method, duration, and frequency of intervention. Intervention plans should reflect the context of the treatment setting. (B. 5.1, B. 5.25)
12. Select and sequence relevant interventions that promote the client's ability to engage in occupations. (B. 5.2)
13. Implements occupation based interventions in collaboration with clients, families, significant others and service providers (B. 5.2, B. 5.19)
14. Grade activities appropriately to motivate and challenge clients, facilitating progress towards goals. (B. 5.23, B. 2.7)
15. Effectively interact with clients to facilitate accomplishment of established goals. (B. 5.7)
16. Monitor the client's status in order to update, change or terminate the intervention plan in collaboration with the occupational therapist. (B. 5.28, B. 5.31)
17. Clearly and effectively communicate verbally and nonverbally with clients, families, significant others, service providers and the public. (B. 5.20, B. 4.9)
18. Produce clear and accurate documentation according to site requirements. (B. 4.10, B. 5.32)
19. Take responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisors and others, and involvement in professional development and networking opportunities (B. 9.2, B. 9.3, B. 9.6)
20. Respond constructively to feedback. (B. 9.6)
21. Demonstrate consistent work behaviors including initiative, preparedness, dependability, and work site maintenance. (B. 9.6)
22. Demonstrate effective time management skills (B. 9.6)
23. Demonstrate appropriate interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy. (B. 5.21)

24. Identify and address psychosocial factors that influence occupational performance, health, and/or wellness of the client, group, and/or population

In addition, each fieldwork site may have site-specific objectives established by collaboration between the AFWC for the OTA Program and the FWE, which serve to further operationalize the items on the AOTA FWPE as they pertain to an entry level clinician in that specific setting. The Level II Fieldwork site representative or FWE will complete the OTA Level II Objectives Agreement form accordingly, and any additional site specific objectives will be kept on file in the OT Department and will be given to any students placed at the facility prior to their Level II rotation. In the areas of ethics, safety, and judgment, the first three items on the AOTA Fieldwork Evaluation, the student must receive a score of “3 proficient performance” by the final evaluation to pass fieldwork. Furthermore, the overall final score on the AOTA FWPE for OTA students must be no less than 91 for the student to receive a passing score for Level II fieldwork. Additionally, the student must attain a score of 20 on the Level II supplemental Professional Behaviors Assessment by the final evaluation to avoid remediation of their fieldwork experience.

SCHEDULING FOR FIELDWORK ASSIGNMENTS

Level I fieldwork sites are set by the program and students are placed at the site with a faculty supervisor as well as an on-site fieldwork supervisor. The entire cohort of students attends the same fieldwork site one day per week, for three hours, on a rotation. Fieldwork sites and placements for Level I are determined prior to the start of the rotation by the program faculty and administration and in collaboration with our strategic community partners.

Level II Fieldwork sites are assigned by the AFWC through a closed process called Steps by Exxat Optimization. Students may provide information regarding interest of new sites for up to 10 fieldwork sites to the AFWC through the Site Prospector form in Steps by Exxat. Efforts will be made to accommodate the student’s request where feasible and establish new fieldwork sites through the submission process. If a student submits a new site through site submission and the site is established the student will be placed at the site of interest. If the student chooses not to submit new sites or if the sites submitted do not result in an established active site prior to the start of the fieldwork rotation then the student will participate in the closed lottery system. During this process students are granted two weeks to research and preference current active sites who have availability for the rotation date. Preference lists are formed through the Steps by Exxat database. At the end of the research/preference time frame the AFWC will send the preference lists to the Steps by Exxat Optimization team. This team will place the list into the Optimization program which matches the students to fieldwork sites by considering the preferences of all students. However, it is the Academic Fieldwork Coordinator who ultimately decides where the student will be placed. Given the large number of students that require fieldwork assignments, it is not possible to place many in or around the Northeast Arkansas area. Sites may be located at some distance from the campus, both within the state of Arkansas and elsewhere in the U.S. The occupational therapy department maintains all fieldwork related information, including student paperwork, site specific information, and regular communication

between the site, student and AFWC via a secure, online portal system called Steps by Exxat. The files are revised and updated as needed.

Students are not to attempt any scheduling without permission or specific instructions from the Academic Fieldwork Coordinator.

Due to the competition and availability of fieldwork placements, scheduling will be started soon after the student begins the program. Confirmation letters are sent to the facility via Steps by Exxat post office, and the student is instructed by the AFWC regarding contacting their FWE directly to discuss the experience prior to the placement and completing the Initial Contact Form

Cancellation and Changes to Fieldwork

Occasionally, a site that was selected by a student and confirmed for availability will cancel due to variables outside of the control of the program. If a site cancels, the student is immediately notified by the AFWC of the cancellation. Every attempt is made by the AFWC to offer a comparable site to the student to replace the canceled site. These placements are made from sites that were offered but were not selected by other students, or additional sites can be contacted in order to fill the vacancy. Once the schedule is changed the AFWC changes the schedule in the Steps by Exxat system and tracks the change to placement for reporting through the Steps by Exxat database.

Costs to Fieldwork Education

Students are required to pay tuition for fieldwork education as well as all other associated costs. These costs include but are not limited to: Steps by Exxat registration, physical examinations, health insurance, drug screens, background checks, transportation, room and board, and uniforms (if required). Students may have to continue to maintain their permanent living arrangements as well as temporary quarters at the fieldwork site. It is the student's responsibility to secure their own housing if needed. Costs are the responsibility of the student. During off-campus educational experiences, any costs related to emergency services are the responsibility of the student. All expenses related to fieldwork education (e.g. travel, housing, food, etc.) are the responsibility of the student.

Fieldwork Attendance Policy

In the event of an unexpected illness, emergency, family death, etc. the student must contact the AFWC and FWE as soon as possible. The AFWC, FWE, and student will determine the appropriate concession for any missed fieldwork time. Absences should be logged by the student in Steps by Exxat along with any supporting documentation for review at any time. Missed fieldwork time may delay the student's progression and/or graduation in the program. Any unexcused absence, reoccurrence of tardiness, or abuse of absences will not be tolerated.

FIELDWORK PROBLEMS AND REMEDIATION

If a problem arises during the fieldwork education experience, the student should make every attempt possible to communicate concerns regarding the experience to the fieldwork educator first. If this does not resolve the situation, the AFWC should be contacted. At this time, the AFWC will counsel the student on what action should be taken. The AFWC may then contact the fieldwork educator to discuss the concern and/or plan a site visit to meet with the student and FWE. If the issue continues, or if the issue threatens the performance or assessment of performance of the student, the AFWC will determine whether a remediation plan should be put into place or if other course of action is needed, such as shifting the student to another qualified FWE in the facility or finding an alternative placement.

In all cases, failure to perform at a level deemed appropriate by the FWE will compel him or her to contact the AFWC. The AFWC is then informed of specific areas of concern. The FWE, the AFWC, and the student collaboratively work to develop a plan, which will enable the student to succeed if at all possible. Should the Fieldwork Educator (FWE) have concerns in any area of student performance, the student may be required to remediate to correct identified deficiencies. Any performance issues that are evident at midterm that potentially jeopardize the student's ability to pass the rotation will be addressed by the AFWC in collaboration with the FWE. A score of unsatisfactory performance at midterm will require an individual separate meeting with the student and FWE and the development of a remediation plan in collaboration with all parties. The OTA program director will also be notified by the AFWC of any student that scores unsatisfactory at midterm. The remediation plan will be agreed upon by the student, FWE, AFWC, and program director and will remain in effect for the remainder of the fieldwork experience or until criteria for remediation have been met.

When the FWE, student, or AFWC becomes aware of a discrepancy between performance expectations and the actual performance of the student in any domain, a plan for remediation is put into place. The goal is to address the issue directly and as early as possible in order to reach resolution and minimize consequences. Once the FWE, student, and AFWC are aware of the issue, the process for remediation can be implemented. If the situation is not complex, a clarification of expectations by the FWE and AFWC may be all that is necessary. However, the next step is to draw up a learning contract to be reviewed and signed by the FWE, student and AFWC. At this point the Academic Progression Committee is notified of the situation. The Academic Progression Committee consists of the OT Department Chair, OTA Program Director, AFWC, and core faculty designated by the OT Department Chair. Regular communication will be established with all involved parties and a site visit will be scheduled as necessary. In most instances, the collaborative effort creates a more conducive learning environment and the student is able to meet performance expectations. If the student fails to meet the expectations, he/she may receive a failing grade or an Incomplete (see below). It is the role of the Academic Progression Committee and the AFWC to determine if the student should be afforded another opportunity to make-up the fieldwork experience or assigned a failing grade. This is determined by the past academic performance of the student, the severity of the student's failing merits in

the clinic, the student's professional behavior and conduct, and any other relevant variable pertaining to situation. If the student is afforded another chance, the make-up rotation will be scheduled as soon as possible and in a similar setting. The student is required to establish a learning plan and contract with the AFWC and share the plan for successful performance with the new fieldwork instructor. Evaluation of the make-up rotation follows the same guidelines per the usual program, with the requirement to meet additional written and performance expectations as agreed.

Unsuccessful performance in a second fieldwork rotation will result in dismissal from the program.

SAFETY AND ETHICAL RESPONSIBILITIES OF THE STUDENT DURING LEVEL I AND II FIELDWORK EXPERIENCES (FURTHER EMPHASIS ON MAINTAINING CODE OF ETHICS AND HIPAA)

All students in the Occupational Therapy Assistant program are bound to the Occupational Therapy code of ethics, HIPAA laws, as well as any additional policies and procedures that are maintained by the facility in which the student is completing fieldwork. If a student has violated any of these codes, laws, policies, or procedures, it is the responsibility of the student to notify the AFWC immediately. The AFWC will then meet with the appropriate Program Director and Department Chair to determine corrective action. The Dean of the College of Nursing and Health Professions may also be consulted. Failure to notify the AFWC of unethical or unsafe behavior that is a violation of any of these laws, codes, policies, or procedures will result in student records being sent to the Academic Progression Committee and may result in immediate dismissal from the program as it is the responsibility of each student to have an understanding of this content after it is presented to them by the Occupational Therapy Assistant program and/or the Fieldwork site.

Corrective action plan for breaking these codes, laws, policies, or procedures may include, but is not limited to the following:

- a. Repeating FW experience in the setting in which the violation took place
- b. Assignment(s) that would prove competence in understanding, correcting, and avoiding unethical or unsafe behaviors
- c. A sequence of disciplinary action is outlined in the Student Handbook. Disciplinary action due to a violation in this area may or may not follow the sequence dependent upon the severity of the offense. It is possible that ethical, safety, and/or HIPAA violations may result in an immediate review of records by the Academic Progression Committee, bypassing all formal write-ups, remediation, and/or probationary actions.
- d. Additional violations in this area during future fieldwork experiences will result in a review of records by the Academic Progression Committee
- e. A review by the Academic Progression Committee may result in immediate dismissal from the program.

Unsatisfactory Performance in Fieldwork

Level II Fieldwork is graded on a pass/fail basis. “Pass” reflects the equivalent of a grade of “C” or better. Students must pass each clinical rotation in order to progress to the next phase of the curriculum. **If the student receives a failing grade for a fieldwork course, that student will be dismissed from the program.**

The following conditions may result in a grade of “fail” and dismissal from the program:

- Serious negligence, lack of judgement, or careless behavior that results in potential safety threat to self, coworkers or clients
- Significant breach of client privacy
- Inappropriate communication on social media regarding the University, Program, Faculty, Clients, or the Fieldwork Site and its employees
- Failure to meet the fieldwork education requirements outlined in the Fieldwork Course Syllabi
- Failure to attend the fieldwork rotation or consistent tardy behavior to the fieldwork site without effort to explain or remediate any new situations or hardships that have contributed to the absence
- Failure to observe certain other "critical behaviors" (listed in Section VIII) may result in immediate dismissal from the fieldwork site and possible dismissal from the program.

A student who has identified deficits but who in the opinion of the Academic Progression Committee would likely succeed if given additional fieldwork time, may be assigned a grade of “Incomplete”. If the student receives a grade of “Incomplete”, the AFWC/Program will develop a student plan for academic and/or professional remediation (see above description of this process under Fieldwork Problems and Remediation). After identification of specific areas for academic remediation, the student enters into remediation with specific faculty until mutually agreed upon objectives and goals are met. If successful, the student may be assigned another fieldwork rotation. If the student is successful, he/she may continue with the program sequence. The student may, however, experience a delay in program completion if extensive remediation is necessary.

Rescheduling a failed fieldwork experience may occur if the Academic Progression Committee feels the student has the skills or can gain the skills necessary to successfully pass a second fieldwork. The decision on whether to schedule a second fieldwork or to dismiss the student from the OTA Program will be made by the Academic Progression Committee after consulting with the FWE. . The decision will be based upon the nature and extent of the problems which resulted in a grade of “fail.”

Students are responsible for any additional costs accrued from having to reschedule a failed fieldwork including but not limited to: renewing professional liability insurance, additional travel costs, and delaying taking the NBCOT Certification Exam subsequently causing potential delay in obtaining licensure. Additionally, students will participate in graduation commencement

ceremonies for the semester in which they complete all coursework and fieldwork requirements, according to University deadlines.

FIELDWORK EDUCATOR RESPONSIBILITIES

Level I Fieldwork Educators and faculty members are expected to provide opportunities for directed observations and guided participation of their client population and typical daily job responsibilities. They are also expected to evaluate the student's level of active engagement and professional behavior during the fieldwork.

Level II Fieldwork Educators are encouraged to provide supervision using approaches that vary from direct to less direct depending upon client needs and student abilities. Fieldwork II Educators, in both traditional and emerging practice areas, are responsible for assuring that the rights and safety of consumers are safeguarded at all times. (See page 33 of this manual for more information regarding supervision requirements.) Fieldwork educators are asked to inform the Academic Fieldwork Coordinator as soon as possible if they need to cancel a student placement or place a student in more than one setting during the rotation.

Additional requirements of the Fieldwork Educator and Affiliated Staff:

- A. Complete the following forms for the University:
 - a. Affiliation Agreement with the College of Nursing and Health Professions.
 - b. OTA Addendum Form
 - c. Fieldwork Objectives Agreement Form
 - d. Fieldwork Data Form
 - e. Staff Information Form
- B. Inform the AFWC of any changes in staff responsible for students.
- C. Provide students with a complete orientation to the facility including a tour of the institution and OT department, introduction to staff, introduction to policies and procedures, discussion of the role of an OT student at the facility and the expectations for students during the fieldwork education experience.
- D. Review annually the A-State OTA Fieldwork Manual to be apprised of important forms and related curriculum information.
- E. Supervise OTA students appropriately for their level of fieldwork education and experience. Discuss and demonstrate treatments and procedures students may be unfamiliar with to broaden the learning experience including allowing students "hands-on" experience as soon as possible.
- F. Provide students with the facility's policies/procedures regarding patients' rights.

- G. Provide special experiences such as attendance at conferences, clinics, surgery, etc. if possible.
- H. Provide student with feedback regarding his/her performance on an on-going basis.
- I. Notify the AFWC if a student's overall performance is unsatisfactory prior to the midterm so that the program can generate the appropriate warnings and an opportunity for students to correct performance.
- J. Conduct regular meetings on a weekly basis if possible, to address goals, growth, performance, and give appropriate feedback to the student. A weekly meeting form is provided in Section VII for your convenience.
- K. Complete progress report at midterm and final. Meet with student to review the midterm evaluation and the final evaluation including the final suggested grade prior to submitting forms to the University. Document student performance with specific comments where appropriate.
- L. Review the student's evaluation of the fieldwork experience at midterm and after the fieldwork experience for future consideration in working with students. It is recommended that the site maintain a copy of this form for its records.
- M. Annually assess the facility's fieldwork education program. Notify the AFWC of any fieldwork education development needs that the facility may have so that the AFWC may assist the facility.
- N. Notify the AFWC of any facility changes that may affect the quality of the fieldwork experience as soon as possible. Examples of changes include inadequate staff, staff not prepared or willing to be a FWE for the time frame the student is assigned, and/or any other situation that the student believes would affect the student's fieldwork experience in a negative manner.

Benefits for the Fieldwork Educator

Fieldwork educator members are recognized as employees of other organizations and institutions but are appointed as clinical faculty by the AFWC. These faculty members accrue many of the same privileges as core faculty and the adjunct faculty which include:

- use of library facilities.
- opportunities to participate in professional growth and development activities through fieldwork educational programming.

The procedures to access and maintain clinical faculty privileges will be coordinated by the AFWC.

OTA STUDENT RESPONSIBILITIES ON FIELDWORK

- A.** Attend Pre-Fieldwork Sessions/Seminars given by the AFWC and the OT Department Chair describing teaching and learning during the fieldwork education experience.
- B.** Students should not contact a fieldwork site without prior approval from the AFWC. Contacting a site without the permission of the AFWC may result in dismissal from the program.
- C.** Be aware of the contents of the course syllabus for Fieldwork Education and the Fieldwork Education Policies and Procedures regarding student responsibilities.
- D.** The student is responsible for contacting each of his/her supervisors a minimum of four weeks before his/her starting date to confirm his/her Level II placement and return the Initial Contact Form to the AFWC. This is important because of the many changes which occur in the healthcare environment. Some centers may want to hear from the student sooner concerning housing. The fieldwork data sheet will provide additional information about communication and potential housing.
- E.** All criminal background check or other check are the financial responsibility of the student and may require updates as requested.
- F.** Students are required to secure their own housing prior to fieldwork education experiences which are out of area.
- G.** Provide own transportation to and from the fieldwork education site.
- H.** Arrive at clinic 10 minutes prior to assigned time. Wear a watch and bring a pen.
- I.** Dress appropriately for fieldwork education according to the particular institution's policy. Wear student nametag unless directed to do otherwise by the FWE.
- J.** Maximize the learning experience by asking appropriate questions and being alert to all aspects of fieldwork education.
- K.** Refrain from attempting unfamiliar procedures. When in doubt, the student should always ask for assistance, because the patient's safety and comfort are the primary considerations.
- L.** Attend designated conferences and extra learning opportunities provided by the fieldwork site.
- M.** Complete all fieldwork assignments on time and return to the AFWC.
- N.** Telephone FWE and AFWC to report an absence prior to expected arrival time.

- O. Both supervisors and students are encouraged to call the AFWC any time during the experience if they wish to do so.
- P. The Fieldwork Performance Evaluation is now housed in an electronic platform called Formstack. It is the student's responsibility to ensure they are able to access the evaluation, complete it at the appropriate times, and submit the evaluation for review.
- Q. If a student is having problems prior to or at mid-term, please call the Academic Fieldwork Coordinator. A visit from the Academic Fieldwork Coordinator can be requested by the student, fieldwork coordinator, or fieldwork educator at any time during the fieldwork experience, should circumstances warrant.
- R. Complete all fieldwork requirements and maintain updates to requirements as needed on or before expiration or due dates set by the AFWC. Failure to maintain all program requirements will result in delays and possible dismissal from fieldwork.
- S. The student is responsible for completing the Student Evaluation of Fieldwork Experience for each fieldwork placement and returning it to the AFWC immediately after the experience is finished. If the facility does not return it to the AFWC with the fieldwork evaluation form, the student is responsible for mailing it to the AFWC.
- T. Satisfactory Progress in Fieldwork Education
- U. Fieldwork grades may be noted as "I" Incomplete as some fieldwork schedules do not conform to semester dates. After the fieldwork is complete the student may write to get approval from the University and any involved affiliate before publishing any material related to the fieldwork education experience.
- V. In compliance with the Exposure Control Plan published in the Federal Register (Volume 56, No. 235, 12/6/91) and OSHA guidelines, the following procedures should be followed at the fieldwork site if a student is exposed to blood borne pathogens:
 - a. Evaluation of the student should be done at the institution where the exposure took place. The expense of the evaluation is covered by student health insurance.
 - b. The On-site Fieldwork Coordinator or Fieldwork Educator should immediately notify the Academic Fieldwork Coordinator of the student's exposure.
 - c. Prophylaxis and follow-up for the student will be provided through University Health Services.

