

USI OTA

Level I & II

Fieldwork Manual



*University of Southern Indiana
OTA Program*

The Purpose and Value of Occupational Therapy Fieldwork Education

The purpose of fieldwork education is to provide occupational therapy and occupational therapy assistant students with the opportunity to apply the knowledge learned in the classroom to practice in the clinical &/or community setting. Fieldwork experiences are designed to enrich the coursework through observation and participation in the occupational therapy process. This serves to integrate academic knowledge with practical knowledge, as they focus on the application of knowledge and skills. The goal of fieldwork education is to develop competent, entry-level generalist occupational therapists & occupational therapy assistants.

Fieldwork provides students with an in-depth experience in the provision of occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation. Throughout the fieldwork experience, students are expected to increase these skills at progressively higher levels of performance and responsibility. The academic setting emphasizes the acquisition of knowledge as well as the cognitive and affective growth of the student.

The development of professional behavior begins in the classroom setting, with the goal of demonstrating professionalism in the practice setting. The fieldwork site emphasizes practicing and applying knowledge through supervised intervention and professional role modeling with clients, their families, significant others, and other health care professionals. The fieldwork experience is designed to promote best practice. Students are expected to demonstrate the values and beliefs of our profession that guide ethical practice.

Occupational therapy education integrates the curricular strands (professional integrity, social justice, experiential learning, partnership and collaboration, and health) professional integrity, philosophical and theoretical knowledge, values, beliefs, ethics, and skills for broad application to practice, with the aim of improving the participation and quality of life for individuals with and without impairments and limitations. Fieldwork education prepares students to become competent, entry-level generalists who can function and thrive in a rapidly changing and dynamic health and human service delivery system.

Vision

The vision of the USI OTA Program, guided by the University of Southern Indiana and the College of Nursing and Health Professions is to:

“Empower students with the knowledge, skills, and empathetic understanding essential for excellence in diverse occupational therapy settings, fostering innovation in client-centered care, and making a meaningful impact on individuals and communities through transformative therapeutic practices.”

The University of Southern Indiana, the Occupational Therapy Assistant Program promotes academic and professional excellence by preparing students to become credentialed occupational therapy practitioners at the entry level. At the time of their graduation the student will have acquired an education founded in liberal arts and sciences and has been exposed to a variety of service models and systems that are commonly used in the current occupational therapy service delivery. The student will have an understanding of the importance of diversity in the delivery of interventions to assigned populations. The student will be articulate in adherence to ethical standards, values and attitudes of occupational therapy practice. The student will verbalize and demonstrate an understanding of the roles and responsibilities of occupational therapists as they relate to occupational therapy assistants. The student will value the role of a lifelong learner and the importance of remaining current in the practice of occupational therapy. Faculty demonstrate leadership in occupational therapy education, scholarship, and service by sharing their expertise through innovative teaching strategies, presentations, publications, creative works, service provision, collaboration, consultation, and political action to enrich the occupational therapy profession. The faculty of the University of Southern Indiana abides by the current code of ethics of the profession of occupational therapy.

Mission Statements for the Occupational Therapy Assistant Program

The mission of the USI OTA Program, guided by the University of Southern Indiana and the College of Nursing and Health Professions is to:

“The Occupational Therapy Assistant Program at the University of Southern Indiana is dedicated to providing exceptional education within an engaged learning community. We prepare our students to be compassionate and skilled professionals who can navigate and contribute to diverse and dynamic healthcare environments. By fostering critical thinking, cultural competence, and a commitment to lifelong learning, we empower our graduates to lead and make meaningful, positive contributions to their communities and the global society.”

The mission of the USI OTA program will be fulfilled by meeting the following objectives:

- I. Provide knowledge and skills necessary for an entry-level occupational therapy assistant generalist
- II. Through a variety of learning activities provide educational experiences necessary to meet societal needs for service provision.
- III. Promote the education of culturally competent practitioners
- IV. Promote professional development in occupational therapy assistant faculty and occupational therapy practitioners that leads to the value of lifelong learning
- V. Promote excellence in occupational therapy education, scholarship, and service through leadership, collaboration, consultation, and partnerships with service providers.
- VI. Provide support to the community through advocacy for the profession and client population, service activities, organizational involvement, and political action.

Institute a caring environment in which occupational therapy assistant students, faculty, and community service providers work together to optimize their personal and professional development.