OTA ACADEMIC FIELDWORK COORDINATOR RESPONSIBILITIES

- A. Provide fieldwork education sites with the following:
 - 1. Pre-fieldwork Forms as required by both parties

- i. Fieldwork Affiliation Agreement (CNHP) to CEO
 - ii. OTA Addendum to Fieldwork Education Agreement
 - iii. Blank Fieldwork Data Form
 - iv. Examples of Site Specific Objectives
 - v. OTA Level II Objectives Agreement Form
 - vi. Staff Information Form
 - vii. Additional Education and resources as required
 - 2. Information Sheets
 - i. Curriculum Overview
 - ii. Course Objectives & Grading Criteria
 - iii. Steps by Exxat Introduction
 - iv. Fieldwork Educator Manual
 - v. Contact information for AFWC
 - vi. Initial Contact Form
 - vii. Other relevant materials
 - 3. Individual Student Forms
 - i. Facility Evaluations completed by student
 - ii. Other relevant materials
- B. Maintain all active site affiliation agreements according to the required documentation stated above
- C. Conduct orientation session with prospective fieldwork education sites to:
- 1. Discuss Facility
 - 2. Perform a Site Visit in-person or virtually
 - 3. Meet with On-site Coordinator, potential Fieldwork Educators, and other personnel as needed
 - 4. Discuss All Policies, Procedures and Curriculum
- D. Conduct orientation session with OTA students prior to the beginning of each fieldwork education experience in order to review course syllabus and all aspects of this phase of the program including behavioral objectives and content of the fieldwork education evaluation form.
- E. Provide student access to information about fieldwork sites through the Steps by Exxat system.
- F. Make appropriate student assignments as far in advance as possible prior to the beginning of each fieldwork education experience.
- G. Review and respond to communication from fieldwork educator while student is on fieldwork.
- H. Review and respond to communication from student while student is on fieldwork.

- I. Correct and review written assignments from fieldwork seminar coursework from students.
- J. Promote effective communication between students and fieldwork faculty.
- K. Review student evaluation of clinic and the clinic's evaluation of the student.
- L. Conduct a meeting of fieldwork educators on campus at least once each year and work to develop programs for professional development for fieldwork educators.
- M. Aggregate and utilize information gained from fieldwork feedback to enhance curriculum and share with faculty on a semi-annual basis. Collaborate with faculty on ways to improve the fieldwork and curricular experience.
- N. Conduct a yearly review of course syllabus, various fieldwork forms, and fieldwork policies and procedures and make necessary revisions.
- O. Provide updated fieldwork policies and manuals to fieldwork sites as they are updated.
- P. Audit all active fieldwork site files annually and update Data Forms, contracts, and Staff Information Forms, as needed.
- Q. Review all student files maintained in OT Department to insure that each student complies with the requirements to have a current physical examination, proof of health and liability insurance, TB skin test, TB mask fitting, proof of immunization, hepatitis B vaccination and CPR certification. Ensure that proof of documentation is correctly uploaded into the Steps by Exxat system for accuracy of tracking.
- R. Conduct appropriate HIPAA education program and assess student competence prior to first fieldwork education experience.
- S. Serve as the point of contact for On-site Coordinators, Fieldwork Educators and other personnel of fieldwork sites.
- T. Initiate remediation agreements for under-performing students in collaboration with the FWE including regular communication with the site to ensure progress towards the established plan.
- U. Place students in active fieldwork sites and coordinate all necessary paperwork prior, during and after the placement.
- V. Track site placement availability and placement reservations for all active fieldwork sites.
- W. Establish new site contracts that meet the needs of students and support the curriculum design.

- X. Maintain all communication logs and necessary documentation pertaining to fieldwork.
- Y. Ensure any necessary paperwork is submitted in a timely fashion to NBCOT in order to optimize student's eligibility for the Board Exam.
- Z. Integrate and maintain all records in the Steps by Exxat system as well as seek additional implementation of the databases abilities within the program. Educate current and incoming students, faculty, and administrative staff, including graduate assistants, on the use of the Steps by Exxat system.

APPENDIX CONTENTS

Student Forms and Policies.....	92
Code of Honor.....	92
Financial Responsibilities Regarding Fieldwork.....	96
OTA Student Handbook.....	96
Substance Abuse.....	97
Educational Records Release.....	102
Essential Requirements and Functions.....	106
HIPAA Compliance.....	107
Criminal Background Check.....	107
Student Confidentiality Contract.....	110
Video/Photo Consent Form and Release to Publish.....	110
Infection Control.....	111
Latex Allergy and Sensitivity Procedure.....	118
Incident Report Form.....	119
Student Conference Record.....	121
Treatment Consent Form.....	122
<u>Fieldwork Related Forms</u>	
Initial Contact Form.....	124
Arkansas State University Memorandum of Understanding.....	126
AOTA Fieldwork Data Form.....	133
Fieldwork Staffing Form.....	145
Fieldwork Site-Specific Objective Policy and Form.....	147
Fieldwork Midterm Contact Form.....	150
Site Visit/Contact Form.....	153
Level I Faculty Evaluation.....	155
Student Evaluation of Level I Fieldwork.....	157
Student Evaluation of the Fieldwork Experience.....	161
Level II Weekly Feedback Form.....	173
Code of Ethics.....	174

Student Forms and Policies Overview

The OTA program, College of Nursing and Health Professions and Arkansas State University all have clearly outlined student policies and procedures that students are required to follow. The CNHP student handbook and the Arkansas State University student handbook provide information regarding student policies and procedures. Students should refer to these handbooks and familiarize themselves with the policies and procedures at the program, college, and university levels. It is the responsibility of the student to gain knowledge and understanding of all policies and procedures prior to the start of the program. The following policies/procedures and acknowledgement forms are required by the OTA program for all entering students. Students should review the policies and procedures outlined below and then submit/sign the forms provided in the Exxat system. Students will not be allowed to attend class until all forms have been completed.

Code of Honor

PROCEDURES FOR COLLEGE STUDENT ACADEMIC HONOR CODE

(Revised 8-12-2019)

The College Student Academic Honor Code exists in addition to the University Code of Conduct and the Academic Integrity Policy found in the Student Handbook. An academic honor offense by the college code is defined as an act of **lying/willful misrepresentation, cheating/unauthorized collaboration, plagiarism, or facilitating academic dishonesty of others**. These terms are defined as follows:

Lying/willful misrepresentation - a false statement (written or oral) made with the deliberate intent to deceive; something intended to or serving to convey a false impression.

- Fabricating quotations and/or sources
- Fabricating, dishonestly adjusting, omitting, or otherwise misrepresenting research results and records, including information, data, statistics, research facts, and its analysis
- Engaging in selective reporting or omission of conflicting data for deceptive purposes
- Altering graded work, then resubmitting it for a new grade
- Providing false information about reasons for class absences or late work when requesting a make-up quiz or exam or an extension for homework
- Submitting the same paper in more than one class without the approval of the instructors involved
- Submitting a paper from a previous semester for a current class without the approval from the instructor
- Failing to provide required or requested information regarding academic performance or enrollments at previous institutions
- Intentionally obstructing or interfering with other students' academic work, or otherwise undertaking activity with the purpose of creating or obtaining an unfair

academic advantage over other students' academic work.

- Altering documents affecting academic records, such as falsifying information on an official academic document, form, grade report, letter of permission, clinical record, student ID cards, or any other official document.
- Providing false information to others about academic performance, leadership activities, or membership in student organizations.
- Falsification of information records
- Recording hours not actually worked
- Submitting an altered or fabricated preceptor evaluation
- Altering a score, grade, or schedule change on an academic record.
- Forging the signature of an instructor, advisor, dean, or another student without proper authorization
- Video or audio recording lecture or private meetings without prior permission
- Creating false university, college, or other official correspondences (such as medical documentation)

Cheating/unauthorized collaboration - to practice fraud or deceit; academic fraud is a form of cheating and includes such things as plagiarism (including Internet resources), false citation, false data and submission of the same work to fulfill academic requirements in multiple classes.

- Using notes, books, calculators, phones, photos, computers, websites, tweets, social media, or other aids during a quiz or an exam when not allowed by the instructor
- Talking during a quiz or exam when told by the instructor talking is not permitted
- Looking at another student's exam or quiz during the testing period
- Continuing to work on a quiz or exam after the instructor has notified students that time for the test has ended
- Ignoring the guidelines specified by the instructor for an assignment or for a "take home" test and instead using materials or study aids that the instructor has forbidden
- Receiving help with homework, reports, labs, paper, data collection, or other activities when not allowed by the instructor
- Accepting credit for a group project without doing your share of the work
- Helping others with their homework or other assignments when not allowed by the instructor
- Allowing others to view your answers or copy part of your homework, lab, quiz answers, exam answers, or other related work when not permitted to do so by the instructor
- A group doing another student's work on a group project, lab, presentation, report, or other activity while presenting the work as if done by the entire group equally

Plagiarism – as defined in the 1995 Random House dictionary is the "use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." Within academia plagiarism is considered academic dishonesty or academic

fraud and offenders are subject to a number of penalties including course failure or other severe consequences.

- Using the words, sentences, arguments, rhetorical structures, and ideas of another without proper citation and acknowledgement
- Copying data, facts, graphs, computer programs, spreadsheets, images, photos, film/video, or other materials and using them without proper citation or acknowledgement
- Copying homework, quiz, or exam answers from an answer key, solution manual, textbook, web site, or other items from another student, thus presenting another's work as your own
- Failing to use quotation marks properly or when needed
- Failing to give a source for quoted materials
- Failing to paraphrase language completely
- Failing to give a source for paraphrases
- Failing to cite sources correctly and completely

Facilitating Academic Dishonesty of Others – intentionally or knowingly helping or attempting to help others commit an act of academic dishonesty.

- Writing a paper for another student
- Allowing another student to use your past homework assignments, paper, labs, or similar items
- Sharing homework with another student when told collaboration is not allowed
- Allowing or helping another student to look at your exam or quiz during a test
- Sharing with other students your notes, books, calculators, phones, photos, computers, web sites, tweets, social media, or other aids during a quiz or an exam when not allowing by the instructor
- Completing another student's exam or quiz by filling in the student's scantron card or other answer sheet or by attending the exam in place of the other student
- Providing any materials, information, or assistance to another person with the knowledge or reasonable expectation that such would be used for dishonest purposes
- Stealing, reproducing, circulating, or otherwise gaining access to a quiz, exam, or homework materials prior to the time authorized by an instructor

These academic honor code violations apply whether they are performed individually or in groups. They apply to didactic, laboratory and clinical experiences of the program.

PROCEDURES:

If a student is aware of an honor offense, he/she should report that offense to either the faculty member of the class in question, the program director or the department chair. An investigation will result.

If there is evidence to bring forward, the student will be notified, in writing, of the specific charges, who the hearing body will be and the time and place of the hearing. Such notification

will be delivered at least two working days in advance of the hearing. The date of the hearing, if possible, must be set within 10 working days from the date of notification to the student.

The College Code of Ethics Committee will hear the case. The Ethics Committee is comprised of five CNHP student representatives and two CNHP faculty appointed by the dean. Actions by the Ethics Committee may include: 1) dismissal of the case, 2) sanction the student, 3) refer the case to the Dean of Students, Student Affairs. Disciplinary sanctions by the committee may include educative, reprimand, restrictions and restitution. The committee does not have the authority to suspend or expel the student.

Student rights in this committee process are outlined in the ASTATE Student Handbook under the caption "Disciplinary Hearings". The student is entitled to one appeal rendered by the Associate Dean for Judicial Affairs. The process for appeal is in the section on "Appeal Process".

ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS

College Student Academic Honor Code

Each student admitted to a professional program in the College of Nursing and Health Professions is charged with the responsibility of honorable academic conduct. A student is assumed honorable until his/her actions prove otherwise. An academic honor offense is defined as an act of lying/willful misinterpretation, cheating/unauthorized collaboration, plagiarism or facilitating academic dishonesty of others. Formal procedures exist for violations of the academic honor code.

As a student in a health program, it is fundamental that you act in an honorable and virtuous way so that a community of trust is established among members of the college and your clients. Honor is a practiced ideal that will positively impact your relationship with fellow students, faculty, administrators, patients and other members of the community. As you live an honorable life, you will find that you cannot live without it.

All students in this college are bound by the Honor Code and all are needed to make it work. The atmosphere of trust and integrity that is created by an honor system enables the student to know his/her word will be taken as true, to compete fairly in the classroom and to keep what is rightfully his/hers. The system functions best when all members of the college not only take responsibility for their own actions, but hold their peers to the same standards.

As a student admitted to a health professions program, you must agree to live by and support the basic principles of honesty - no lying, cheating or stealing; be accountable for your actions; and share information about honor offenses. If you are not prepared to accept these responsibilities, you should select a program outside this college.

Acknowledgement of Student Honor Code

I have read the explanation of the College Student Code of Honor. I understand that as an admitted student in one of the programs in the college, I have accepted the pledge of honesty and will be expected to meet the standards as set forward.

Financial Responsibilities Regarding Fieldwork

Arkansas State University
College of Nursing and Health Professions
Department of Occupational Therapy
Occupational Therapy Assistant Program

As stated in the student handbook, all associated fieldwork costs are the responsibility of the student. This includes but is not limited to costs related to tuition and fees, travel, housing, food, utilities, equipment, and/or resources. Arkansas State University, including the OTA program, will not provide financial compensation related to fieldwork costs.

Acknowledgement of Financial Responsibilities Regarding Fieldwork

As a student in the Occupational Therapy Assistant professional degree program at Arkansas State University, I will be required to enroll in clinical/field courses at various sites and locations prior to my graduation. My signature on this form acknowledges that I understand I will not be financially compensated for these field or clinical courses by either Arkansas State University or the entity who operates the site and location where these field or clinical courses will take place

OTA Student Handbook

Arkansas State University
College of Nursing & Health Professions
Department of Occupational Therapy

The OTA student handbook outlines all of the policies and procedures for student involvement in the OTA program, including academic, behavioral, and fieldwork policies and procedures. The OTA handbook is revised annually prior to the start of a new cohort. Each cohort is held to the policies and procedures present in the handbook for their academic year. Should any changes to the OTA handbook occur during an academic year, students will be informed of these changes and an addendum will be added to the handbook for review.

Acknowledgement of OTA Handbook

I have received, read and understand all policies as stated in the OTA Student Handbook.

Substance Abuse

Policy

The College of Nursing and Health Professions recognizes its responsibility to provide a healthy environment within which students may learn and prepare themselves to become members of

a health occupation. Within each profession there are codes and standards for conduct by which all members of the profession are expected to function. Thus, when engaged in educational activities whether on campus or in the fieldwork setting health professionals are expected to be free from the abusive influence of chemical substances/drugs¹. When students are under the influence of drugs and alcohol, they present a threat to patients, other students and the employees and visitors of fieldwork facilities. It is the responsibility of the student to report any medication/s taken which would adversely affect her/his ability to perform safely in class or clinic. Written documentation will be required for verification of medications taken and will be placed in the student's file. As a condition of admittance and retention in any professional program in the Arkansas State University College of Nursing and Health Professions all students must sign a SUBSTANCE ABUSE COMPLIANCE CONTRACT agreeing to adhere to the *Substance Abuse Policy & Procedures* when conducting any activity associated with their educational program. As the contract notes, it is inclusive of testing for substances and appropriate release of that information.

Procedures

1. *If a faculty member or supervisor observes a student demonstrating behavioral changes giving probable cause to believe the student is under the influence of drugs or alcohol while performing course activities, the student will immediately be asked to submit to body fluid testing for substances at a lab designated by the College of Nursing and Health Professions who have identified procedures for collection (see attached). The cost of the test will be borne by the student. Refusal to submit for testing warrants immediate program dismissal.*
At the time the specimen is released to the testing lab, the student will sign a release statement requesting that the test results be sent to the Dean's Office, College of Nursing and Health Professions, and to the student. If the results are negative, no further action will be taken and the student will only be allowed to make up work missed. If the results are positive (and substantiated by a second or confirmation test), the student will be dismissed from the professional program. Laboratory results will be disclosed to individuals whose duties necessitate review of the test results and confidentiality will be adhered to as stringently as possible.
2. *This policy applies only to a student exhibiting behavior creating probable cause to believe drug or alcohol abuse is present. A student may be removed from the fieldwork environment or educational program for any prohibited behaviors as set out in the*

¹The generic meaning of the term "drug" is broadly defined as any chemical substance which affects living systems. For the purposes of this policy, substance and/or drug abuse are used interchangeably and defined as socially unacceptable use of drugs or other chemical substances for non-therapeutic purposes. The substance alcohol (ethanol), by its properties and actions, is a drug and is used as such in this policy. Drugs prescribed by a physician licensed to practice medicine and surgery, as long as the drug is taken in accordance with the provider's instructions and do not impair the student's ability to perform his/her duties, are exempt from this policy.

Reference:

Reiss, B. & Melick M. (1987). *Pharmacological Aspects of Nursing Care* (2nd Ed.). Albany, NY: Delmar Publishers, pp. 2, 627, 631-633.

university or program handbooks, rules and regulations, whether or not related to substance abuse.

3. Readmission of the student to the program is contingent upon the following conditions:
 - a. Formal application for readmission to the program.
 - b. Meeting specific program admission criteria as noted in the Undergraduate/ Undergraduate bulletin.
 - c. Fieldwork space availability.
 - d. Documentation that a prescribed treatment program has been completed by the student related to the drug/alcohol condition. The documentation is to be submitted to the Dean's Office, College of Nursing and Health Professions by the designated treatment facility.
 - e. Follow-up program as suggested by the treatment facility that may include, but is not limited to, one or more relapse prevention procedures. The follow-up program will be individual specific and written as part of a contractual agreement with the student.
4. Arkansas State University may be required by state or national regulatory boards to submit information regarding a student's substance abuse history when he/she applies to take the examination for licensure. There is no guarantee that these boards will allow individuals with a substance abuse history to take the examination. Each case is judged individually by each board.
5. Students will be required to abide by individual institutional policies relating to substance abuse in fieldwork agencies to which they are assigned.

BEHAVIORAL CHANGES ASSOCIATED WITH DRUG ABUSE

The College of Nursing and Health Professions has developed the following list of behaviors that are not all inclusive but, when observed, can be used as indices to identify an individual who at the moment of observation could be under the influence of a "drug" (see the *Substance Abuse Policy* for definition of the term "drug" and for the mechanisms to operationalize the policy).

The College of Nursing and Health Professions is guided by behavioral descriptors that are stated in the latest edition of Diagnostic & Statistical Manual of Mental Disorders.

* Observation of any of these behaviors will result in dismissal from the learning environment (fieldwork or classroom).

Attention Deficit/Cognitive Impairment

ataxia

tremors, especially of the hands

* slowed response time in a familiar skill

* diminished from the usual in coordination/dexterity

Social Impairment

* inappropriate verbal remarks (subjects/words/expletives)

* inappropriate behaviors or those beyond the societal norm such as:

angry outbursts/unrestrained agitation

crying that cannot be explained

euphoria
paranoia
hallucinations

- * behaviors that are markedly changed from that individual such as
 - introversion
 - extroversion
 - sullen/irritable
 - giddy
 - defensiveness

Somatic Manifestations/Discomforts

- * odor of alcohol on breath
- nausea/vomiting/thirst
- frequent trips to bathroom/complaint of urinary frequency or diarrhea
- hiccoughs
- reddened sclera (bloodshot eyes)
- pupil changes/drooping eyelids
- complain of blurred vision or inability to focus

Speech/Communication Impairment

- * slurred (thick tongue)
- * rapid/choppy communication pattern
- * incoherent speech

BEHAVIORAL PATTERNS ASSOCIATED WITH SUBSTANCE ABUSE

The following is a list of behavioral patterns that may surface when drugs have been abused. While these patterns have many causes, thorough assessment and detailed documentation is needed over a period of time to determine if there is any relationship to drug abuse. Patterns of behavior to observe and validate are:

- ☒ repeated tardiness
- ☒ frequent absenteeism
- ☒ numerous and chronic somatic complaints (colds/GI problems/lack of sleep/weight loss/sluggishness/low energy)
- ☒ untidy personal appearance or deterioration in quality of grooming
- ☒ lack of attention to hygiene (hair, nails, skin, oral)
- ☒ multiple crises in personal life
- ☒ avoidance/lack of eye contact
- ☒ isolation/lack of peer support
- ☒ repeated excuses for below standard performance
- ☒ forgetfulness with appointments/assignments
- ☒ slowed response time in familiar activities
- ☒ behavior shifts/mood swings

- ☒ lack of trust and suspicious of the motives of others
- ☒ needle tracks on body surface
- ☒ behaviors surrounding the administration of narcotics:
 - frequent need to waste "unused" medications
 - recording the administration of larger doses than ordered
 - unauthorized possession of the narcotic key
 - unsupervised entry into narcotic cabinet
 - volunteering to be in situations to gain greater access to narcotics
 - taking frequent breaks/numerous occasions when whereabouts unknown

CRITERIA FOR URINE DRUG SCREENS

NOTICE: PROVIDE LAB WITH THIS CRITERIA

ANY DRUG SCREENS SUBMITTED TO ARKANSAS STATE UNIVERSITY, COLLEGE OF NURSING AND HEALTH PROFESSIONS SHALL HAVE MET THE FOLLOWING CRITERIA:

1. Specimen collection is witnessed.
2. BASIC 10-PANEL* DRUG SCREEN INCLUDING ALCOHOL, MEPERIDINE AND DRUG OF CHOICE (SEE #7).
3. Laboratory must be CLIA¹ approved.
4. Confirmation of positive results is done by GCMS². If specimen must be sent to another laboratory for confirmation, the chain of custody is maintained.
5. Report, in addition to results, will include:
 - a. Chain of custody;
 - b. Drug history;
 - c. List of drugs screened;
 - d. Confirmation of method used; and
 - e. Specific gravity.
6. The laboratory will retain negative specimens for a minimum of two (2) weeks and positive specimens for a minimum of one (1) year.

*10-PANEL INCLUDES:

Amphetamines	Benzodiazepines
Cannabinoids	Cocaine
Opiates	PCP
Barbiturates	Methadone
Methaqualone	Propoxyphene

7. THE DRUG SCREEN SHALL TEST FOR THE FOLLOWING:

Amphetamines	Methaqualone
Barbiturates	Phencyclidine
Benzodiazepines	Propoxyphene
Cannabinoids	Alcohol
Cocaine	Meperidine
Opiates	Drug of choice
Methadone	

DRUG SCREENS WHICH DO NOT TEST FOR THE ABOVE WILL BE CONSIDERED NON-COMPLIANT WITH THE ORDER.

¹Clinical Laboratory Improvement Act: SEt of Federal Regulations which fieldwork labs must meet for certification.

²Gas Chromatography Mass Spectrometry
Adopted from Arkansas State Board of Nursing, January 1997.

Acknowledgement of Compliance with Substance Abuse Policy

I, _____, have read the Board of Trustee approved *Substance Abuse Policy & Procedures* of the Arkansas State University College of Nursing and Health Professions and agree, as a student in the professional health program, to comply with all aspects of the policy as written, including testing for substances and appropriate release of that information. Furthermore, I agree to abide by the provisions for determining dismissal and to follow the conditions of readmission as outlined.

Waiver for Release of Medical Information Regarding Substance Abuse

I, _____, am a professional health student at Arkansas State University and have previously received, read and understand the College of Nursing and Health Professions' *Substance Abuse Policy & Procedures*.

I hereby consent to having a sample of my body fluid collected on this _____ day of _____, 20____, according to the terms set forth in the policy for the purpose of testing for identified substances at my own expense.

I understand that a positive test result will require a subsequent confirmation test. If that result remains positive, it will affect my status in the professional program. I understand that if I am taking any medications that would adversely affect the results of the test, that I should disclose those immediately. Written medical documentation from my physician will be required by me for verification of those medications taken.

I authorize the release of test results related to the screening or testing of my blood/urine specimen to the Dean, College of Nursing and Health Professions at Arkansas State University, and to myself. I understand that my body fluid specimen will be sent to _____ for actual testing.

I hereby release Arkansas State University, its Board of Trustees, officers, employees, and agents from legal responsibility or liability arising from such a test, including but not limited to, the testing procedure, analysis, the accuracy of the analysis, or the disclosure of the results.

Educational Records Release; FERPA

FERPA or the Family Educational Rights and Privacy Act (1974) imposes on any school, college or university that receives federal funds, restrictions over the release of student records. Since this includes Arkansas State University, the university has adopted rules that comply with FERPA.

FERPA protects a student's educational record, regardless of how the record is maintained and who maintains it. An education record consists of paper as well as electronic data. Besides grades, it typically includes test scores, comments, evaluations and similar assessments about a student, maintained by an instructor, counselor or any other school official.

FERPA prohibits any person connected with the institution, including administrators and faculty from improperly disclosing student information. At institutions of higher education, students may authorize the release of their educational records, but only the student has the exclusive right to decide whether or not to authorize the release. There are some circumstances where educational records may be released without the student's permission. For instance, records may be disclosed to other school officials, including teachers, within the institutions, whom the institution has determined to have legitimate educational interests.

The U.S. Department of Education is responsible for enforcing FERPA and has created a detailed complaint procedure for those who feel an institution has violated their FERPA rights. It is important then for anyone with access to students' educational records, to use care when sharing such records. To ensure that student records are not accessible to other students or unauthorized individuals, instructors and other school officials should exercise caution in the way student records are maintained.

ASU SYSTEM POLICY

Effective Date: July 1, 2010

Subject: Family Educational Rights and Privacy Act

-

- 1. Purpose**

Arkansas State University will comply with the Family Educational Rights and Privacy Act (FERPA).

- 2. Definitions**

Arkansas State University.

Arkansas State University (ASU) means all the campuses within the Arkansas State

University System, now and in the future.

Student.

Student means an individual who attends or has attended classes at ASU. This policy does not apply to the records of applicants for admission who are not accepted to ASU nor does it apply to applicants who are accepted but choose not to attend ASU.

Education Record.

Education records are those records, files, documents, and other materials which contain information directly related to a student and are maintained by ASU or a person acting for ASU.

Directory Information.

Directory Information is designated to be the student's name; local and permanent physical addresses; electronic mail addresses; telephone listings; photographs and electronic images; date and place of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; and the most recent previous educational agency or institution attended by the student.

3. Arkansas State University Family Educational Rights and Privacy Act Policy

The Family Educational Rights and Privacy Act requires that institutions of higher education strictly protect the privacy rights of all students who are or who have been in attendance. Information contained in the student's education records can be shared only with those persons or entities specified within the Act. The law also provides that students have the right to review their education records for the purpose of making any necessary corrections. The Office of the Registrar maintains a copy of the full text of FERPA, posts electronic information on FERPA, and processes all FERPA requests and challenges. Arkansas State University will utilize the following process to implement the provisions of the Family Educational Rights and Privacy Act.

4. Process

A. Disclosure of Education Records

I. Disclosure With Student Consent.

A student may consent in writing to disclosure of education records. The student's written consent must be signed, dated, and specify which records are to be disclosed, to whom, and for what purpose. The consent must be delivered to the office of the Registrar. The student may retract the consent in writing at any time. Proper proof of identity may be required by the Registrar's office before consent is retracted.

II. Disclosure Without Student Consent.

ASU may disclose education records without the student's written consent to any school official within the institution with a legitimate educational interest. School officials include administrators, supervisors, faculty members, instructors, support staff, members of the Board of Trustees, persons with whom ASU has contracted for special tasks (e.g. National Student Clearinghouse), and university committee members. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. School officials of ASU are considered to be within the institution for the purposes of FERPA and may exchange education records without student consent so long as they have a legitimate educational interest.

Disclosure without student consent may also be made to other persons and entities as allowed by FERPA.

Faculty sponsors of registered honor societies may have access to student education records for the sole purpose of determining eligibility for membership on the basis that they are acting in an official university capacity that is integral to the educational function of ASU.

The parents of students may exercise rights under FERPA if the student is claimed as a dependent by the parents for income tax purposes. Dependency must be proven by submission of a copy of income tax returns.

B. Disclosure of Directory Information

Directory information may be disclosed to any person or entity without student consent unless the student submits a completed request for non-disclosure of directory information form to the Office of the Registrar. If a student elects not to allow disclosure of directory information, ASU cannot share information regarding the student with any person or entity including prospective employers, licensing agencies, government agencies, the media, and others. The student may retract the directory information non-disclosure in writing at any time. Proper proof of identity may be required by the Registrar's office before the directory information non-disclosure is retracted.

C. Inspection, Review, and Correction of Education Records

Students have the right to inspect and review their education records except for specific exclusions contained within the Family Educational Rights and Privacy Act. A student should contact the Office of the Registrar to arrange for inspection, review, and correction of an education record. The Registrar may charge a fee for copies of any education records.

D. Ownership of Education Records

Education records are the property of ASU. Education records, including transcripts and diplomas, will not be released to any student who has a delinquent financial obligation

to the University.

(Adopted by the Arkansas State University Board of Trustees on December 11, 2009, Resolution 09-94.)

RESOLUTION WILL MAKE THE POLICY EFFECTIVE AS OF THE 2010/2011 ACADEMIC YEAR SO THAT APPROPRIATE NOTICE MAY BE PROVIDED.

EDUCATIONAL RECORDS RELEASE; FERPA

Student's authorization to disclose information in education records pursuant to Family Educational Rights and Privacy Act (FERPA) of 1974, as amended

I, _____, hereby authorize

Arkansas State University to disclose the following information, documents, etc., contained in my education record:

(specify)

to

(person or organization to whom authorization is given)

for the purpose of

(state purpose for which information may be disclosed)

Essential Requirements and Functions For Acceptance and Retention

The essential requirements identify the minimum technical standards required for admission, retention, and graduation of students. Graduates are expected to be qualified to enter the field of Occupational Therapy. It is, therefore, the responsibility of the student with disabilities to request those accommodations that he/she feels are reasonable and are needed to execute the essential requirements.

Requirements for accommodations must be fully documented.

I certify that I have read and understand the Arkansas State University Occupational Therapy Program's Technical Skills and Abilities Essential Requirements for admission and retention.

____ I can meet the Occupational Therapy Program's Technical Abilities and Skills

____ I can meet the Occupational Therapy Program's Technical Abilities and Skills with reasonable accommodations. I require: (checking this option requires registration with ACCESS and Accommodations.)

____ I cannot meet the Occupational Therapy Program's Technical Abilities and Skills

HIPAA Compliance

Arkansas State University
College of Nursing and Health Professions
HIPAA Compliance Contract

I, _____, have read the information provided to me concerning the Health Insurance Portability and Accountability Act (HIPAA) and understand its intention. As a student in a professional health program, I agree to comply by the requirements of HIPAA.

I understand that during fieldwork experiences, I will have access to protected personal health information (PHI as defined by HIPAA) of individuals and agree to:

- a) Only use or disclose PHI as permitted Fieldwork Service under HIPAA statute(s);
- b) Use appropriate available safeguards to prevent misuse of PHI;
- c) Make PHI available to individuals as set forth under the HIPAA statute(s);
- d) Return or destroy all PHI upon termination of a fieldwork assignment; and
- e) Report any improper disclosure of PHI within ten days of discovery to my Fieldwork Instructor and / or the Director of Fieldwork Education.

Criminal Background Check

Objective: To assist students in meeting requirements for placement in certain health care facilities through documentation of a satisfactory criminal background check.

Required: Effective August 1, 2009 students must submit to and demonstrate a satisfactory criminal background check as a prerequisite for fieldwork practice for certain health care facilities. Students who fail to submit to a background check or to allow the Fieldwork facilities access to the report will be ineligible for fieldwork placement. Those who do not pass the background check are afforded the opportunity to explain the circumstances surrounding the situation and if the final determination is that the student is ineligible for fieldwork placement he/she will be given the opportunity to withdraw from the Program. Attendance in fieldwork practice is mandatory for successful completion of all of the Nursing or Health Professions Program.

The criminal background check will include but is not limited to: ID Search Plus; Criminal Background; Sex Offender Search; Abuse Registry; OIG Medicare Sanctioned List;

Situations in which a student does not receive a satisfactory background check will be reviewed by the Fieldwork Facility on a case-by-case basis. Convictions involving the following crimes, but not limited to these crimes, may serve to disqualify a student from participating in the mandatory fieldwork learning experiences.

- Any felony, whether listed below or not
- Crimes involving drugs, including but not limited to unlawful possession or distribution
- Crimes of physical violence to include any type of abuse (child, spousal, or of the elderly), abduction such as kidnapping, manslaughter, murder, robbery, sexual crimes, possession of a restricted fire arm or any related weapons offenses, assault and battery
- Conviction of a misdemeanor related to abuse, neglect or exploitation

A private company approved to perform Criminal Background Checks will conduct the background check. The cost of the background check will be borne by the student.

Process Guidelines:

- Arkansas State University College of Nursing and Health Professions has adopted Verified Credentials as the background screening vendor for those fieldwork sites that require a background check. This will become effective August 1, 2009. Students will be responsible for all associated costs.
- Students will be required to complete a background check screening with the Program's vendor. The background check is to be completed prior to participating at the health care facility where such a requirement is stipulated.
- At present, Verified Credentials completes screening through Criminal Search (County), FACIS (Level I – Individual), IDSearchPlus and the National Sex Offender Public Registry.

- Through Verified Credentials, students are assigned a GREEN, YELLOW or RED indicator in each of the screening areas listed above. A copy of each student’s report will be sent directly to the fieldwork site for review and/or available for review per Verified Credentials’ WEB site. Students will be required to provide all fieldwork affiliates open access to criminal background check reports.
- In the event the student receives a **GREEN** indicator(s), the student will be cleared to participate in fieldwork experiences.
- In the event the student receives any **YELLOW** indicator(s), the student’s Verified Credentials Report will be reviewed by the fieldwork to determine if they will be permitted to participate in the fieldwork experience.
- In the event the student receives any **RED** indicator(s), the student’s Verified Credentials Report will be reviewed by the fieldwork site to determine if the student will be permitted to participate in the fieldwork experience.
- Additional background checks with other vendors may be stipulated by some fieldwork affiliates (e.g. mental/behavioral health). Fieldwork affiliates reserve the right to refuse entrance of any student based on background check information. In the event, a fieldwork affiliate declines a student for fieldwork experience the student may not be able continue in the program since program objectives cannot be met. Students will be provided a copy of the program policy regarding criminal background check screening. In the event changes are made to the background check screening process, students will receive the applicable updates.

RELEASE OF SCREENING RESULTS

I, _____, am currently enrolled in one of the Arkansas State University College of Nursing and Health Professions Programs below as indicated by the check mark:

- Nursing
- Clinical Laboratory Science
- Occupational Therapy
- Physical Therapy
- Medical Imaging and Radiation Science
- Communication Disorders
- Social Work

I realize that the criminal background check policy/process may require that my results be shared with fieldwork affiliates and if a negative indicator is recorded , determine if I am permitted to participate in the fieldwork experience. My signature on this document serves as proof that I am granting permission for my criminal background check reports to be released as indicated.

Student Confidentiality Contract

The confidentiality of patients admitted to contracted fieldwork agencies of the College of Nursing & Health Professions at Arkansas State University is protected by state and federal laws as well as treatment center policy and ethical consideration. Any student who breeches this confidentiality is subject to immediate termination from the fieldwork rotation. Such disclosure is also subject to applicable laws and regulations. All information in regard to patients is considered confidential. This includes the following:

- A. The fact that the individual is a patient at a contracted fieldwork agency.
- B. The patient's name, address, employer, etc.
- C. The nature of the patient's illness or reason for admission to the treatment center.

Students are not allowed to discuss patients with individuals in the community and are not allowed to discuss patients in patient/public areas within the treatment center. Prior to the start of the fieldwork rotation, each student will review this confidentiality policy.

I, _____ , understand the information

presented to me regarding patient confidentiality and acknowledge that I will assume legal responsibility for any breach I may make. I also understand that if I breach confidentiality in any way I will be immediately terminated from my fieldwork course at Arkansas State University.

Video / Photo Consent Form and Release to Publish

Both the Department of Occupational Therapy and Arkansas State University (A-State) are frequently involved in professional, research, and community activities that require visual images to effectively communicate with various audiences.

The Department of Occupational Therapy and Arkansas State University desire your participation in such professional and community activities through the use of your photograph or video image. You are being asked to allow your image to be included in a document that may

be published and disseminated to a wide audience for the purposes of research, teaching, or publicity.

You are under no obligation to give consent and permission to use your image. By signing this document at the indicated location below, you are consenting to the use of your image and affirming the way in which your image will be used has been explained and all your questions and concerns to that end have been resolved. Your signature indicates that you are freely giving the Department of Occupational Therapy and Arkansas State University the right to include your image. Be assured that no names will be associated with any photographs and / or video images.

I, _____, give permission for photographs and/or video images to be taken and used as described above.

Policy/Procedure Guidelines for Infection Control
(09/09/2014)

INTRODUCTION

The policy guidelines herein are of a general nature and deal with HIV-related infections as well as other blood borne pathogens. They apply to all students/faculty/staff in the College of Nursing and Health Professions (CNHP). Due to differences in the various programs, individual CNHP programs may have specific rules and/or guidelines that are modifications of those in the general policy; however, the specific policies of the various programs will be consistent in their intent with the guidelines noted herein. This policy shall be reviewed annually and modified as necessary based on the current information from the CDC and other resources.

ADMISSIONS

The HIV/HBV (Human Immunodeficiency Virus/ Hepatitis B Virus) or any significant blood borne pathogen status of an applicant should not enter into the application process. Applicants applying for healthcare programs should, however, be informed that certain diseases may necessitate either a modification of their program, or in the extreme may necessitate their dismissal from a program if they cannot perform procedures and/or tasks that are considered essential to their educational experience.

RETENTION

If it is determined that a student is sero-positive for HIV/HBV, or any other significant blood borne pathogen, or is clinically manifesting symptoms of a related disease process, that student should receive counseling about personal health care concerns and about interaction with

others, especially clients. The student should be counseled by a designated faculty member in his/her respective program. The function of the designated faculty member is to counsel the student as to whether the program of education should be modified, another educational program considered, or in the extreme, whether the student should be dismissed from a program because of the inability to perform procedures and/or tasks crucial to the educational program. When considering the possibility of modifying clinical experiences or whether to dismiss, the designated faculty member will request that the Infection Control Committee convene to consider the specific student situation.

INFECTION CONTROL COMMITTEE

The Infection Control Committee will be comprised of two representatives from the School of Nursing, one representative from Social Work or Communication Disorders, one representative from Occupational Therapy, Physical Therapy or Clinical Laboratory Sciences, and one representative from Nutritional Science, Disaster Preparedness and Emergency Management or Medical Imaging and Radiation Sciences. The dean will be charged with appointing faculty to serve on this committee after consultation with chairs or directors of the various programs. Once the committee is established, a chair shall be elected by the members. In addition, a community member who is an expert in infectious disease will be designated as a consultant to the committee.

The committee shall function to consider the specific student/faculty/staff situations outlined in the HIV/HBV Guidelines. In addition, this committee will function to review the HIV/HBV Guidelines on an annual basis. The committee will coordinate annual instruction on Infection Control Updates for the faculty. This committee will also serve the programs by making recommendations for infection control policy that may impact the student/faculty/staff populations. Information regarding such policy will be included in the various programs' Student Handbook and the CNHP Faculty/Staff Handbook.

When the Infection Control Committee convenes to consider specific student/faculty/staff situations, a timely response is in order. Individuals will be provided a letter outlining the committee recommendations within a one-week period after convening. During this time period the student/faculty/staff person shall not engage in direct client contact. Should an individual wish to appeal the decision of the committee, the established University Grievance process should be followed (See A-STATE Student/Faculty Handbooks).

COUNSELING

It is the responsibility of the programs to provide counseling to a student/faculty/staff member who is determined to be sero-positive for HIV/HBV, or any significant bloodborne pathogen, or who manifests symptoms of a related disease process. The counselor interaction with the student/faculty/staff member should be reported to the Infection Control Committee only when the person's health status necessitates a modification in the clinical program or dismissal. It will be the responsibility of the counselor to verify that the student is aware of options for testing, counseling and health care. In addition, the counselor will verify that the student has been provided with specific information that relates to client contact.

The following information is provided in order to refer students when necessary to outside agencies for assistance and follow-up. This information should be reviewed and updated annually.