Fieldwork Policies

Fieldwork Experiences

Fieldwork experiences are scheduled fieldwork internships during which time students have the opportunity to observe and apply knowledge of occupational therapy. Occupational therapy assistant students shall complete the two traditional fieldwork levels (Level I and Level II). All fieldwork experiences are completed under the supervision of a fieldwork educator. In all fieldwork experiences, student appearance, attire, and conduct must be appropriate to comply with the high standards of the profession, the USI OTA program, and also with the requirements of the fieldwork facility. In addition, fieldwork students must comply with the following.

- 1.) Students must report to their fieldwork educators in the assigned fieldwork site in accordance with the policy of the agency.
- 2.) All information related to persons receiving services is confidential. Confidential information WILL NOT be discussed or *in any way* shared after leaving the fieldwork site or classroom.
- 3.) For the purposes of confidentiality, the client's name must not be placed on information related to fieldwork assignments. A single initial or fictitious name (Mr. X) may be used when referring to a person who is receiving services in any written assignment.
- 4.) Students shall abide by all policies and procedures of the facility to which they are assigned for fieldwork. At all times, students must remember they are ambassadors of the Occupational Therapy Assistant Program at the University of Southern Indiana.

Level I Fieldwork

Called "practicum" experiences in the Occupational Therapy Assistant Program at the University of Southern Indiana, Level I fieldwork experiences are part of practicum seminars. Level I practicum experiences are designed to enrich the didactic coursework through directed participation in selected aspects of the occupational therapy process. For Level I fieldwork, fieldwork educators **MAY** be certified occupational therapy assistants, occupational therapists (without a minimum duration of practice time), or other health care practitioners. Please note that for Level I practicum experiences, fieldwork educators are **NOT** required to be occupational therapy practitioners.

Students are responsible for their copies of Level I fieldwork practicum forms. Students must purchase the required CastleBranch packages from Castle Branch.com. Students are responsible for updating requirements using Castle Branch and providing health record copies as required by any Level I fieldwork site.

Level I fieldwork shall not be substituted for any part of Level II fieldwork.

Level I A Practicum and Level I B Practicum

Level I A Practicum and Level I B Practicum are both 40-clock hour experiences that are to be completed as part of OTA 297: Practicum Seminar A and OTA 298: Practicum Seminar B. For these experiences, the fieldwork coordinator places each student in a site and notifies the student of the placement. The student will then contact the site to obtain specific directions, including arrival and departure time, dress code, etc. Students are responsible for completion of all required documents for this clinical experience (student evaluation of the site, timesheet, and all written assignments).

The fieldwork educator at the site is responsible for completing the evaluation of the student. The evaluation of the student cannot be completed until all written assignments are submitted to the fieldwork educator. The fieldwork educator will write comments, suggestions, corrections, criticism, etc. on assignments. The original assignments (with the fieldwork educator's feedback) must be submitted to the fieldwork coordinator at the same time as the evaluation of the student, student evaluation of the fieldwork site, and timesheet. Students may rewrite assignments and submit the revisions; however, the original assignments with the fieldwork educator's comments must be turned into the fieldwork coordinator. The student will not have completed the fieldwork practicum until all paperwork has been submitted to and processed by the fieldwork coordinator.

Level I A & B Learning Objectives

1. To demonstrate the ability to work appropriately with persons of various cultural, socioeconomic, and religious backgrounds.
2. To demonstrate an understanding of patient/client confidentiality by adhering to the institution policy and procedures.
3. To demonstrate, after an orientation to safety and treatment precautions, during each treatment session:
 - a. Adherence to emergency and infection control procedures.
 - b. Adherence to medical precautions as indicated, by patient's or client's diagnosis and physician referral.
 - c. Verification with student supervisor of any questions regarding safety and treatment precautions prior to treatment.
4. To demonstrate the ability to establish and maintain a therapeutic relationship during treatment which may include:
 - a. Use of praise and other reinforcers appropriately.
 - b. Ability to intervene at signs of fatigue or frustration.
 - c. Ability to set limits on undesirable behavior.

- d. Ability to modify treatment and/or environment according to patient/client response.
 - e. Ability to explain treatment procedures to patient/client and elicit collaboration.
5. To demonstrate the ability to recognize strengths and areas in need of further growth in discussions with student supervisor.
6. To demonstrate the ability to communicate effectively (both listening and verbal skills) with persons who are receiving occupational therapy services and other team members.
7. To begin to develop documentation skills by writing patient/client notes in the format of the facility under close supervision.
8. To demonstrate the ability to organize daily schedule and adjust pace by completing assignments within time frame provided.
9. To identify strengths and weaknesses in occupational performance factors (area, abilities, and contexts) for at least one person who is receiving occupational therapy services (if applicable).
10. To survey the psychosocial component of occupational performance in any setting with patients and clients as well with caregivers.
11. To view people in any setting in terms of their psychological abilities (values, interests, initiation and termination of a physical or mental activity, and self-concept) their social skills (role assumption, social conduct, interpersonal skills, and self-expression,) and their self-management abilities (coping skills, time management, and self-control).
12. To examine the interplay of psychosocial component in people with other occupational performance components (sensorimotor and cognitive) and with the occupational performance areas (activities of daily living work, and play/leisure) related across the lifespan and performance contexts.

Level II Fieldwork

In the Occupational Therapy Assistant Program at the University of Southern Indiana, Level II fieldwork is called *internship* (designated as OTA 397: Technical Fieldwork A, OTA 398: Technical Fieldwork B) and termed *affiliation* in many other occupational therapy assistant programs. Level II fieldwork is designed to provide in-depth experiences in delivering occupational therapy services and to develop and expand a repertoire of occupational therapy practice. For Level II fieldwork, fieldwork educators MUST be certified occupational therapy assistants or occupational therapists who have practiced a minimum of one year. To pass each of the Level II fieldwork experiences (IIA & IIB), the occupational therapy assistant fieldwork student must

demonstrate the ability practice as an entry-level occupational therapy assistant (in that setting) by the end of the fieldwork internship.

OTA LEARNING OBJECTIVES: LEVEL II FIELDWORK

1. In collaboration with and under direct supervision of the OT and/or OTA, the student will accurately gather data on a client's occupational performance to contribute to the evaluation or screening process. This includes reporting results in clear and accurate fashion.
2. Student will effectively interact and communicate with clients, families and significant others to through therapeutic use of self to motivate clients build rapport and facilitate the accomplishment of established goals.
3. Student will assist in establishing client-centered goals, which reflect occupation-based outcomes. Student will demonstrate ability to communicate effectively verbally and in written form, a client's goals and status toward goals in an accurate, complete and timely fashion. Written reports will be legible, use proper spelling, punctuation and grammar.
4. Student will administer and assist OT with interpretation of assessments. Administer assigned assessment procedures (under the supervision of an occupational therapist) according to standardized protocol or recommended techniques and demonstrate service competence in these assessment methods.
5. In collaboration with the OT/ OTA, the client, family and significant others, the student will plan and implement goal-oriented treatment programs that address the person, occupational, and contextual issues presented by *the* client. Treatment programs will be applicable, practical, and timely.
6. Student will be familiar with and utilize treatment/intervention approaches that are client centered and occupation based. Student will select and sequence relevant interventions that promote engagement in occupations and demonstrate functional knowledge of the various frames of reference in Occupational Therapy practice.
7. The student will successfully grade activities to motivate and challenge clients as well as facilitate progress toward goals. The student will modify the interventions and plan in consideration of the client's status and in collaboration with the OT. Modifications may include updates, changes or termination of therapy interventions.
8. Student will assume full client caseload, as defined by fieldwork site, by end of experience. Student will develop entry-level competencies for the Level II fieldwork by the end of the experience (*entry level competence is defined as achieving the minimal passing score or above on the AOTA Level II Fieldwork Performance Evaluation*)
9. Student will clearly communicate the values and beliefs of the occupational therapy

profession including the therapeutic use of occupations. Student will articulate the differences in the roles of the OTA and OT to clients, families, significant others and service providers.

10. Student will follow all policies and procedures of fieldwork site as well as student policies for the University of Southern Indiana Occupational Therapy Assistant Program.
11. Student will take initiative to explore new learning opportunities and for obtaining professional competence by taking advantage of all planned activities.
12. Student will actively participate in the supervisory process. This includes but is not limited to communicating with supervisor on treatment progress, identifying/reporting need for program changes, adapting performance based on supervisory feedback, and seeking guidance when necessary.
13. Student will utilize resources available to them when planning the performing assigned duties. These resources include resources that are evidence-based research articles and experienced personnel at the fieldwork site, reference material, experts outside of those available at the fieldwork site.
14. Student will consistently demonstrate professional behaviors including, but not limited to punctuality; organization of self, surroundings and time; initiative; recognition of professional and personal boundaries; collegiality; respect for diversity of clients, families, and staff.
15. Demonstrate sound judgment by planning for safety of clients, self and others and independently take steps to prevent accidents
16. Student adheres consistently to the AOTA Code of Ethics. Student demonstrates respect for each client's rights to confidentiality, privacy, and choice. Student handles personal or professional problems so they do not interfere with the performance of duties. Student demonstrates interpersonal skills; which include empathy, sensitivity to diversity factors, tact and flexibility.
17. Student demonstrates respect for diversity factors of others including but not limited to psychosocial, socio-cultural, socioeconomic, spiritual, and lifestyle choices: Demonstrates awareness of own background and sensitivity to worldviews of others (clients, family, colleagues), Refrains from imposing own beliefs & values on others, Maintains clients' dignity, Gathers information about clients' cultural values &/or spiritual beliefs, Incorporates clients' values & beliefs into therapeutic interactions & interventions, Considers client's socioeconomic & community resources & lifestyle when, designing intervention plans & discharge planning, & Demonstrates tolerance for differences in others & willingness to work w/ all clients.