HIV Infection Services provided by A-STATE Student Health Center:

Students at Arkansas State University who desire and obtain HIV testing at the Student Health Center will be charged \$20 and may pay in person or have it charged to their student account. The Student Health Center has pamphlets available for persons coming in with questions about HIV infection. The Center is located adjacent to the football stadium and can be reached at ext. 2054.

Services offered by the Public Health Department

The Craighead County Public Health Department is open from 8:00 a.m. until 4:30 p.m. for testing. The department offers pre- and post-test counseling as well as HIV testing. Fees are on a sliding scale. However, patients should bring their Medicaid, Medicare or private insurance cards with them. The Public Health Department can be contacted by calling 933-4585. Offices are located at 611 E Washington Ave, Ste B, Jonesboro, AR 72401.

An individual who desires testing should allow about one hour for the procedure because pre-counseling is extensive. Appointments are required.

The Public Health Department will provide the Hepatitis B vaccine for persons up to age 18. They will not provide testing for Hepatitis B.

The Public Health Department will provide follow-up care for any individual with a positive TB skin test or one with a diagnosis of tuberculosis.

Services offered by Northeast Arkansas Regional AIDS Network (NARAN)

This organization offers free confidential testing. Pre- and post-counseling is provided by certified counselors. They also provide direct care services or referrals for those persons who need them, including financial counseling. NARAN is also a network agency for persons living with an HIV positive result. A referral can be made by contacting the office at 931-4HIV (4448). Their office, located at 2919 E. Matthews, Ste A, is open Monday through Thursday from 9:00 a.m. to 4:00 p.m. and Friday from 9:00 a.m. to 12:00 p.m.

The counselor should not neglect to refer the student/faculty/staff member to his/her private physician for guidance.

Students/faculty/staff outside of Craighead County should seek specific referral information from the Chair of the Infection Control Committee or from a faculty member designated as counselor at the distant sites.

HIV/HBV GUIDELINES FOR ON-CAMPUS LABORATORY AND FIELDWORK SETTINGS

In accordance with sections 503 and 504 of the Rehabilitation Act of 1973, schools must provide equal treatment to persons who have contracted the HIV/HBV virus. Furthermore, schools may not discriminate against any individual based on the perception that he/she is infected.

TRANSMISSION INFORMATION

All CNHP students and faculty will employ Standard Precautions while in the fieldwork setting. CNHP students will receive instruction and annual evaluation regarding transmission of blood-borne pathogens and the use of Standard Precautions. The Infection Control Committee will coordinate instruction on Standard Precautions for faculty on an annual basis. It will be the responsibility of faculty members to document annual instruction through the Infection Control Committee.

POLICY

Students, faculty, and staff with HIV/HBV, or any significant blood borne pathogen, should be allowed equal access, as long as their medical condition permits, to university facilities or

campus activities, including participation in fieldwork experiences or other academic and social activities offered by the university.

All confidential medical information is protected by statute and any unauthorized disclosure may create legal liability. The duty of the health care providers to protect this confidentiality is superseded by the necessity to protect others in very specific circumstances.

An infected student/faculty who is symptomatic may be excluded from providing direct client care, determined on a CASE-BY-CASE basis by the Infection Control Committee (appropriate supervisory personnel). In addition, should an individual sero-convert and express concern regarding fieldwork practice, the committee will convene to review the case.

Students may be asked to serve as source partners in on-campus laboratories for procedures involving needle sticks or other forms of vascular access. For criteria related to laboratory participation, see the specific program handbook.

EXPOSURE (Laboratory and Fieldwork Settings)

Students and faculty in the College of Nursing and Health Professions may be exposed to blood borne pathogens such as HIV and HBV. In the fieldwork and classroom laboratory settings, students/faculty are expected to utilize Standard Precautions, hand washing and protective clothing/gear to prevent contact with blood and other potentially infectious materials.

Exposure means a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious material that result from one's duties as a CNHP student or faculty member. An exposure incident involving a student/faculty/staff/visitor i.e. volunteer, invited guest in the CNHP, while in a fieldwork facility or campus laboratory is treated in a similar manner to any type of accident occurring within the agency.

On-Campus Laboratory or Fieldwork Setting: Blood Borne Pathogen Post Exposure Protocol

Should a student or faculty member be exposed to blood borne pathogen in an on-campus laboratory or fieldwork setting, the following post-exposure protocol is recommended:

1. The student will notify the faculty member supervising the learning experience. If the exposed individual is a faculty member, he/she will notify the chairperson of the specific program in the CNHP.
2. As soon as possible following the exposure, the college incident form will be completed by the faculty member/student.
3. The exposed individual will be referred to the Student Health Center for evaluation if the event occurs during operating hours. If the exposure occurs when the Health Center is

closed, the faculty member will determine the individual's primary care options and refer the person to those resources.

4. It is suggested that the post-exposure protocol be managed by the individual's primary care provider at the individual's expense.
5. If there is a delay in reporting an exposure incident, it is recommended that the same protocol be followed.

Off-Campus Laboratory or Fieldwork Setting: Blood Borne Pathogen Post Exposure Protocol

If a student/faculty member is exposed to blood or other potentially infectious materials in the off campus setting, this Blood Borne Pathogen protocol is to be followed.

1. The student will notify the fieldwork faculty. If the exposed individual is a faculty member, s/he will notify the chairperson of the specific program at the CNHP.
 2. The student, fieldwork faculty or chairperson will notify the supervisor of the area where the exposure occurred. Thereafter, post-exposure protocols for the fieldwork institution will be followed.
 3. The infection control staff member/epidemiologist of the fieldwork facility will be notified of the exposure immediately by the student or if possible by the fieldwork faculty member. If a faculty member has been exposed, this individual will notify the infection control staff/epidemiologist.
 4. As soon as possible following a report of an exposure incident the fieldwork faculty and infection control staff/epidemiologist should provide the student with counseling about an immediate confidential medical evaluation and follow-up at the student's expense. In the case of a faculty member's exposure, the individual is expected to communicate directly with the infection control staff/epidemiologist. The medical evaluation and follow-up should include, at a minimum, the following requirements:
 - (a) Documentation of the route(s) of exposure and the circumstances under which the exposure incident occurred.
 - (b) Identification and documentation of the source individual unless the fieldwork facility staff establishes that the identification is infeasible or prohibited by state or local law.
- (1) The source individual's blood shall be tested as soon as possible after consent is obtained in order to determine HBV and HIV infectivity. If consent is not obtained, the fieldwork facility shall establish that the source individual's consent cannot be obtained.

When the source individual's consent is not required by law, the source individual's blood shall be tested and the results documented.

- (2) When the source individual is already known to be infected with HIV or HBV, testing for the source individual's HIV or HBV status need not be repeated.
- (3) Results of the source individual's testing shall be made available to the exposed individual who should also be informed of applicable laws and regulations concerning disclosure of the identity and infectious status of the source individual.
 - (a) The exposed student/faculty member's blood should be tested as soon as possible.
 - (b) It is suggested that the post-exposure protocol be managed by the student/faculty member's personal healthcare provider.

CNHP
Infection Control Committee
5/15/09

Latex Allergy and Sensitivity

Some students have previously demonstrated an allergic reaction to the use of latex. The signs include burning, itching and swelling of the exposed part. This can be an emergency situation, however, it is extremely rare. If a suspected allergy is demonstrated, the student should immediately notify the supervising faculty member.

It is the student's responsibility to notify in advance to the faculty member supervising the learning experience that the student is allergic to latex. This substance is commonly used in protective gloves in learning situations found in the anatomy laboratory or during wound care. Latex free gloves will be provided by the department upon written request from the student after documented cases of latex allergies or negative reactions.

**COLLEGE OF NURSING AND HEALTH PROFESSIONS
OCCUPATIONAL THERAPY
Incident Report Form**

Date: _____ Time: _____

Location: _____ (On Campus/Off Campus)

Student: _____ SS#: _____

Description of Incident (Name all persons involved):

Witnesses of the Incident:

Action taken (notification of/by whom):

Review/Comments:

Does this need review by the Infection Control Committee? Yes No

Student Date

Faculty Date

Follow-up:

**If more space is necessary, use additional pages or back of sheet.
Two copies (one copy in student file; one in Departmental Office file).**

Student Conference Record

Student Conference Record
Student: (Name here)

Date: (Date here)

Re: (Purpose of meeting here)

Possible Topics:

1. Courses (Content, instructors, grades, special problems)
2. Directed Experience (Assignments, instruction, classroom/clinic behavior)
3. Specific Problems
4. Students strengths and weaknesses
5. Student's Input
6. Faculty Input
7. Conclusions / Comments

(eliminate non-applicable sections and enter data under applicable section)

Student / Date

Faculty / Date

Treatment Consent Form

I hereby give my consent and authorization to receive Occupational Therapy services as provided through the Arkansas State University Occupational Therapy Department. I understand that the services through the Arkansas State University OT Department may be provided by

student occupational therapy assistants or student occupational therapy assistant assistants under the supervision of a licensed occupational therapy assistant. I also acknowledge that the Occupational Therapy services provided through this department are primarily intended for research and to enhance student learning and are not intended to take the place of traditional Occupational Therapy services. I recognize that my consent to participate is voluntary and release the attending students and their instructional staff, Arkansas State University, and the State of Arkansas from any and all claims which may arise from my participation.

I hereby acknowledge that students conduct case reports and other research related to patient care activities and that in this process, outcomes data related to my Occupational Therapy treatment may be analyzed. The results of the case report or other research endeavors may also be published. In the event of publication, all data will be reported anonymously and patients will not be identified by name. Other patient related data will be reported only if it is essential to the description of the research. I hereby voluntarily agree that my data may be used in a study submitted for publication

Date _____

Patient's Name

Patient's Signature

Signature of Witness over 18 years of age

Signature

Date

Initial Contact Form
Initial Contact Form

Student Name:	
Facility Name:	
Contact Name:	
Address:	
Phone #:	
Email Address:	

Questions to ask:

<u>What time should I arrive on the first day?</u>	
<u>What should I wear each day? Dress code.</u>	
<u>What are the typical hours that we will work?</u>	
<u>Should I bring my lunch or will I leave for lunch?</u>	
<u>Where should I park?</u>	
<u>What documentation do you need from me? (CPR, background check, TB, shot record, other)</u>	
<u>Are there any areas that I should focus my preparation on related to this fieldwork experience?</u>	
<u>Is there anything else I should know in preparation for this experience?</u>	

<u>Do you know the name of the fieldwork educator that will be supervising me?</u>	
<u>Has my assigned fieldwork educator had students before, or am I their first student?</u>	

**OTA Level II Fieldwork
Fieldwork Educator Information**

Name of Facility:	
Name of Student:	
Name of Fieldwork Educator (First and Last)	
Credentials of FWE:	
Degree of FWE:	
Years of Experience as an OT practitioner of FWE:	
Years of Experience at current facility:	
Direct Phone number of FWE:	
Direct email of FWE:	

Arkansas State University Memorandum of Understanding

Arkansas State University

College of Nursing and Health Professions (CNHP)
State University, AR 72467-0910
Jonesboro, AR
Phone: (870) 972-3112

AFFILIATION AGREEMENT

This agreement is between the Arkansas State University – Jonesboro, acting by and through its College of Nursing and Health Professions, hereinafter referred to as “College”, and **Legal Name of Site, address, city, state, zip**, hereinafter referred to as "Facility."

It is understood that the participating institutions will cooperate in the conduct of educational activities as described below:

THE COLLEGE AND FACILITY JOINTLY AGREE THAT

1. There will be no discrimination against a student or faculty member because of race, color, gender, religion, age, national origin, or handicap in any aspect of this program.
2. The determination of the number of students to be assigned to the Facility shall be a joint decision based on available staff, space and necessary learning experiences in the Facility.
3. In the event an accident or incident occurs during the student’s participation in educational activities from which the facility might reasonably anticipate litigation, the facility and the student involved will prepare a written incident or accident report to be submitted to the appropriate department of the College and appropriate department of the Facility.
4. There will be on-going, open communication between the College and the Facility to ensure understanding of the expectations and roles of both institutions in providing education for students.
5. The ultimate responsibility for client care is retained by the Facility.

THE COLLEGE AGREES TO

1. Maintain university accreditation by the North Central Association of Colleges and Schools and individual programs shall seek and maintain approval and/or accreditation by appropriate program approving bodies;
2. Be responsible for organizing and administering the program of education for students, standards of education, selection of faculty, the term of instruction, course content and students' experience, methods and hours of instruction, assignments, supervision and evaluation of students.

3. Disseminate all shared regulations, policies and procedures of the Facility to students and faculty engaged in the educational program.
4. Require students to carry professional liability insurance of at least \$1,000,000 each incident and \$3,000,000 aggregate against any claim or injury.
5. Accept the responsibility of assisting in the orientation of appropriate Facility personnel to the goals, objectives and educational methods of each educational program.
6. Require students to be vaccinated for Hepatitis B (or a signed release if a student declines that vaccination) and complete all other immunizations required by the facility.

THE FACILITY AGREES TO

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 preceptors for students in the programs of the College of Nursing and Health Professions as applicable.
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 students or faculty members except that which might be accrued as rights as a member of the public; the Facility will make emergency treatment available to students and faculty for injuries and illnesses which may occur at the Facility at the time that such students and faculty are participating in the clinical education program.
5. Suspend the participation of any student and/or faculty member in the educational program conducted pursuant to the Agreement if it finds the student's and/or faculty's participation is not in the best interest of the student, faculty, or Facility. The Facility will notify the College department as soon as possible.
6. Accept from the College the number of students that qualified staff, time, and space permit.
7. Assist in the orientation of faculty/students to policies, programs, and procedures, including immunizations requirements.

Dean
College of Nursing and Health Professions

Facility Representative

Date

Arkansas State University
College of Nursing and Health Professions (CNHP)
State University, AR 72467-0910
Jonesboro, AR
Phone: (870) 972-3112

OCCUPATIONAL THERAPY ASSISTANT STUDENT FIELDWORK ADDENDUM

The Accreditation Council for Occupational Therapy Education (ACOTE) outlines specific standards for occupational therapy fieldwork education. In addition to the established Affiliation Agreement established between Arkansas State University College of Nursing and Health Professions and your organization, verification that each fieldwork site can meet the following ACOTE standards must be documented. Please review the below standards, then sign and date indicating you will be in compliance with these requirements while supervising A-State occupational therapy assistant students. Thank you for taking the time and effort to support A-State students.

1. The Facility will have Occupational Therapy Assistant Site Specific Objectives developed for each practice area offering Level II fieldwork opportunities for students when appropriate.
 - a. Site Specific Objectives are unique to each site and written by the facility to support student learners in the development of professional values, beliefs, ethics, core skills competencies, clinical reasoning and reflective practice.
 - b. Site Specific Objectives will be provided to the Academic Fieldwork Coordinator prior to the student's first day of fieldwork. The student will have access to these objectives no later than the first day of the fieldwork experience.
2. The fieldwork educator is responsible for role modeling the appropriate clinical practice provided to the student learner. This includes oversight of all student cases to assure all consumers are safe and receiving appropriate quality care.
3. The fieldwork educator supervision of the student will be graded depending upon the skill development and competency of the student learner. Graded support coincides with the passing of time and increased student experience. For example, initial supervision of student learners will be direct but with increased student competency across time supervision will decrease, as appropriate to the care

setting, severity of the client's condition, and the ability of the student.

4. There must be a plan in place for student supervision and mentoring. This plan identifies the responsibilities of the student as well as the fieldwork educator. This information will be shared with the student learner prior to the initiation of fieldwork.
5. The fieldwork educator will communicate with the academic fieldwork coordinator and student learner regarding student progress and performance during the fieldwork.
6. The ratio of fieldwork educators to student learners allows for proper supervision and frequent assessment of student's progress to achieve the stated site specific fieldwork objectives.
7. For Level I fieldwork, the occupational therapy assistant student will be supervised by qualified personnel, which may include, but is not limited to, currently licensed occupational therapists, occupational therapy assistants, physician assistants, teachers, social workers, nurses, physical therapist or physical therapy assistants.
8. For Level II fieldwork, the occupational therapy assistant student will be supervised by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the supervision of an occupational therapist) with a minimum of 1 year full-time (or equivalent) of practice experience subsequent to initial certification and who is adequately prepared to serve as a fieldwork educator.
9. For Level II fieldwork, where there is no occupational therapist or occupational therapy assistant currently on staff, a documented plan will be developed to identify the provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the direction of an occupational therapist) with at least 3 years full-time (or equivalent) professional experience. An occupational therapist must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee or another professional must be assigned when the occupational therapy supervisor is off site.
10. All Level II fieldwork students must receive at minimum 8 hours of direct supervision. each week.

Typically this amount of time is much more, depending on reimbursement and state regulations.

Authorized Signature

Legal Name of Facility

Printed Name and Credentials

Date

AOTA Fieldwork Data Form
AOTA FIELDWORK DATA FORM

Introduction:

The primary purpose of the Fieldwork Data Form is to summarize information regarding the program at a fieldwork site. Occupational therapy (OT) and occupational therapy assistant (OTA) students will find valuable information describing the characteristics of the fieldwork setting; the client population; commonly used assessments; interventions; and expectations and opportunities for students. The Fieldwork Data Form has been developed to reflect the *Occupational Therapy Practice Framework: Domain and Process, 3rd Edition* (American Occupational Therapy Association [AOTA], 2014) terminology and best practice in occupational therapy to promote quality fieldwork experiences. The data gathering processes used in completion of this form entails a collaborative effort that facilitates communication between OT and OTA academic programs, students, and fieldwork educators. This form may be completed by the combined efforts of the fieldwork educator, the OT or OTA student assigned to the site for fieldwork, and/or the Academic Fieldwork Coordinator (AFWC) from the program. Fieldwork sites are encouraged to update the form annually and provide a copy to the educational program(s) where they have a current memorandum of understanding (MOU).

The secondary purpose of the Fieldwork Data Form is to document the connection between the curriculum design of a given OT or OTA educational program and its fieldwork component. The AFWC will use the data entered on the form to document fieldwork related Accreditation Council for Occupational Therapy (ACOTE) Standards (ACOTE, 2012). The standards are outlined in Section C of the 2011 ACOTE standards and are denoted on the form. Educational programs can revise the form to suit the needs of their respective fieldwork programs.

The Fieldwork Data Form was developed through the joint efforts of the Commission on Education (COE) and the Education Special Interest Section (EDSIS) Fieldwork Subsection with input from many dedicated AFWCs and fieldwork educators.

AOTA FIELDWORK DATA FORM

Date:

Name of Facility:

Address: Street:

City:

State:

Zip:

<p><u>FW I</u></p> <p>Contact Person: _____</p> <p>Phone: _____</p> <p>Email: _____</p>	<p><u>FW II</u></p> <p>Contact Person: _____</p> <p>Phone: _____</p> <p>Email: _____</p>
Credentials:	Credentials:

<p>Director:</p> <p>Phone:</p> <p>Fax:</p> <p>Website address:</p>	<p>Initiation Source:</p> <p><input type="checkbox"/> FW Office</p> <p><input type="checkbox"/> FW Site</p> <p><input type="checkbox"/> Student</p>	<p>Corporate Status:</p> <p><input type="checkbox"/> For Profit</p> <p><input type="checkbox"/> Nonprofit</p> <p><input type="checkbox"/> State Gov't</p> <p><input type="checkbox"/> Federal Gov't</p>	<p>Preferred Sequence of FW: <i>ACOTE Standards B.10.6</i></p> <p><input type="checkbox"/> Any</p> <p><input type="checkbox"/> Second/Third only; First must be in:</p> <p><input type="checkbox"/> Full-time only <input type="checkbox"/> Part-time option</p> <p><input type="checkbox"/> Prefer full-time</p>
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OT Fieldwork Practice Settings:				
<p>Hospital-based settings</p> <p><input type="checkbox"/> Inpatient Acute</p> <p><input type="checkbox"/> Inpatient Rehab</p> <p><input type="checkbox"/> SNF/Sub-Acute/Long-Term Care</p> <p><input type="checkbox"/> General Rehab Outpatient</p> <p><input type="checkbox"/> Outpatient Hands</p> <p><input type="checkbox"/> Pediatric Hospital/Unit</p> <p><input type="checkbox"/> Pediatric Outpatient</p> <p><input type="checkbox"/> Inpatient Psychiatric</p>	<p>Community-based settings</p> <p><input type="checkbox"/> Pediatric Community</p> <p><input type="checkbox"/> Behavioral Health Community</p> <p><input type="checkbox"/> Older Adult Community Living</p> <p><input type="checkbox"/> Older Adult Day Program</p> <p><input type="checkbox"/> Outpatient/hand private practice</p> <p><input type="checkbox"/> Adult Day Program for DD</p> <p><input type="checkbox"/> Home Health</p> <p><input type="checkbox"/> Pediatric Outpatient Clinic</p>	<p>School-based settings</p> <p><input type="checkbox"/> Early Intervention</p> <p><input type="checkbox"/> School</p> <p><u>Other area(s)</u> Please specify:</p>	<p>Age Groups:</p> <p><input type="checkbox"/> 0-5</p> <p><input type="checkbox"/> 6-12</p> <p><input type="checkbox"/> 13-21</p> <p><input type="checkbox"/> 22-64</p> <p><input type="checkbox"/> 65+</p>	<p>Number of Staff:</p> <p>OTRs:</p> <p>OTAs/COTAs:</p> <p>Aides:</p> <p>PT:</p> <p>Speech Resource Teacher:</p> <p>Counselor/Psychologist:</p> <p>Other:</p>

<p>Student Prerequisites (check all that apply) <i>ACOTE Standard C.1.2</i></p> <p><input type="checkbox"/> CPR</p> <p><input type="checkbox"/> Medicare/Medicaid fraud check</p> <p><input type="checkbox"/> Criminal background check</p> <p><input type="checkbox"/> Child protection/abuse check</p> <p><input type="checkbox"/> First aid</p> <p><input type="checkbox"/> Infection control training</p> <p><input type="checkbox"/> HIPAA training</p> <p><input type="checkbox"/> Prof. liability ins.</p>	<p>Health requirements:</p> <p><input type="checkbox"/> HepB</p> <p><input type="checkbox"/> MMR</p> <p><input type="checkbox"/> Tetanus</p> <p><input type="checkbox"/> Chest x-ray</p> <p><input type="checkbox"/> Drug screening</p> <p><input type="checkbox"/> TB/Mantoux</p> <p><input type="checkbox"/> Physical Check up</p> <p><input type="checkbox"/> Varicella</p> <p><input type="checkbox"/> Influenza</p> <p>Please list any other requirements:</p>
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<input type="checkbox"/> Adult abuse check	<input type="checkbox"/> Own transportation
<input type="checkbox"/> Fingerprinting	<input type="checkbox"/> Interview

Please list how students should prepare for a FW II placement such as doing readings, learning specific evaluations and interventions used in your setting: *ACOTE Standards C.1.2, C.1.11*

Student work schedule and outside study expected:	Other	Describe level of structure for student?	Describe level of supervisory support for student?
Schedule hrs/week/day:	Room provided <input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> High	<input type="checkbox"/> High
Do students work weekends? <input type="checkbox"/> yes <input type="checkbox"/> no	Meals <input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Do students work evenings? <input type="checkbox"/> yes <input type="checkbox"/> no	Stipend amount:	<input type="checkbox"/> Low	<input type="checkbox"/> Low
Describe the FW environment/atmosphere for student learning:			
Describe available public transportation:			

Types of OT interventions addressed in this setting (check all that apply):

Occupations: Client-directed occupations that match and support identified participation level goals (check all that apply): <i>ACOTE Standards C.1.8, C.1.11, C.1.12</i>		
Activities of Daily Living (ADL)	Instrumental Activities of Daily Living (IADL)	Education
<input type="checkbox"/> Bathing/showering	<input type="checkbox"/> Care of others/pets	<input type="checkbox"/> Formal education participation
<input type="checkbox"/> Toileting and toilet hygiene	<input type="checkbox"/> Care of pets	<input type="checkbox"/> Informal personal education needs or interests exploration
<input type="checkbox"/> Dressing	<input type="checkbox"/> Child rearing	<input type="checkbox"/> Informal personal education participation
<input type="checkbox"/> Swallowing/eating	<input type="checkbox"/> Communication management	
	<input type="checkbox"/> Driving and community mobility	

<input type="checkbox"/> Feeding <input type="checkbox"/> Functional mobility <input type="checkbox"/> Personal device care <input type="checkbox"/> Personal hygiene and grooming <input type="checkbox"/> Sexual activity Rest and Sleep <input type="checkbox"/> Rest <input type="checkbox"/> Sleep preparation <input type="checkbox"/> Sleep participation Play <input type="checkbox"/> Play exploration <input type="checkbox"/> Play participation Activities: Designed and selected to support the development of skills, performance patterns, roles, habits, and routines that enhance occupational engagement <input type="checkbox"/> Practicing an activity <input type="checkbox"/> Simulation of activity <input type="checkbox"/> Role play Examples:	<input type="checkbox"/> Financial management <input type="checkbox"/> Health management and maintenance <input type="checkbox"/> Home establishment and management <input type="checkbox"/> Meal preparation and clean up <input type="checkbox"/> Religious / spiritual activities and expression <input type="checkbox"/> Safety and emergency maintenance <input type="checkbox"/> Shopping Leisure <input type="checkbox"/> Leisure exploration <input type="checkbox"/> Leisure participation Preparatory Methods and Tasks: Methods, adaptations and techniques that prepare the client for occupational performance <input type="checkbox"/> Preparatory tasks <input type="checkbox"/> Exercises <input type="checkbox"/> Physical agent modalities <input type="checkbox"/> Splinting <input type="checkbox"/> Assistive technology <input type="checkbox"/> Wheelchair mobility Examples:	Work <input type="checkbox"/> Employment interests and pursuits <input type="checkbox"/> Employment seeking and acquisition <input type="checkbox"/> Job performance <input type="checkbox"/> Retirement preparation and adjustment <input type="checkbox"/> Volunteer exploration <input type="checkbox"/> Volunteer participation Social Participation <input type="checkbox"/> Community <input type="checkbox"/> Family <input type="checkbox"/> Peer/friend Education: describe Training: describe Advocacy: describe Group Interventions: describe
Method of Intervention Direct Services/Caseload for entry-level OT <input type="checkbox"/> One-to-one: <input type="checkbox"/> Small group(s): <input type="checkbox"/> Large group: Discharge/Outcomes of Clients (% clients) <input type="checkbox"/> Home <input type="checkbox"/> Another medical facility <input type="checkbox"/> Home health	Outcomes of Intervention <input type="checkbox"/> Occupational performance improvement and/or enhancement <input type="checkbox"/> Health and Wellness <input type="checkbox"/> Prevention <input type="checkbox"/> Quality of life <input type="checkbox"/> Role competence <input type="checkbox"/> Participation OT Intervention Approaches <input type="checkbox"/> Create, promote health/habits <input type="checkbox"/> Establish, restore, remediate <input type="checkbox"/> Maintain	Theory/Frames of Reference/Models of Practice <input type="checkbox"/> Acquisitional <input type="checkbox"/> Biomechanical <input type="checkbox"/> Cognitive/Behavioral <input type="checkbox"/> Coping <input type="checkbox"/> Developmental <input type="checkbox"/> Ecology of Human Performance <input type="checkbox"/> Model of Human Occupation (MOHO) <input type="checkbox"/> Occupational Adaptation <input type="checkbox"/> Occupational Performance <input type="checkbox"/> Person-Environment-Occupation (PEO)

	<input type="checkbox"/> Modify, facilitate compensation, adaptation <input type="checkbox"/> Prevent disability	<input type="checkbox"/> Person-Environment-Occupational Performance (PEOP) <input type="checkbox"/> Psychosocial <input type="checkbox"/> Rehabilitation frames of reference <input type="checkbox"/> Sensory Integration <input type="checkbox"/> Other (please list):
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Please list the most common screenings and evaluations used in your setting:

Identify safety precautions important at your FW site

<input type="checkbox"/> Medications	<input type="checkbox"/> Swallowing/choking risks
<input type="checkbox"/> Postsurgical (list procedures)	<input type="checkbox"/> Behavioral system/ privilege level (locked areas, grounds)
<input type="checkbox"/> Contact guard for ambulation	<input type="checkbox"/> Sharps count
<input type="checkbox"/> Fall risk	<input type="checkbox"/> 1 to 1 safety/suicide precautions
<input type="checkbox"/> Other (describe):	

Performance skills, patterns, contexts and client factors addressed in this setting (check all that apply): *ACOTE Standard C. 1.12*

<p>Performance Skills:</p> <input type="checkbox"/> Motor skills <input type="checkbox"/> Process skills <input type="checkbox"/> Social interaction skills	<p>Client Factors:</p> <input type="checkbox"/> Values <input type="checkbox"/> Beliefs <input type="checkbox"/> Spirituality <input type="checkbox"/> Mental functions (affective, cognitive, perceptual) <input type="checkbox"/> Sensory functions <input type="checkbox"/> Neuromusculoskeletal and movement-related functions <input type="checkbox"/> Muscle functions <input type="checkbox"/> Movement functions <input type="checkbox"/> Cardiovascular, hematological, immunological, and respiratory system functions <input type="checkbox"/> Voice and speech functions; digestive, metabolic, and endocrine system functions; <input type="checkbox"/> Skin and related-structure functions	<p>Context(s):</p> <input type="checkbox"/> Cultural <input type="checkbox"/> Personal <input type="checkbox"/> Temporal <input type="checkbox"/> Virtual
<p>Performance Patterns:</p> <p>Person:</p> <input type="checkbox"/> Habits <input type="checkbox"/> Routines <input type="checkbox"/> Rituals <input type="checkbox"/> Roles		<p>Environment:</p> <input type="checkbox"/> Physical <input type="checkbox"/> Social
<p>Group or Population:</p> <input type="checkbox"/> Habits <input type="checkbox"/> Routines <input type="checkbox"/> Rituals <input type="checkbox"/> Roles		

Most common services priorities (check all that apply):

<input type="checkbox"/> Direct service	<input type="checkbox"/> Meetings (team, department, family)	<input type="checkbox"/> Consultation	<input type="checkbox"/> Billing
<input type="checkbox"/> Discharge planning	<input type="checkbox"/> Client education	<input type="checkbox"/> In-service training	<input type="checkbox"/> Documentation

<input type="checkbox"/> Evaluation	<input type="checkbox"/> Intervention
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<p>Target caseload/productivity for fieldwork students:</p> <p>Productivity (%) per 40-hour work week:</p> <p>Caseload expectation at end of FW:</p> <p>Productivity (%) per 8-hour day:</p> <p>Number groups per day expected at end of FW:</p>	<p>Documentation: Frequency/Format (briefly describe) :</p> <p><input type="checkbox"/> Handwritten documentation:</p> <p><input type="checkbox"/> Computerized medical records:</p> <p>Time frame requirements to complete documentation:</p>
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<p>Administrative/Management Duties or Responsibilities of the OT/OTA Student:</p> <p><input type="checkbox"/> Schedule own clients</p> <p><input type="checkbox"/> Supervision of others (Level I students, aides, OTA, volunteers)</p> <p><input type="checkbox"/> Budgeting</p> <p><input type="checkbox"/> Procuring supplies (shopping for cooking groups, client/intervention-related items)</p> <p><input type="checkbox"/> Participating in supply or environmental maintenance</p> <p><input type="checkbox"/> Other:</p>	<p>Student Assignments. Students will be expected to successfully complete:</p> <p><input type="checkbox"/> Research/EBP/Literature review</p> <p><input type="checkbox"/> In-service</p> <p><input type="checkbox"/> Case study</p> <p><input type="checkbox"/> In-service participation/grand rounds</p> <p><input type="checkbox"/> Fieldwork project (describe):</p> <p><input type="checkbox"/> Field visits/rotations to other areas of service</p> <p><input type="checkbox"/> Observation of other units/disciplines</p> <p><input type="checkbox"/> Other assignments (please list):</p>
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OPTIONAL DATA COLLECTION:

The question included in this section may be used by academic programs to demonstrate compliance with the Accreditation Council for Occupational Therapy Education (ACOTE) Standards documentation for fieldwork.

1. Please identify any external review agencies that accredit / recognize this FW setting and year of accreditation/ recognition. Examples: JCAHO, CARF, Department of Health, etc. .

Agency for External Review: (name)

Year of most recent review:

Summary of outcomes of OT Department review:

Agency for External Review: (name)

Year of most recent review:

Summary of outcomes of OT Department review:

Agency for External Review: (name)

Year of most recent review:

Summary of outcomes of OT Department review:

2. Describe the fieldwork site agency stated mission or purpose (can be attached).
3. OT Curriculum Design Integrated with Fieldwork Site (insert key OT academic curricular themes here) *ACOTE Standards C.1.2, C.1.3, C.1.7, C.1.8, C.1.11, C.1.12*
 - a. How are occupation-based needs evaluated and addressed in your OT program??
 - b. Describe how you seek to include client-centered OT practice. How do clients participate in goal setting and intervention activities?
 - c. Describe how psychosocial factors influence engagement in occupational therapy services.
 - d. Describe how you address clients' community-based needs in your setting.
4. How do you incorporate evidence-based practice into interventions and decision making? Are FW students encouraged to provide evidence for their practice? *ACOTE Standards C.1.3, C.1.11*

5. Please describe the FW Program and how students fit into the program. Describe the progression of student supervision from novice to entry-level practitioner using direct supervision, co-treatment, and monitoring, as well as regular formal and informal supervisory meetings. Describe the fieldwork objectives, weekly fieldwork expectations, and record keeping of supervisory sessions conducted with student. Please mail a copy of the FW student objectives, weekly expectations for the Level II FW placement, dress code, and copy of an entry-level job description with essential job functions to the AFWC. *ACOTE Standards C.1.1, C.1.2, C.1.3, C.1.4, C.1.8, C.1.9*

6. Please describe the background of supervisors by attaching a list of practitioners who are FW educators including their academic program, degree, years of experience since initial certification, and years of experience supervising students) *ACOTE Standards C.1.9, C.1.14, C.1.17, C.1.19*

7. Describe the training provided for OT staff for effective supervision of students (check all that apply). *ACOTE Standards C.1.9, C.1.15, C.1.16*

Supervisory models

Training on use of FW assessment tools (such as the AOTA Fieldwork Performance Evaluation–FWPE, the Student Evaluation of Fieldwork Experience–SEFWE, and the Fieldwork Experience Assessment Tool–FEAT)

Clinical reasoning

Reflective practice

Comments:

8. Please describe the process for record keeping of supervisory sessions with a student, the student orientation process to the agency, OT services, and the fieldwork experience. *ACOTE Standards C.1.2, C.1.3, C.1.10*

Supervisory Patterns–Description (respond to all that apply)

1:1 Supervision model:

Multiple students supervised by one supervisor:

Collaborative supervision model:

Multiple supervisors share supervision of one student; number of supervisors per student:

Non-OT supervisors:

9. Describe funding and reimbursement sources and their impact on student supervision.

STATUS/TRACKING INFORMATION SENT TO FACILITY:

Date:

ACOTE Standard C.1.6

Which documentation does the fieldwork site need?

Fieldwork Agreement/Contract?

OR

Memorandum of Understanding (MOU)?

Which FW Agreement will be used?: OT Academic Program Fieldwork Agreement

Fieldwork Site Agreement/ Contract

Title of parent corporation (if different from facility name):

Type of business organization (Corporation, partnership, sole proprietor, etc.):

State of incorporation:

Fieldwork site agreement negotiator:

Phone:

Email:

Address (if different from facility):

Street:

City:

State:

Zip:

Name of student:

Potential start date for fieldwork:

Any notation or changes that you want to include in the initial contact letter:

Information Status *ACOTE Standards C.1.1, C.1.2, C.1.3, C.1.8,*

New general facility letter sent:

Level I Information Packet sent:

Level II Information Packet sent:

Mail contract with intro letter (sent):

Confirmation sent:

Model behavioral objectives:

Week-by-week outline:

Other information:

Database entry:

Facility information:

Student fieldwork information:

Make facility folder:

Print facility sheet:

Fieldwork Staffing Form

**Arkansas State University
Department of Occupational Therapy
Occupational Therapy Assistant Program**

For the On-Site Fieldwork Coordinator:

Please identify any staff members qualified to provide supervision to occupational therapy students. See the OTA Addendum document that details the experience and credentials of supervising clinicians and other personnel. Thank you!

PROFESSIONALS ON STAFF:

Name of FW Educator	Credentials	Name of Academic Program Graduated, City and State	Years of Experience Since Initial Certification	Years of Experience Supervising Students

Fieldwork Site-Specific Objectives Policy and Forms

Site Specific Objectives

The American Occupational Therapy Association's (AOTA) website provides several resources for developing site specific objectives. Roberta Winner's presentation at the 2004 AOTA Conference *Writing Site Specific Objectives for the FWPE Forms* provides valuable tools for the fieldwork site. Site specific objectives are used to define entry-level competencies unique to the individual practice setting. Ms. Winner's Power Point presentation is available at <http://www.aota.org/Education-Careers/Fieldwork/SiteObj.aspx>

A handout for this power point is also available on this website. This handout is structured to help you develop site-specific objectives, which must be in place prior to the arrival of a student learner. Additionally, you will find sample fieldwork site-specific objectives at: <http://www.aota.org/Education-Careers/Fieldwork/SiteObj.aspx>.

You can utilize this sample information as you identify and develop your facility's site-specific objectives.

If you already have site-specific objectives developed that you would like to use, then we will be pleased

to use them. Additional supportive materials for fieldwork educators are located at: <http://www.aota.org/Education-Careers/Fieldwork.aspx>

Arkansas State University
Department of Occupational Therapy
Occupational Therapy Assistant Program
Jonesboro, Arkansas

Site Name: _____

Contact Person: _____

Phone: _____

The following are the fieldwork objectives that are provided by A-State University for Level II Fieldwork in the OTA program:

1. Adhere consistently to the AOTA Code of Ethics as well as the fieldwork site's policies and procedures. (B. 9.1)
2. Adhere consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to avoid accidents. (B. 2.8)
3. Use sound judgement in regard to safety of self and others during all fieldwork related activities. (B. 2.8)
4. Clearly communicate the values and beliefs of occupational therapy, highlighting the use of occupation to clients, families, significant others, and service providers. (B. 2.3)
5. Communicate the roles of the occupational therapist and occupational therapy assistant to clients, families, significant others, and service providers. (B. 4.5)
6. Accurately gather relevant information regarding a client's occupations of self-care, productivity, leisure, and factors that support or hinder occupational performance, under the supervision of and in cooperation with the OT and/or OTA. (B. 4.4)
7. Establish service competency in assessment methods, including but not limited to interviews, observations, assessment tools, and chart reviews within the context of the practice setting (B. 4.4, B. 5.29)
8. Assist with interpreting assessments with respect to the client's performance and goals in collaboration with the occupational therapist (B. 5.1)
9. Report results in a clear and concise manner that reflects the client's status and goals (B. 5.30, B. 4.10)
10. Develop client-centered, occupation-based goals in collaboration with the occupational therapist. (B. 5.1, B. 5.25)
11. Plan interventions in collaboration with the OT that are client centered and occupation based including method, duration, and frequency of intervention. Intervention plans should reflect the context of the treatment setting. (B. 5.1, B. 5.25)
12. Select and sequence relevant interventions that promote the client's ability to engage in occupations. (B. 5.2)
13. Implements occupation based interventions in collaboration with clients, families, significant others and service providers (B. 5.2, B. 5.19)
14. Grade activities appropriately to motivate and challenge clients, facilitating progress towards goals. (B. 5.23, B. 2.7)
15. Effectively interact with clients to facilitate accomplishment of established goals. (B. 5.7)
16. Monitor the client's status in order to update, change or terminate the intervention plan in collaboration with the occupational therapist. (B. 5.28, B. 5.31)

17. Clearly and effectively communicate verbally and nonverbally with clients, families, significant others, service providers and the public. (B. 5.20, B. 4.9)
18. Produce clear and accurate documentation according to site requirements. (B. 4.10, B. 5.32)
19. Take responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisors and others, and involvement in professional development and networking opportunities (B. 9.2, B. 9.3, B. 9.6)
20. Respond constructively to feedback. (B. 9.6)
21. Demonstrate consistent work behaviors including initiative, preparedness, dependability, and work site maintenance. (B. 9.6)
22. Demonstrate effective time management skills (B. 9.6)
23. Demonstrate appropriate interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy. (B. 5.21)

After reading the above objectives please indicate through your initials that you have received course syllabi and objectives and determine if and how additional site specific objectives are used by the facility.