Level II Technical Fieldwork Assignments

To ensure fairness and work with students needs a variety of options may be utilized for selection and placement of Level II fieldwork. Level II fieldwork sites should reflect a range of treatment settings, for example, pediatric to geriatric or acute to chronic. Generally, a partial or complete lottery method of assigning OTA students to Level II fieldwork sites is utilized. Another method of

assignment may be done by matching student requests for location and types of experiences with the most appropriate sites available by the OTA Fieldwork Coordinator. Regardless of how assignments are made, at times special considerations may occur. Three examples include (a) pre-approval for lottery, (b) academic fieldwork coordinator veto, and (c) Administrative Placement.

Pre-approval for Lottery

Recently, some fieldwork educators have requested that students have pre-approval to enter the lottery for their specific sites. In some cases, a facility requests a group interview of interested students. Following a facility interview, the fieldwork educator works with the academic fieldwork coordinator to determine which students will be granted pre-approval to enter the lottery for that specific site. In other cases, a facility requests faculty to select an appropriate student. To select an appropriate student for a particular site, faculty may request interested students to complete a group interview, individual interview, or written essay. During the lottery, only pre-approved students may select a site that requests pre-approval.

Academic Fieldwork Coordinator Veto

The academic fieldwork coordinator shall have the power to veto a facility selection if they determine the site is not appropriate, for any reason, for the student who made the selection during the lottery. Prior to lottery, the academic fieldwork coordinator may choose to meet privately with students in order to veto one or more facilities.

Administrative Placement

The academic fieldwork coordinator reserves the option of removing students and/or sites from the lottery. In most cases students will be notified prior to the lottery that they will not participate. At times the academic fieldwork coordinator may have to remove a student during the lottery to make an academic placement. For example, a student holding the number 1 selection in the first lottery selects a mental health internship for her first internship will removed from the second lottery if the only site available to her (since she will be last to choose) is a mental health site. Administrative Placement consists of a student-site match proposed by the academic fieldwork coordinator and approved by other faculty members.

Level IIA: Technical Fieldwork A

(OTA 397: Technical Fieldwork A) consists of a minimum of **8 full-time work weeks with a total of at least 280 hours**. The USI Occupational Therapy Assistant program defines a full-time workweek as a *minimum* of 35 supervised hours in fieldwork (completed at the fieldwork facility) per week. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site. When the student has completed all necessary requirements for beginning fieldwork, he or she will receive a packet with the following paperwork (&/or digital access to the following paperwork):

- **USI OTA Level II Fieldwork Manual**
- **USI OTA Level II Student Responsibilities Form**

- **USI OTA Level II Fieldwork Learning Objectives** (*general*)
- **AOTA Fieldwork Performance Evaluation (FWPE)** for the OTA Student (ONLINE)
- **Student Evaluation of the Fieldwork Experience** for the OTA Student (ONLINE)
- **Student Evaluation of the Fieldwork Educator** for the OTA Student (ONLINE)
- **AOTA HIPAA Guidelines for Fieldwork**
- **Time Sheet**
- **Assignment Calendar**
- **Site Specific Objectives Template** (*for the purposes of facilitating collaboration between Fieldwork Educator, Academic Fieldwork Coordinator & Fieldwork Student on the development of objectives specific to that fieldwork site.*)
- **Return (self-addressed) envelope** (*for the purposes of the Fieldwork Educator mailing the SEFWE, Timesheet, Site Specific Objectives & any other required paperwork in to the USI OTA Academic Fieldwork Coordinator at the completion of the OTA student's Fieldwork Internship.*)
- **USI Certificate of Liability Insurance** is also available upon facilities request.