___ I have received a copy of the Level II Fieldwork course syllabi from A-State University OTA Program.

___ I agree to utilize the course objectives provided by A-State University for Level II Fieldwork Students in the Occupational Therapy Assistant Program.

___ This facility utilizes site specific objectives that have been developed in collaboration with the OTA Program AFWC. Those objectives are: (check the box that is applicable to the facility)

- Not Applicable to this site, only course objectives from A-State will be used.
- Attached to this document and should be used **in addition to** the course objectives from A-State.
- Attached to this document and should be used **in substitution of** course objectives from A-State. (Note: This option may be appropriate for emerging or non-traditional fieldwork affiliations. Must be approved by the Academic Fieldwork Coordinator, please include a complete list of site specific objectives and provide rationale for substitution.)

A-State AFWC Signature

Date

Facility Fieldwork Educator/Coordinator

Date

Fieldwork Midterm Contact Form

Arkansas State University

**Department of Occupational Therapy
Occupational Therapy Assistant Program**

Level II Pre-Site Visit and/or Midterm Contact Form

Site: _____ Type of Setting: _____

Name of FWE: _____ Name of Student: _____

Date of Call/Contact: _____ Date of Scheduled visit: _____

Student Questions:

1. How are you adjusting to your fieldwork experience?

2. What issues have you encountered, if any, regarding your orientation, expectations, or interactions with your coworkers or supervisor?

3. Is there anything you would like support or assistance with?

4. Do you have any questions?

FWE Questions:

1. How well is your student acclimating to the fieldwork experience?

2. Have you encountered any issues with supervising your student?

3. Do you have any questions regarding the expectations for your student in this clinical experience?

4. Is there anything you would like support or assistance with?

5. Do you have any other questions?

AFWC Notes:

Plan (if a site visit is not possible, detail how a long distance meeting will be accomplished) :

Issues to discuss at site visit:

- 1.
- 2.
- 3.
- 4.

Needs for follow up:



Site File Checklist – Current:

- CNHP Contract
- OTD/OTA Addendum
- Level II Objectives Agreement Form
- Site Specific Objectives (as needed)
- Current AOTA Fieldwork Data Form
- Staff Information List

**Level II Fieldwork Site Visit
Documentation Form**

Date of Visit:	Begin Time:	End Time:
Site Name:	Fieldwork Educator:	Yrs. Experience:
Student Name:		
Fieldwork Level II Placement (circle):	1 2 3	Week:
Reason for Visit: <input type="checkbox"/> midterm check in	<input type="checkbox"/> address student performance	<input type="checkbox"/> site development
Method : <input type="checkbox"/> onsite visit	<input type="checkbox"/> phone conference/ Skype	<input type="checkbox"/> Email (attach physical copy of email to completed form)

Facility Environment:

Parking:

Eating Area:

Treatment Space:

Supplies/Equipment:

Student Space:

Emotional Tone/Atmosphere:

FWE Supervisory Approach:

What methods of reflection does the FWE direct the student to perform? (e.g., probing questions, journaling, etc.)

What method of instruction does the FWE utilize the most? (e.g., direct, supportive, delegating, etc.)

What format is formal instruction or supervision provided within? (e.g., daily check in, weekly meetings, structured learning assignments, etc.)

Items discussed during visit:

Action Plan:

Follow-up Meeting? **YES** **NO**

If yes, please indicate scheduled follow up meeting date and time:

Follow- up will occur: **onsite** **by phone** **Email**

Additional Notes:

AFWC Signature

Date

Level I Fieldwork Faculty Evaluation

**Arkansas State University
Occupational Therapy Department
OTA Level 1 Fieldwork Performance Evaluation**

Student Name: _____ **Class of:** _____

Semester: _____ **Course Number:** _____

Facility Name: _____

Faculty Instructor: _____

Directions: Please indicate the number that best describes your Faculty Instructor and Level I FW experience. Return to the AFWC at the end of each week for review.

1=Strongly Disagree, 2=Disagree, 3=No opinion, 4=Agree, 5=Strongly Agree

Objective	1	2	3	4	5
The level I FW site provided thorough orientation and training to students about the site, population, policies, and procedures.					
The level I FW site compliments the didactic content in the occupational therapy program.					
The faculty instructor provided on-site, face-to-face, direct supervision of students throughout the fieldwork experience?					
The faculty instructor ensured skills provided by student learners are safe, ethical, and within the competency levels of the students.					
The faculty instructor provided debrief sessions at the end of each fieldwork experience and throughout the overall experience to enhance clinical reasoning and problem-solving skills.					
The faculty instructor provided timely feedback to student learners regarding skill competency, the therapeutic use of self, and professional behaviors to enhance student learning and application.					
The faculty instructor encouraged the utilization of and assisted with the obtainment of resources and research related to the fieldwork experience to enhance student learning and application.					
The faculty instructor demonstrated client-centered, occupation-based activities to students consistent with the profession's guidelines.					

The faculty instructor modeled professional behaviors and interactions, promoted interprofessional practice, and positively engaged with employees and staff within the fieldwork setting.					
The faculty instructor facilitated opportunities to advocate for the occupational therapy profession, client, and setting within the fieldwork experience.					
The faculty instructor facilitated feedback between peers in a constructive manner.					
The students were provided opportunities to actively collaborate with peers to develop professional behaviors and interprofessional skills.					
The faculty instructor provided opportunities that allowed students to develop skills and professional competencies that matched or exceeded the demands of the FW experience.					
The FW experience provided opportunities for students to obtain information through concrete and abstract conceptualization of experiences.					
The FW experience applied principles of civic duty and responsibility to the occupational therapy profession.					
The faculty instructor facilitated a tangible service learning project(s) that could be completed within the time frame of the overall fieldwork experience.					
The faculty facilitated service learning project(s).					
The faculty instructor ensured the service learning project(s) apply to didactic content, professional role and scope, and the setting and population through which the fieldwork experience exists.					

Please provide additional comments regarding the Faculty Instructor of Level I FW:

Student Signature

Date

Student Evaluation of Level I Fieldwork

**Arkansas State University
Department of Occupational Therapy
Occupational Therapy Assistant Program**

5. Identify the frames of reference, specific evaluations/assessments and treatment activities utilized in this setting.

Page 2

6. Describe a typical day for you in this setting.

7. How might this clinical education experience be improved?

8. Why would you recommend or not recommend this facility as a level I placement for OTA students from Arkansas State University?

9. Comment on travel time, lodging, and the estimated cost to the student.

10. Additional comments:

STUDENT _____ **DATE:** _____

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Purpose:

This evaluation serves as a tool for fieldwork sites, academic programs, and students. The main objectives of this evaluation are to:

- Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to the supervisor and fieldwork setting;
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs;
- Ensure that all aspects of the fieldwork program reflect the sequence, depth, focus, and scope of content of the curriculum design;
- Provide objective information to students who are selecting sites for future Level II fieldwork; and
- Provide a means of evaluation to ensure that fieldwork is performed in settings that provide educational experiences applicable to the academic program.

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Instructions to the Student:

Complete this STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE) form before your final meeting with your fieldwork supervisor(s). It is imperative that you review the form with your supervisor and that both parties sign on page 1. Copy the form so that a copy remains at the site and a copy is forwarded to your Academic Fieldwork Coordinator at your educational program. This information may be reviewed by future students as well. The evaluation of the student (FWPE) should be reviewed first, followed by the student's evaluation of the fieldwork experience (SEFWE), allowing the student to be honest and constructive.

Fieldwork Site _____ Type of Setting _____

Address

Placement Dates: from _____ to _____

Order of Placement: [] First [] Second [] Third

Living Accommodations: *(include type, cost, location, condition)*

Public transportation in the area: YES NO

Please write your e-mail address here if you don't mind future students contacting you to ask you about your experience at this site: -

We have mutually shared and clarified this Student Evaluation of the Fieldwork Experience report.

Student's Signature

FW Educator's Signature

Student's Name *(Please Print)*
(Please Print)

FW Educator's Name and credentials

FW Educator's years of experience

ORIENTATION

Indicate your view of the orientation by *checking* "Satisfactory" (S) or "Needs Improvement" (I) regarding the three factors of adequacy, organization, and timeliness.

TOPIC	Adequate		Organized		Timely		NA
	S	I	S	I	S	I	
1. Site-specific fieldwork objectives							
2. Student supervision process							
3. Requirements/assignments for students							
4. Student schedule (daily/weekly/monthly)							
5. Staff introductions							
6. Overview of physical facilities							
7. Agency/Department mission							
8. Overview of organizational structure							
9. Services provided by the agency							
10. Agency/Department policies and procedures							
11. Role of other team members							
12. Documentation procedures							
13. Safety and emergency procedures							
14. Confidentiality/HIPAA							
15. OSHA—Standard precautions							
16. Community resources for service recipients							
17. Department model of practice							
18. Role of occupational therapy services							
19. Methods for evaluating OT services							
20. Other							

Comments or suggestions regarding your orientation to this fieldwork placement:

CASELOAD

List approximate number of each age primary category in your caseload.

List approximate number of each condition/problem/diagnosis in your caseload

Age	Number
-----	--------

Condition/Problem	Number
-------------------	--------

0–3 years old	
3–5 years old	
6–12 years old	
13–21 years old	
22–65 years old	
> 65 years old	

OCCUPATIONAL THERAPY PROCESS

Indicate the approximate number of screenings/evaluations you assisted with; also indicate their value to your learning experience by *circling* the appropriate number with #1 being least valuable and #5 being the most valuable.

	REQUIRE D		HOW MANY	EDUCATIONAL VALUE				
	Yes	No		1	2	3	4	5
1. Client/patient screening				1	2	3	4	5
2. Client/patient evaluations (Use specific names of evaluations)								
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5

				1	2	3	4
					5		
				1	2	3	4
					5		
3. Written treatment/care plans				1	2	3	4
					5		
4. Discharge summary				1	2	3	4
					5		

List major therapeutic interventions frequently used and indicate whether it was provided in group, individually, Co-Treatment, or consultation. List other professionals involved.

Therapeutic Interventions	Individual	Group	Co-Tx	Consultation
Occupation-based activity, i.e., play, shopping, ADL, IADL, work, school activities, etc. (within client's own context with his or her goals)				
1.				
2.				
3.				
4.				
Purposeful activity (therapeutic context leading to occupation)				
1.				
2.				
3.				
4.				
Preparatory methods, i.e., sensory, PAMs, splinting, exercise, etc. (preparation for occupation-based activity)				
1.				
2.				

3.				
4.				

THEORY—FRAMES OF REFERENCE—MODELS OF PRACTICE

Indicate frequency of theory/frames of reference used

	Never	Rarely	Occasionally	Frequently
Model of Human Occupation				
Occupational Adaptation				
Ecology of Human Performance				
Person–Environment–Occupation Model				
Biomechanical Frame of Reference				
Rehabilitation Frame of Reference				
Neurodevelopmental Theory				
Sensory Integration				
Behavioral				
Cognitive Theory				
Cognitive Disability Frame of Reference				
Motor Learning Frame of Reference				
Other (list)				

FIELDWORK ASSIGNMENTS

List the types of assignments required of you at this placement (check all that apply), and indicate their educational value (1 = not valuable ----- 5 = very valuable)

Case study applying the Practice Framework	1	2	3	4	5	N/A
Evidence-based practice presentation: Topic:	1	2	3	4	5	N/A
Revision of site-specific fieldwork objectives	1	2	3	4	5	N/A
Program development Topic:	1	2	3	4	5	N/A
In-service/presentation Topic:	1	2	3	4	5	N/A
Research	1	2	3	4	5	N/A

Topic:

Other (list)

1 2 3 4 5

ASPECTS OF THE ENVIRONMENT

1 = Rarely
2 = Occasionally
3 = Frequently
4 = Consistently

1 2 3 4

Staff and administration demonstrated cultural sensitivity				
The Practice Framework was integrated into practice				
Student work area/supplies/equipment were adequate				
Opportunities to collaborate with and/or supervise OTs, OTAs, and/or aides				
Opportunities to network with other professionals				
Opportunities to interact with other OT students				
Opportunities to interact with students from other disciplines				
Staff used a team approach to care				
Opportunities to observe role modeling of therapeutic relationships				
Opportunities to expand knowledge of community resources				
Opportunities to participate in research				
Additional educational opportunities (<i>specify</i>):				
How would you describe the pace of this setting? (circle one)	Slow	Med	Fast	
Types of documentation used in this setting:				
Ending student caseload expectation: _____ # of clients per week or day				
Ending student productivity expectation: _____ % per day (direct care)				

SUPERVISION

What was the primary model of supervision used? (check one)

- one supervisor : one student
 one supervisor : group of students

- two supervisors : one student
- one supervisor : two students
- distant supervision (primarily off-site)
- three or more supervisors : one student (count person as supervisor if supervision occurred at least weekly)

List fieldwork educators who participated in your learning experience.

Name	Credentials	Frequency	Individual	Group
1.				
2.				
3.				
4.				
5.				

ACADEMIC PREPARATION

Rate the relevance and adequacy of your academic coursework relative to the needs of **THIS** fieldwork placement, *circling* the appropriate number. (Note: may attach own course number)

	Adequacy for Placement				Relevance for Placement			
	Low High	2	3	4	Low High	2	3	4
Kinesiology	1 5	2	3	4	1 5	2	3	4
Neurodevelopment	1 5	2	3	4	1 5	2	3	4
Human development	1 5	2	3	4	1 5	2	3	4
Evaluation	1 5	2	3	4	1 5	2	3	4
Intervention planning	1 5	2	3	4	1 5	2	3	4
Interventions (individual, group, activities, methods)	1 5	2	3	4	1 5	2	3	4
Theory	1 5	2	3	4	1 5	2	3	4

Documentation skills	1	2	3	4	1	2	3	4
	5				5			
Leadership	1	2	3	4	1	2	3	4
	5				5			
Professional behavior and communication	1	2	3	4	1	2	3	4
	5				5			
Therapeutic use of self	1	2	3	4	1	2	3	4
	5				5			
Level I fieldwork	1	2	3	4	1	2	3	4
	5				5			
Program development	1	2	3	4	1	2	3	4
	5				5			
OT Skills (transfers, vitals, etc)								

What were the strongest aspects of your academic program relevant to preparing you for THIS Level II fieldwork experience? Indicate your top 5.

<input type="checkbox"/> Fundamentals	<input type="checkbox"/> Professional Behav	<input type="checkbox"/> FW Seminar	<input type="checkbox"/> Documentation
<input type="checkbox"/> Pathology	<input type="checkbox"/> Ethics	<input type="checkbox"/> Level I FW	<input type="checkbox"/> Other:
<input type="checkbox"/> Emergence of OT	<input type="checkbox"/> Skills Lab II	<input type="checkbox"/> OT theory topics	<input type="checkbox"/>
<input type="checkbox"/> Skills Lab I	<input type="checkbox"/> Pediatrics	<input type="checkbox"/> Intervention topics	<input type="checkbox"/>
<input type="checkbox"/> Behavioral Health	<input type="checkbox"/> Gerontology	<input type="checkbox"/> Assessment topics	<input type="checkbox"/>

What changes would you recommend in your academic program relative to the needs of **THIS** Level II fieldwork experience?

SUMMARY

1 = Strongly disagree
2 = Disagree
3 = No Opinion
4 = Agree
5 = Strongly agree
1 2 3 4 5

Expectations of fieldwork experience were clearly defined					
Expectations were challenging but not overwhelming					
Experiences supported student's professional development					
Experiences matched student's expectations					

What particular qualities or personal performance skills do you feel that a student should have to function successfully on this fieldwork placement?

What advice do you have for future students who wish to prepare for this placement?

- Study the following evaluations:

- Study the following intervention methods:

- Read up on the following in advance:

Overall, what changes would you recommend in this Level II fieldwork experience?

Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this center.

Indicate the number that seems descriptive of each fieldwork educator. Please make a copy of this page for each individual.

1 = Strongly Disagree
 2 = Disagree
 3 = No opinion
 4 = Agree
 5 = Strongly agree

FIELDWORK EDUCATOR

NAME: _____

FIELDWORK EDUCATOR YEARS OF EXPERIENCE: _____

1 2 3 4 5

Provided ongoing positive feedback in a timely manner					
Provided ongoing constructive feedback in a timely manner					
Reviewed written work in a timely manner					
Made specific suggestions to student to improve performance					
Provided clear performance expectations					
Sequenced learning experiences to grade progression					
Used a variety of instructional strategies					
Taught knowledge and skills to facilitate learning and challenge student					
Identified resources to promote student development					
Presented clear explanations					
Facilitated student's clinical reasoning					
Used a variety of supervisory approaches to facilitate student performance					
Elicited and responded to student feedback and concerns					
Adjusted responsibilities to facilitate student's growth					
Supervision changed as fieldwork progressed					
Provided a positive role model of professional behavior in practice					
Modeled and encouraged occupation-based practice					
Modeled and encouraged client-centered practice					
Modeled and encouraged evidence-based practice					

Frequency of meetings/types of meetings with supervisor (value/frequency):

General comments on supervision: _____

Modified from AOTA SEFWE Task Force, June 2006

LEVEL II WEEKLY FEEDBACK FORM

**Arkansas State University
Department of Occupational Therapy
Occupational Therapy Doctorate Program**

**Level II Fieldwork
Weekly Feedback Form**

Student: _____

Fieldwork Educator: _____

Comment on progress made on goal(s) for this week:

Areas of strength are:

Areas that require growth or improvement:

Goals for next week include:

Important information for next week (meetings, in services, projects or assignments due, caseload increase, etc):

Adapted from Washington University School of Medicine
OT Program, www.aota.org, and Misericordia University, Fieldwork
Educator Resource Page

OCCUPATIONAL THERAPY CODE OF ETHICS (2015)

Preamble

The 2015 *Occupational Therapy Code of Ethics* (Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations (AOTA, 2014b).

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

The Code serves two purposes:

1. It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles, and
2. It delineates enforceable Principles and Standards of Conduct that apply to AOTA members.

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. It is a commitment to benefit others, to virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analysis of the complex dynamics of situations, weighing of consequences, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel, including students in occupational therapy programs, are expected to abide by the Principles and Standards of Conduct within this Code. Personnel roles include clinicians (e.g., direct service, consultation, administration); educators; researchers; entrepreneurs; business owners; and those in elected, appointed, or other professional volunteer service.

The process for addressing ethics violations by AOTA members (and associate members, where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2014a).

Although the Code can be used in conjunction with licensure board regulations and laws that guide standards of practice, the Code is meant to be a free-standing document, guiding ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist in resolving ethical issues not

addressed in this document. Resources can include, but are not limited to, ethics committees, ethics officers, the AOTA Ethics Commission or Ethics Program Manager, or an ethics consultant.

Core Values

The profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. *Altruism* involves demonstrating concern for the welfare of others. *Equality* refers to treating all people impartially and free of bias. *Freedom* and personal choice are paramount in a profession in which the values and desires of the client guide our interventions. *Justice* expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009).

Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and *Dignity* of the client, by treating him or her with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (*Truth*). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (*Prudence*).

The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the Core Values are not themselves enforceable standards, they should be considered when determining the most ethical course of action.

Principles and Standards of Conduct

The Principles and Standards of Conduct that are enforceable for professional behavior include (1) Beneficence, (2) Nonmaleficence, (3) Autonomy, (4) Justice, (5) Veracity, and (6) Fidelity. Reflection on the historical foundations of occupational therapy and related professions resulted in the inclusion of Principles that are consistently referenced as a guideline for ethical decision making.

Beneficence

Principle 1. Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.

Beneficence includes all forms of action intended to benefit other persons. The term *beneficence* connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2013). Beneficence requires taking action by helping others, in other words, by promoting good, by preventing harm, and by removing harm. Examples of beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to

others, helping persons with disabilities, and rescuing persons in danger (Beauchamp & Childress, 2013).

Related Standards of Conduct

Occupational therapy personnel shall

- A. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs.
- B. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised.
- C. Use, to the extent possible, evaluation, planning, intervention techniques, assessments, and therapeutic equipment that are evidence based, current, and within the recognized scope of occupational therapy practice.
- D. Ensure that all duties delegated to other occupational therapy personnel are congruent with credentials, qualifications, experience, competency, and scope of practice with respect to service delivery, supervision, fieldwork education, and research.
- E. Provide occupational therapy services, including education and training, which are within each practitioner's level of competence and scope of practice.
- F. Take steps (e.g., continuing education, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice.
- G. Maintain competency by ongoing participation in education relevant to one's practice area.
- H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial.
- I. Refer to other providers when indicated by the needs of the client.
- J. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including determination of potential risks and benefits.

Nonmaleficence

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

Nonmaleficence “obligates us to abstain from causing harm to others” (Beauchamp & Childress, 2013, p. 150). The Principle of *Nonmaleficence* also includes an obligation to not impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle often is examined under the context of due care. The standard of due care “requires that the goals pursued justify the risks that must be imposed to achieve those goals” (Beauchamp & Childress, 2013, p. 154). For example, in occupational therapy practice, this standard applies to situations in which the client might feel pain from a treatment intervention; however, the acute pain is justified by potential longitudinal, evidence-based benefits of the treatment.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants or employees.
- B. Avoid abandoning the service recipient by facilitating appropriate transitions when unable to provide services for any reason.
- C. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others.
- D. Avoid any undue influences that may impair practice and compromise the ability to safely and competently provide occupational therapy services, education, or research
- E. Address impaired practice and when necessary report to the appropriate authorities.
- F. Avoid dual relationships, conflicts of interest, and situations in which a practitioner, educator, student, researcher, or employer is unable to maintain clear professional boundaries or objectivity.
- G. Avoid engaging in sexual activity with a recipient of service, including the client's family or significant other, student, research participant, or employee, while a professional relationship exists.
- H. Avoid compromising rights or well-being of others based on arbitrary directives (e.g., unrealistic productivity expectations, falsification of documentation, inaccurate coding) by exercising professional judgment and critical analysis.
- I. Avoid exploiting any relationship established as an occupational therapy clinician, educator, or researcher to further one's own physical, emotional, financial, political, or business interests at the expense of recipients of services, students, research participants, employees, or colleagues.
- J. Avoid bartering for services when there is the potential for exploitation and conflict of interest.

Autonomy

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

The Principle of *Autonomy* expresses the concept that practitioners have a duty to treat the client according to the client's desires, within the bounds of accepted standards of care, and to protect the client's confidential information. Often, respect for Autonomy is referred to as the *self-determination principle*. However, respecting a person's autonomy goes beyond acknowledging an individual as a mere agent and also acknowledges a person's right "to hold views, to make choices, and to take actions based on [his or her] values and beliefs" (Beauchamp & Childress, 2013, p. 106). Individuals have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, his or her autonomy should be respected through involvement of an authorized agent or surrogate decision maker.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Respect and honor the expressed wishes of recipients of service.
- B. Fully disclose the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention.
- C. Obtain consent after disclosing appropriate information and answering any questions posed by the recipient of service or research participant to ensure voluntariness.
- D. Establish a collaborative relationship with recipients of service and relevant stakeholders, to promote shared decision making.
- E. Respect the client's right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes.
- F. Refrain from threatening, coercing, or deceiving clients to promote compliance with occupational therapy recommendations.
- G. Respect a research participant's right to withdraw from a research study without penalty.
- H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications, in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act).
- I. Display responsible conduct and discretion when engaging in social networking, including but not limited to refraining from posting protected health information,
- J. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, culture) with the recipient of service (or responsible party), student, or research participant.

Justice

Principle 4. Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.

The Principle of *Justice* relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2013). Occupational therapy personnel should relate in a respectful, fair, and impartial manner to individuals and groups with whom they interact. They should also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent following of rules to generate unbiased decisions and promote fairness. As occupational therapy personnel, we work to uphold a society in which all individuals have an equitable opportunity to achieve occupational engagement as an essential component of their life.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.
- B. Assist those in need of occupational therapy services to secure access through available means.
- C. Address barriers in access to occupational therapy services by offering or referring clients to financial aid, charity care, or pro bono services within the parameters of organizational policies.
- D. Advocate for changes to systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy services.
- E. Maintain awareness of current laws and AOTA policies and Official Documents that apply to the profession of occupational therapy.
- F. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents.
- G. Hold requisite credentials for the occupational therapy services they provide in academic, research, physical, or virtual work settings.
- H. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines.
- I. Obtain all necessary approvals prior to initiating research activities.
- J. Refrain from accepting gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts.
- K. Report to appropriate authorities any acts in practice, education, and research that are unethical or illegal.
- L. Collaborate with employers to formulate policies and procedures in compliance with legal, regulatory, and ethical standards, and work to resolve any conflicts or inconsistencies.
- M. Bill and collect fees legally and justly in a manner that is fair, reasonable, and commensurate with services delivered.
- N. Ensure compliance with relevant laws and promote transparency when participating in a business arrangement as owner, stockholder, partner, or employee.
- O. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.
- P. Refrain from participating in any action resulting in unauthorized access to educational content or exams (including but not limited to sharing test questions, unauthorized use of or access to content or codes, or selling access or authorization codes).

Veracity

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

Veracity is based on the virtues of truthfulness, candor, and honesty. The Principle of *Veracity* refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information (Beauchamp & Childress, 2013). Veracity is based on respect owed to others, including but not limited to recipients of service, colleagues, students, researchers, and research participants.

In communicating with others, Occupational Therapy personnel implicitly promise to be truthful and not deceptive. When entering into a therapeutic or research relationship, the recipient of service or research participant has a right to accurate information. In addition, transmission of information is incomplete without also ensuring that the recipient or participant understands the information provided.

Concepts of veracity must be carefully balanced with other potentially competing ethical principles, cultural beliefs, and organizational policies. Veracity ultimately is valued as a means to establish trust and strengthen professional relationships. Therefore, adherence to the Principle of Veracity also requires thoughtful analysis of how full disclosure of information may affect outcomes.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication.
- B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.
- C. Record and report in an accurate and timely manner and in accordance with applicable regulations all information related to professional or academic documentation and activities.
- D. Identify and fully disclose to all appropriate persons errors or adverse events that compromise the safety of service recipients.
- E. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public.
- F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.
- G. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.
- H. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize).
- I. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution.
- J. Maintain privacy and truthfulness when utilizing telecommunication in delivery of occupational therapy services.

Fidelity

Principle 6. Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.

The Principle of *Fidelity* comes from the Latin root *fidelis*, meaning loyal. *Fidelity* refers to the duty one has to keep a commitment once it is made (Veatch, Haddad, & English, 2010). In the health professions, this commitment refers to promises made between a provider and a client or patient based on an expectation of loyalty, staying with the patient in a time of need, and compliance with a code of ethics. These promises can be implied or explicit. The duty to disclose information that is potentially meaningful in making decisions is one obligation of the moral contract between provider and client or patient (Veatch et al., 2010).

Whereas respecting Fidelity requires occupational therapy personnel to meet the client's reasonable expectations, the Principle also addresses maintaining respectful collegial and organizational relationships (Purtilo & Doherty, 2011). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike must consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision making and professional practice.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws.
- B. Address incompetent, disruptive, unethical, illegal, or impaired practice that jeopardizes the safety or well-being of others and team effectiveness.
- C. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.
- D. Avoid using one's position (employee or volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations.
- E. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.
- F. Refrain from verbal, physical, emotional, or sexual harassment of peers or colleagues.
- G. Refrain from communication that is derogatory, intimidating, or disrespectful and that unduly discourages others from participating in professional dialogue.
- H. Promote collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients.
- I. Respect the practices, competencies, roles, and responsibilities of their own and other professions to promote a collaborative environment reflective of interprofessional teams.
- J. Use conflict resolution and internal and alternative dispute resolution resources as needed to resolve organizational and interpersonal conflicts, as well as perceived institutional ethics violations.

K. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization's official and authorized positions.

L. Refrain from actions that reduce the public's trust in occupational therapy.

M. Self-identify when personal, cultural, or religious values preclude, or are anticipated to negatively affect, the professional relationship or provision of services, while adhering to organizational policies when requesting an exemption from service to an individual or group on the basis of conflict of conscience.

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Adopted by the Representative Assembly 2015AprilC3.

Note. This document replaces the 2010 document *Occupational Therapy Code of Ethics and Ethics Standards (2010)*, previously published and copyrighted in 2010 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy*, 64, S17–S26. <http://dx.doi.org/10.5014/ajot.2010.64S17>

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Citation. American Occupational Therapy Association. (in press). Occupational therapy code of ethics (2015). *American Journal of Occupational Therapy*, 69(Suppl. 3).

ENFORCEMENT PROCEDURES FOR THE OCCUPATIONAL THERAPY CODE OF ETHICS AND ETHICS STANDARDS

1. Introduction

The principal purposes of the *Occupational Therapy Code of Ethics and Ethics Standards* (hereinafter referred to as the *Code and Ethics Standards*) are to help protect the public and to reinforce its confidence in the occupational therapy profession rather than to resolve private business, legal, or other disputes for which there are other more appropriate forums for resolution. The *Code and Ethics Standards* also is an aspirational document to guide occupational therapists, occupational therapy assistants, and occupational therapy students toward appropriate professional conduct in all aspects of their diverse roles. It applies to any conduct that may affect the performance of occupational therapy as well as to behavior that an individual may do in another capacity that reflects negatively on the reputation of occupational therapy.

The *Enforcement Procedures for the Occupational Therapy Code of Ethics and Ethics Standards* (formerly the *Enforcement Procedures for the Occupational Therapy Code of Ethics*) have undergone a series of revisions by the American Occupational Therapy Association's (AOTA's) Ethics Commission (hereinafter referred to as the *EC*) since their initial adoption. The most recent update was in 2009. This public document articulates the procedures that are followed by the EC as it carries out its duties to enforce the *Code and Ethics Standards*. A major goal of these *Enforcement Procedures* is to ensure objectivity and fundamental fairness to all individuals who may be parties in an ethics complaint.

The *Enforcement Procedures* are used to help ensure compliance with the *Code and Ethics Standards*, which represent the values and principles that members of the profession have identified as important. Acceptance of AOTA membership commits individuals to adherence to the *Code and Ethics Standards* and cooperation with its *Enforcement Procedures*. These are established and maintained by the EC: The EC and AOTA's Ethics Office make the *Enforcement Procedures* public and available to members of the profession, state regulatory boards, consumers, and others for their use.

The EC urges particular attention to the following issues:

- 1.1. Professional Responsibility, Other Processes**—All occupational therapy personnel have an obligation to maintain the *Code and Ethics Standards* of their profession and to promote and support these Standards among their colleagues. Each AOTA member must be alert to practices that undermine these Standards and is obligated to take action that is appropriate in the circumstances. At the same time, members must carefully weigh their judgments as to potentially unethical practice to ensure that they are based on objective evaluation and not on personal bias or prejudice, inadequate information, or simply differences of professional viewpoint. It is recognized that individual occupational therapy personnel may not have the authority or ability to address or correct all situations of concern. Whenever feasible and appropriate, members should first pursue other corrective steps within the relevant institution or setting and discuss ethical concerns directly with the potential Respondent before resorting to AOTA's ethics complaint process.
- 1.2. Jurisdiction**—The *Code and Ethics Standards* apply to persons who are or were AOTA members at the time of the conduct in question. Later nonrenewal or relinquishment of membership does not affect Association jurisdiction. The *Enforcement Procedures* that shall be utilized in any complaint shall be those in effect at the time the complaint is initiated.
- 1.3. Disciplinary Actions/Sanctions (Pursuing a Complaint)**—If the EC determines that unethical conduct has occurred, it may impose sanctions, including reprimand, censure, probation (with terms), suspension, or permanent revocation of AOTA membership. In all cases, except those involving only reprimand, the Association will report the conclusions and sanctions in its official publications and also will communicate to any appropriate persons or entities. The potential sanctions are defined as follows:
- 1.3.1. Reprimand**—A formal expression of disapproval of conduct communicated privately by letter from the EC Chairperson that is nondisclosable and noncommunicative to other bodies (e.g., state regulatory boards [SRBs], National Board for Certification in Occupational Therapy, ® [NBCOT®]).
- 1.3.2. Censure**—A formal expression of disapproval that is public.
- 1.3.3. Probation of Membership Subject to Terms**—Failure to meet terms will subject an AOTA member to any of the disciplinary actions or sanctions.
- 1.3.4. Suspension**—Removal of AOTA membership for a specified period of time.
- 1.3.5. Revocation**—Permanent denial of AOTA membership.
- 1.3.5.1.** If an individual is on either the Roster of Fellows (ROF) or the Roster of Honor (ROH), the EC Chairperson (via the EC Staff Liaison) shall notify the Recognitions Committee Chairperson (and AOTA Executive Director) of their membership revocation. That individual shall have their name removed from either the ROF or the ROH and no longer has the right to use the designated credential of FAOTA or ROH.
- 1.4. Educative Letters**—If the EC determines that the alleged conduct may or may not be a true breach of the *Code and Ethics Standards* but in any event does not warrant any of the sanctions set forth in Section 1.3. or is not completely in keeping with the aspirational nature of the *Code and Ethics Standards* or within the prevailing standards of practice or good professionalism,

the EC may send a letter to educate the Respondent about relevant standards of practice and/or appropriate professional behavior. In addition, a different educative letter, if appropriate, may be sent to the Complainant.

1.5. Advisory Opinions—The EC may issue general advisory opinions on ethical issues to inform and educate the AOTA membership. These opinions shall be publicized to the membership and are available in the *Reference Guide to the Occupational Therapy Code of Ethics and Ethics Standards* as well as in other locations.

1.6. Rules of Evidence—The EC proceedings shall be conducted in accordance with fundamental fairness. However, formal rules of evidence that are used in legal proceedings do not apply to these *Enforcement Procedures*. The Disciplinary Council (see Section 5) and the Appeal Panel (see Section 6) can consider any evidence that they deem appropriate and pertinent.

1.7. Confidentiality and Disclosure—The EC develops and adheres to strict rules of confidentiality in every aspect of its work. This requires that participants in the process refrain from any communication relating to the existence and subject matter of the complaint other than with those directly involved in the enforcement process. Maintaining confidentiality throughout the investigation and enforcement process of a formal ethics complaint is essential in order to ensure fairness to all parties involved. These rules of confidentiality pertain not only to the EC but also apply to others involved in the complaint process. Beginning with the EC Staff Liaison and support staff, strict rules of confidentiality are followed. These same rules of confidentiality apply to Complainants, Respondents and their attorneys, and witnesses involved with the EC’s investigatory process. Due diligence must be exercised by everyone involved in the investigation to avoid compromising the confidential nature of the process. Any AOTA member who breaches these rules of confidentiality may become subject to an ethics complaint/investigatory process himself or herself. Non–AOTA members may lodge an ethics complaint against an Association member, and these individuals are still expected to adhere to the Association’s confidentiality rules. The Association reserves the right to take appropriate action against non–AOTA members who violate confidentiality rules, including notification of their appropriate licensure boards.

1.7.1. Disclosure—When the EC investigates a complaint, it may request information from a variety of sources. The process of obtaining additional information is carefully executed in order to maintain confidentiality. The EC may request information from a variety of sources, including state licensing agencies, academic councils, courts, employers, and other persons and entities. It is within the EC’s purview to determine what disclosures are appropriate for particular parties in order to effectively implement its investigatory obligations. Public sanctions by the EC, Disciplinary Council, or Appeal Panel will be publicized as provided in these *Enforcement Procedures*. Normally, the EC does not disclose information or documentation reviewed in the course of an investigation unless the EC determines that disclosure is necessary to obtain additional, relevant evidence or to administer the ethics process or is legally required.

Individuals who file a complaint (i.e., *Complainant*) and those who are the subject of one (i.e., *Respondent*) must not disclose to anyone outside of those involved in the complaint process their role in an ethics complaint. Disclosing this information in and of itself may jeopardize the ethics process and violate the rules of fundamental fairness by which all parties are

protected. Disclosure of information related to any case under investigation by the EC is prohibited and, if done, will lead to repercussions as outlined in these *Enforcement Procedures* (see Section 2.2.3.).

2. Complaints

2.1. Interested Party Complaints

2.1.1. Complaints stating an alleged violation of the *Code and Ethics Standards* may originate from any individual, group, or entity within or outside AOTA. All complaints must be in writing, signed by the Complainant(s), and submitted to the EC Chairperson at the address of the AOTA Headquarters. Complainants must complete the Formal Statement of Complaint Form at the end of this document. All complaints shall identify the person against whom the complaint is directed (the Respondent), the ethical principles that the Complainant believes have been violated, and the key facts and date(s) of the alleged ethical violations. If lawfully available, supporting documentation should be attached.

2.1.2. Within 90 days of receipt of a complaint, the EC shall make a preliminary assessment of the complaint and decide whether it presents sufficient questions as to a potential ethics violation that an investigation is warranted in accordance with Section 3. Commencing an investigation does not imply a conclusion that an ethical violation has in fact occurred or any judgment as to the ultimate sanction, if any, that may be appropriate. In the event the EC determines at the completion of an investigation that the complaint does rise to the level of an ethical violation, the EC may initiate a charge as set forth in Section 4 below. In the event the EC determines that the complaint does not rise to the level of an ethical violation, the EC may direct the parties to utilize *Roberts Rules* and/or other conflict resolution resources via an educative letter. This applies to all complaints including those involving AOTA elected/volunteer leadership related to their official roles.

2.2. Complaints Initiated by the EC

2.2.1. The EC itself may initiate a complaint (a *sua sponte complaint*) when it receives information from a governmental body, certification or similar body, public media, or other source indicating that a person subject to its jurisdiction may have committed acts that violate the *Code and Ethics Standards*. The Association will ordinarily act promptly after learning of the basis of a *sua sponte* complaint, but there is no specified time limit.

If the EC passes a motion to initiate a *sua sponte* complaint, the AOTA Staff Liaison to the EC will complete the Formal Statement of Complaint Form (at the end of this document) and will describe the nature of the factual allegations that led to the complaint and the manner in which the EC learned of the matter. The Complaint Form will be signed by the EC Chairperson on behalf of the EC. The form will be filed with the case material in the Association's Ethics Office.

2.2.2. De Jure Complaints—Where the source of a *sua sponte* complaint is the findings and conclusions of another official body, the EC classifies such *sua sponte* complaints as *de jure*. The procedure in such cases is addressed in Section 4.2.

2.2.3. The EC shall have the jurisdiction to investigate, charge, or sanction any matter or person for violations based on information learned in the course of investigating a complaint under Section 2.2.2.

2.3. Continuation of Complaint Process—If an AOTA member relinquishes membership, fails to renew membership, or fails to cooperate with the ethics investigation, the EC shall nevertheless continue to process the complaint, noting in its report the circumstances of the Respondent’s action. Such actions shall not deprive the EC of jurisdiction. All correspondence related to the EC complaint process is in writing and sent by certified mail, return receipt requested. In the event that any written correspondence does not have delivery confirmation, the AOTA Ethics Office will make an attempt to search for an alternate address or make a second attempt to send to the original address. If Respondent does not claim correspondence after two attempts to deliver, delivery cannot be confirmed or correspondence is returned to the Association as undeliverable, the EC shall consider that it has made good-faith effort and shall proceed with the ethics enforcement process.

3. EC Review and Investigations

3.1. Initial Action—The purpose of the preliminary review is to decide whether or not the information submitted with the complaint warrants opening the case. If in its preliminary review of the complaint the EC determines that an investigation is not warranted, the Complainant will be so notified.

3.2. Dismissal of Complaints—The EC may at any time dismiss a complaint for any of the following reasons:

3.2.1. Lack of Jurisdiction—The EC determines that it has no jurisdiction over the Respondent (e.g., a complaint against a person who is or was not an AOTA member at the time of the alleged incident or who has never been a member).

3.2.2. Absolute Time Limit/Not Timely Filed—The EC determines that the violation of the *Code and Ethics Standards* is alleged to have occurred more than 7 years prior to the filing of the complaint.

3.2.3. Subject to Jurisdiction of Another Authority—The EC determines that the complaint is based on matters that are within the authority of and are more properly dealt with by another governmental or nongovernmental body, such as an SRB, NBCOT, ® an Association component other than the EC, an employer, or a court (e.g., accusing a superior of sexual harassment at work, accusing someone of anticompetitive practices subject to the antitrust laws).

3.2.4. No Ethics Violation—The EC finds that the complaint, even if proven, does not state a basis for action under the *Code and Ethics Standards* (e.g., simply accusing someone of being unpleasant or rude on an occasion).

3.2.5. Insufficient Evidence—The EC determines that there clearly would not be sufficient factual evidence to support a finding of an ethics violation.

3.2.6. Corrected Violation—The EC determines that any violation it might find already has been or is being corrected and that this is an adequate result in the given case.

3.2.7. Other Good Cause.

- 3.3. Investigator (Avoidance of Conflict of Interest)**—The investigator chosen shall not have a conflict of interest (i.e., shall never have had a substantial professional, personal, financial, business, or volunteer relationship with either the Complainant or the Respondent). In the event that the EC Staff Liaison has such a conflict, the EC Chairperson shall appoint an alternate investigator who has no conflict of interest.
- 3.4. Investigation**—If an investigation is deemed warranted, the EC Chairperson shall do the following within thirty (30) days: Appoint the EC Staff Liaison at the AOTA Headquarters to investigate the complaint and notify the Respondent (by certified, return-receipt mail) that a complaint has been received and an investigation is being conducted. A copy of the complaint and supporting documentation shall be enclosed with this notification. The Complainant also will receive notification by certified, return-receipt mail that the complaint is being investigated.
- 3.4.1.** Ordinarily, the Investigator will send questions formulated by the EC to be answered by the Complainant and/or the Respondent.
- 3.4.2.** The Complainant shall be given thirty (30) days from receipt of the questions to respond in writing to the investigator.
- 3.4.3.** The Respondent shall be given thirty (30) days from receipt of the questions to respond in writing to the Investigator.
- 3.4.4.** The EC ordinarily will notify the Complainant of any substantive new evidence adverse to the Complainant's initial complaint that is discovered in the course of the ethics investigation and allow the Complainant to respond to such adverse evidence. In such cases, the Complainant will be given a copy of such evidence and will have fourteen (14) days in which to submit a written response. If the new evidence clearly shows that there has been no ethics violation, the EC may terminate the proceeding. In addition, if the investigation includes questions for both the Respondent and the Complainant, the evidence submitted by each party in response to the investigatory questions shall be provided to the Respondent and available to the Complainant on request. The EC may request reasonable payment for copying expenses depending on the volume of material to be sent.
- 3.4.5.** The Investigator, in consultation with the EC, may obtain evidence directly from third parties without permission from the Complainant or Respondent.
- 3.5. Investigation Timeline**—The investigation will be completed within ninety (90) days after receipt of notification by the Respondent or his or her designee that an investigation is being conducted, unless the EC determines that special circumstances warrant additional time for the investigation. All timelines noted here can be extended for good cause at the discretion of the EC, including the EC's schedule and additional requests of the Respondent. The Respondent and the Complainant shall be notified in writing if a delay occurs or if the investigational process requires more time.
- 3.6. Case Files**—The investigative files shall include the complaint and any documentation on which the EC relied in initiating the investigation.

3.7. Cooperation by Member—Every AOTA member has a duty to cooperate reasonably with enforcement processes for the *Code and Ethics Standards*. Failure of the Respondent to participate and/or cooperate with the investigative process of the EC shall not prevent continuation of the ethics process, and this behavior itself may constitute a violation of the *Code and Ethics Standards*.

3.8. Referral of Complaint—The EC may at any time refer a matter to NBCOT, ® the SRB, or other recognized authorities for appropriate action. Despite such referral to an appropriate authority, the EC shall retain jurisdiction. EC action may be stayed for a reasonable period pending notification of a decision by that authority, at the discretion of the EC (and such delays will extend the time periods under these *Procedures*). A stay in conducting an investigation shall not constitute a waiver by the EC of jurisdiction over the matters. The EC shall provide written notice by mail (requiring signature and proof of date of receipt) to the Respondent and the Complainant of any such stay of action.

4. EC Review and Decision

4.1. Regular Complaint Process

4.1.1. Charges—The EC shall review the relevant materials resulting from the investigation and shall render a decision on whether a charge by the EC is warranted within 90 days of receipt. The EC may, in the conduct of its review, take whatever further investigatory actions it deems necessary. If the EC determines that an ethics complaint warrants a charge, the EC shall proceed with a disciplinary proceeding by promptly sending a notice of the charge(s) to the Respondent and Complainant by mail with signature and proof of date received. The notice of the charge(s) shall describe the alleged conduct that, if proven in accordance with these *Enforcement Procedures*, would constitute a violation of the *Code and Ethics Standards*. The notice of charge(s) shall describe the conduct in sufficient detail to inform the Respondent of the nature of the unethical behavior that is alleged. The EC may indicate in the notice its preliminary view (absent contrary facts or mitigating circumstances) as to what sanction would be warranted if the violation is proven in accordance with these *Enforcement Procedures*.

4.1.2. Respondent's Response—Within 30 days of notification of the EC's decision to charge, and proposed sanction, if any, the Respondent shall

4.1.2.1. Advise the EC Chairperson in writing that he or she accepts the EC's charge of an ethics violation and the proposed sanction and waives any right to a Disciplinary Council hearing, or

4.1.2.2. Advise the EC Chairperson in writing that he or she accepts the EC's charge of an ethics violation but believes the sanction is not justified or should be reduced with a rationale to support a reduced sanction.

4.1.2.3. Advise the EC Chairperson in writing that he or she contests the EC's charge and the proposed sanction and requests a hearing before the Disciplinary Council.

Failure of the Respondent to take one of these actions within the time specified will be deemed to constitute acceptance of the charge and proposed sanction. If the Respondent requests a Disciplinary Council hearing, it will be scheduled. If the Respondent does not request a

Disciplinary Council hearing but accepts the decision, the EC will notify all relevant parties and implement the sanction.

4.2. De Jure Complaint Process

- 4.2.1.** The EC Staff Liaison will present to the EC any findings from external sources (as described above) that come to his or her attention and that may warrant sua sponte complaints pertaining to individuals who are or were AOTA members at the time of the alleged incident.
- 4.2.2.** Because *de jure* complaints are based on the findings of fact or conclusions of another official body, the EC will decide whether or not to act based on such findings or conclusions and will not ordinarily initiate another investigation, absent clear and convincing evidence that such findings and conclusions were erroneous or not supported by substantial evidence. Based on the information presented by the EC Staff Liaison, the EC will determine whether the findings of the public body also are sufficient to demonstrate an egregious violation of the *Code and Ethics Standards* and therefore warrant an ethics charge.
- 4.2.3.** If the EC decides that a formal charge is warranted, the EC Chairperson will notify the Respondent in writing of the formal charge and the proposed education and/or disciplinary action. In response to the *de jure* sua sponte charge by the EC, the Respondent may
- 4.2.3.1.** Accept the decision of the EC (as to both the ethics violation and the sanction) based solely on the findings of fact and conclusions of the EC or the public body, or
- 4.2.3.2.** Accept the charge that the Respondent committed unethical conduct but within thirty (30) days submit to the EC a statement setting forth the reasons why any sanction should not be imposed or reasons why the sanction should be mitigated or reduced.
- 4.2.3.3.** Within thirty (30) days, present information showing the findings of fact of the official body relied on by the EC to initiate the charge are clearly erroneous and request reconsideration by the EC. The EC may have the option of opening an investigation or modifying the sanction in the event they find clear and convincing evidence that the findings and the conclusions of the other body are erroneous.
- 4.2.4.** In cases of *de jure* complaints, a Disciplinary Council hearing can later be requested (pursuant to Section 5 below) only if the Respondent has first exercised Options 4.2.3.2 or 4.2.3.3.
- 4.2.5.** Respondents in an ethics case may utilize Options 4.2.3.2 or 4.2.3.3 (reconsideration) once in responding to the EC. Following one review of the additional information submitted by the Respondent, if the EC reaffirms its original sanction, the Respondent has the option of accepting the violation and proposed sanction or requesting a Disciplinary Council hearing. Repeated requests for reconsideration will not be accepted by the EC.

5. Disciplinary Council

5.1. Purpose—The purpose of the Disciplinary Council (hereinafter to be known as *the Council*) hearing is to provide the Respondent an opportunity to present evidence and witnesses to answer and refute the charge and/or the proposed sanction and to permit the EC Chairperson or designee to present evidence and witnesses in support of his or her charge. The Council shall consider the matters alleged in the complaint; the matters raised in defense as well as other relevant facts, ethical principles, and federal or state law, if applicable. The Council may question the parties concerned and determine ethical issues arising from the factual matters in the case even if those specific ethical issues were not raised by the Complainant. The Council also may choose to apply Principles or other language from the *AOTA Code and Ethics Standards* not originally identified by the EC. The Council may affirm the decision of the EC or reverse or modify it if it finds that the decision was clearly erroneous or a material departure from its written procedure.

5.2. Parties—The parties to a Council Hearing are the Respondent and the EC Chairperson.

5.3. Criteria and Process for Selection of Council Chairperson

5.3.1. Criteria

5.3.1.1. Must have experience in analyzing/reviewing cases.

5.3.1.2. May be selected from the pool of candidates for the Council or a former EC member who has been off the EC for at least three (3) years.

5.3.1.3. The EC Chairperson shall not serve as the Council Chairperson.

5.3.2. Process

5.3.2.1. The Representative Assembly (RA) Speaker (in consultation with EC Staff Liaison) will select the Council Chairperson.

5.3.2.2. If the RA Speaker needs to be recused from this duty, the RA Vice Speaker will select the Council Chairperson.

5.4. Criteria and Process for Selection of Council Members

5.4.1. Criteria

5.4.1.1. AOTA Administrative SOP guidelines in Policy 2.6 shall be considered in the selection of qualified potential candidates for the Council, which shall be composed of qualified individuals and AOTA members drawn from a pool of candidates who meet the criteria outlined below. In the interest of financial prudence and efficiency, every effort will be made to assemble Council members who meet the criteria below but also who are within geographic proximity to the AOTA Headquarters.

5.4.1.2. Members ideally will have some knowledge or experience in the areas of activity that are at issue in the case. They also will have experience in disciplinary hearings and/or general knowledge about ethics as demonstrated by education, presentations, and /or publications.

No conflict of interest may exist with either the Complainant or the Respondent (refer to Association Policy 1.22—Conflict of Interest for guidance).

5.4.1.4. No individual may serve on the Council who is currently a member of the EC or the AOTA Board of Directors.

5.4.1.5. No individual may serve on the Council who has previously been the subject of an ethics complaint that resulted in a specific EC disciplinary action.

5.4.1.6. The public member on the Council shall have knowledge of the profession and ethical issues.

5.4.1.7. The public member shall not be an occupational therapy practitioner, educator, or researcher.

5.4.2. Process

5.4.2.1. Potential candidates for the Council pool will be recruited through public postings in AOTA publications and via the electronic forums. Association leadership will be encouraged to recruit qualified candidates. Potential members of the Council shall be interviewed to ascertain the following:

- a. Willingness to serve on the Council and availability for a period of three (3) years and
- b. Qualifications per criteria outlined in Section 5.3.1.

5.4.2.2. The AOTA President and EC Staff Liaison will maintain a pool of no less than six (6) and no more than twelve (12) qualified individuals.

5.4.2.3. The President, with input from the EC Staff Liaison, will select from the pool the members of each Council within thirty (30) days of notification by a Respondent that a Council is being requested.

5.4.2.4. Each Council shall be composed of three (3) AOTA members in good standing and a public member.

5.4.2.5. The EC Staff Liaison will remove anyone with a potential conflict of interest in a particular case from the potential Council pool.

5.5. Notification of Parties (EC Chairperson, Complainant, Respondent, Council Members)

5.5.1. The EC Staff Liaison shall schedule a hearing date in coordination with the Council Chairperson.

5.5.2. The Council (via the EC Staff Liaison) shall notify all parties at least forty-five (45) days prior to the hearing of the date, time, and place.

5.5.3. Case material will be sent to all parties and the Council members by national delivery service or mail with signature required and proof of date received with return receipt.

5.6. Hearing Witnesses, Materials, and Evidence

5.6.1. Within thirty (30) days of notification of the hearing, the Respondent shall submit to the Council a written response to the charges, including a detailed statement as to the

reasons that he or she is appealing the decision and a list of potential witnesses (if any) with a statement indicating the subject matter they will be addressing.

5.6.2. The Complainant before the Council also will submit a list of potential witnesses (if any) to the Council with a statement indicating the subject matter they will be addressing. Only under limited circumstances may the Council consider additional material evidence from the Respondent or the Complainant not presented or available prior to the issuance of their proposed sanction. Such new or additional evidence may be considered by the Council if the Council is satisfied that the Respondent or the Complainant has demonstrated the new evidence was previously unavailable and provided it is submitted to all parties in writing no later than fifteen (15) days prior to the hearing.

5.6.3. The Council Chairperson may permit testimony by conference call (at no expense to the participant), limit participation of witnesses in order to curtail repetitive testimony, or prescribe other reasonable arrangements or limitations. The Respondent may elect to appear (at Respondent's own expense) and present testimony. If alternative technology options are available for the hearing, the Respondent, Council members, and EC Chairperson shall be so informed when the hearing arrangements are sent.

5.7. Counsel—The Respondent may be represented by legal counsel at his or her own expense. AOTA's Legal Counsel shall advise and represent the Association at the hearing. AOTA's Legal Counsel also may advise the Council regarding procedural matters to ensure fairness to all parties. All parties and the AOTA Legal Counsel (at the request of the EC or the Council) shall have the opportunity to question witnesses.

5.8. Hearing

5.8.1. The Council hearing shall be recorded by a professional transcription service or telephone recording transcribed for Council members and shall be limited to two (2) hours.

5.8.2. The Council Chairperson will conduct the hearing and does not vote except in the case of a tie.

5.8.3. Each person present shall be identified for the record, and the Council Chairperson will describe the procedures for the Council hearing. An oral affirmation of truthfulness will be requested from each participant who gives factual testimony in the Council hearing.

5.8.4. The Council Chairperson shall allow for questions.

5.8.5. The EC Chairperson shall present the ethics charge, a summary of the evidence resulting from the investigation, and the EC proposed disciplinary action against the Respondent.

5.8.6. The Respondent may present a defense to the charges(s) after the EC presents its case.

5.8.7. Each party and/or his or her legal representative shall have the opportunity to call witnesses to present testimony and to question any witnesses including the EC Chairperson or his or her designee. The Council Chairperson shall be entitled to provide reasonable limits on the extent of any witnesses' testimony or any questioning.

5.8.8. The Council Chairperson may recess the hearing at any time.

5.8.9. The Council Chairperson shall call for final statements from each party before concluding the hearing.

5.8.10. Decisions of the Council will be by majority vote.

5.9. Disciplinary Council Decision

5.9.1. An official copy of the transcript shall be sent to each Council member, the EC Chairperson, the AOTA Legal Counsel, the EC Staff Liaison, and the Respondent and his or her counsel as soon as it is available from the transcription company.

5.9.2. The Council Chairperson shall work with the EC Staff Liaison and the AOTA Legal Counsel in preparing the text of the final decision.

5.9.3. The Council shall issue a decision in writing to the AOTA Executive Director within thirty (30) days of receiving the written transcription of the hearing (unless special circumstances warrant additional time). The Council decision shall be based on the record and evidence presented and may affirm, modify, or reverse the decision of the EC, including increasing or decreasing the level of sanction or determining that no disciplinary action is warranted.

5.10. Action, Notification, and Timeline Adjustments

5.10.1. A copy of the Council's official decision and appeal process (Section 6) is sent to the Respondent, the EC Chairperson, and other appropriate parties within fifteen (15) business days via mail (with signature and proof of date received) after notification of the AOTA Executive Director.

5.10.2. The time limits specified in the *Enforcement Procedures for the Occupational Therapy Code and Ethics Standards* may be extended by mutual consent of the Respondent, Complainant, and Council Chairperson for good cause by the Chairperson.

5.10.3. Other features of the preceding *Enforcement Procedures* may be adjusted in particular cases in light of extraordinary circumstances, consistent with fundamental fairness.

5.11. Appeal—Within thirty (30) days after notification of the Council's decision, a Respondent upon whom a sanction was imposed may appeal the decision as provided in Section 6. Within thirty (30) days after notification of the Council's decision, the EC also may appeal the decision as provided in Section 6. If no appeal is filed within that time, the AOTA Executive Director or EC Staff Liaison shall publish the decision in accordance with these procedures and make any other notifications deemed necessary.

6. Appeal Process

6.1. Appeals—Either the EC or the Respondent may appeal. Appeals shall be written, signed by the appealing party, and sent by certified mail to the AOTA Executive Director in care of the AOTA Ethics Office. The grounds for the appeal shall be fully explained in this document. When an appeal is requested, the other party will be notified.

6.2. Grounds for Appeal—Appeals shall generally address only the issues, procedures, or sanctions that are part of the record before the Council. However, in the interest of fairness, the Appeal Panel may consider newly available evidence relating to the original charge only under extraordinary circumstances.

6.3. Composition and Leadership of Appeal Panel—The AOTA Vice-President, Secretary, and Treasurer shall constitute the Appeal Panel. In the event of vacancies in these positions or the existence of a conflict of interest, the Vice President shall appoint replacements drawn from among the other AOTA Board of Directors members. If the entire Board has a conflict of interest (e.g., the Complainant or Respondent is or was recently a member of the Board), the Board Appeal process shall be followed. The President shall not serve on the Appeal Panel. No individual may serve on the Council who has previously been the subject of an ethics complaint that resulted in a specific EC disciplinary action.

The Appeal Panel Chairperson will be selected by its members from among themselves.

6.4. Appeal Process—The AOTA Executive Director shall forward any letter of appeal to the Appeal Panel within fifteen (15) business days of receipt. Within thirty (30) days after the Appeal Panel receives the appeal, the Panel shall determine whether a hearing is warranted. If the Panel decides that a hearing is warranted, timely notice for such hearing shall be given to the parties. Participants at the hearing shall be limited to the Respondent and legal counsel (if so desired), the EC Chairperson, the Council Chairperson, the AOTA Legal Counsel, or others approved in advance by the Appeal Panel as necessary to the proceedings.

6.5. Decision

6.5.1. The Appeal Panel shall have the power to (a) affirm the decision; or (b) modify the decision; or (c) reverse or remand to the EC, but only if there were procedural errors materially prejudicial to the outcome of the proceeding or if the Council decision was against the clear weight of the evidence.

6.5.2. Within thirty (30) days after receipt of the appeal if no hearing was granted, or within thirty (30) days after receipt of the transcript if a hearing was held, the Appeal Panel shall notify the AOTA Executive Director of its decision. The AOTA Executive Director shall promptly notify the Respondent, the original Complainant, appropriate Association bodies, and any other parties deemed appropriate (e.g., SRB, NBCOT®). For Association purposes, the decision of the Appeal Panel shall be final.

7. Notifications

All notifications referred to in these *Enforcement Procedures* shall be in writing and shall be delivered by national delivery service or mail with signature and proof of date of receipt required.

8. Records and Reports At the completion of the enforcement process, the written records and reports that state the initial basis for the complaint, material evidence, and the disposition of the complaint shall be retained in the AOTA Ethics Office for a period of five (5) years.

9. Publication

Final decisions will be publicized only after any Appeal Panel process has been completed.

10. Modification

AOTA reserves the right to (a) modify the time periods, procedures, or application of these *Enforcement Procedures* for good cause consistent with fundamental fairness in a given case and (b) modify its *Code and Ethics Standards* and/or these *Enforcement Procedures*, with such modifications to be applied only prospectively.

Adopted by the Representative Assembly 2009CONov146 as Attachment A of the Standard Operating Procedures (SOP) of the Ethics Commission.

Reviewed by BPPC 1/04, 1/05, 9/06, 1/07, 9/09

Adopted by RA 4/96, 5/04, 5/05, 11/06, 4/07, 11/09

Revised by SEC 4/98, 4/00, 1/02, 1/04, 12/04, 9/06

Revised by EC 12/06, 2/07, 8/09

Note. The Commission on Standards and Ethics (SEC) changed to Ethics Commission (EC) in September 2005 as per Association Bylaws.

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