Attendance:

All attendance policies of the Occupational Therapy Assistant Program pertain to students enrolled in the course, OTA 397: Technical Fieldwork A. Within the Level II fieldwork experience, **students must make up any duration of time missed beyond (1) one day (this includes holidays and/or sick days)**. An exception to this attendance policy is if the University of Southern Indiana designates a day that students must *not* attend fieldwork experiences (***ex: Assessment Day***). If it is necessary for a student to miss a day during the fieldwork rotation *due to an illness or emergency*, the student should contact *both* his or her assigned Fieldwork Educator and the USI OTA Academic Fieldwork Coordinator (*in that order*) to alert them to the student's absence on that day. This contact should be made before the student's scheduled time to arrive at the fieldwork site that day. Students are **NOT** permitted to take vacation during Level II fieldwork; taking a vacation during Level II fieldwork will result in a No Pass rating for the course, OTA 397: Technical Fieldwork A.

Fieldwork in Relation to Curriculum Design:

OTA 397 Technical Fieldwork A (3 hours): While working with persons having various levels of psychosocial, sensorimotor, and cognitive performance components, students have opportunities for synthesis, the integration and application of knowledge gained throughout their educational experiences which include general education/liberal arts courses as well as the sequence of occupational therapy coursework. Students will examine the interplay among occupational performance areas, components, and contexts; develop and expand a repertoire of occupational therapy treatment interventions; and employ clinical reasoning and reflective practice skills. Fieldwork A, a Level II internship of at least 8 fulltime work weeks in duration, must vary from Fieldwork B to reflect a difference in ages across the lifespan of persons requiring occupational therapy services, in the setting with regard to chronicity (long term versus short term), and in facility type (institutional versus community based). *Level I fieldwork shall not be substituted for any part of Level II fieldwork.* **Prerequisites:** OTA 298, OTA 344, OTA 372.

Progression through the Fieldwork Experiences:

The OTA student who has to enroll in OTA 397: Technical Fieldwork A a second time because of a No Pass rating earned the first time may be required to wait for an additional Level II fieldwork placement because this student is now out of original class sequence. A student who repeats this course will undergo Administrative Placement for the next Level II fieldwork site. This student is neither eligible to assist in establishing a new fieldwork site for this experience or any subsequent Level II experiences nor eligible for a fieldwork site that is new to the Occupational Therapy Assistant Program. For additional information, see the Occupational Therapy Assistant Program Policies section of the Occupational Therapy Assistant Program Student Handbook for the effects of receiving one or more No Pass ratings for OTA 397: Technical Fieldwork A.

Level IIB: Technical Fieldwork B

(OTA 398: Technical Fieldwork B) consists of a minimum of **8 full-time work weeks with a total of at least 280 hours**. The USI Occupational Therapy Assistant program defines a full-time workweek as a *minimum* of 35 supervised hours in fieldwork (completed at the fieldwork facility) per week. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site. When the student has completed all necessary requirements for beginning fieldwork, he or she will receive a packet with the following paperwork (&/or digital access to the following paperwork):

- **USI OTA Level II Fieldwork Manual**
- **USI OTA Level II Student Responsibilities Form**
- **USI OTA Level II Fieldwork Learning Objectives** (*general*)
- **AOTA Fieldwork Performance Evaluation (FWPE)** for the OTA Student (ONLINE)
- **Student Evaluation of the Fieldwork Experience** for the OTA Student (ONLINE)
- **Student Evaluation of the Fieldwork Educator** for the OTA Student (ONLINE)
- **AOTA HIPAA Guidelines for Fieldwork**
- **Time Sheet**
- **Assignment Calendar**
- **Site Specific Objectives Template** (*for the purposes of facilitating collaboration between Fieldwork Educator, Academic Fieldwork Coordinator & Fieldwork Student on the development of objectives specific to that fieldwork site.*)
- **Return (self-addressed) envelope** (*for the purposes of the Fieldwork Educator mailing the SEFWE, Timesheet, Site Specific Objectives & any other required paperwork in to the USI OTA Academic Fieldwork Coordinator at the completion of the OTA student's Fieldwork Internship.*)
- **USI Certificate of Liability Insurance** is also available upon facilities request.

Attendance:

All attendance policies of the Occupational Therapy Assistant Program pertain to students enrolled in the course, OTA 398: Technical Fieldwork B. Within the Level II fieldwork experience, **students must make up any duration of time missed beyond (1) one day (this includes holidays and/or sick days)**. If it is necessary for a student to miss a day during the fieldwork rotation *due to an illness or emergency*, the student should contact *both* his or her assigned

Fieldwork Educator and the USI OTA Academic Fieldwork Coordinator (*in that order*) to alert them to the student's absence on that day. This contact should be made before the student's scheduled time to arrive at the fieldwork site that day. Students are **NOT** permitted to take vacation during Level II fieldwork; taking a vacation during Level II fieldwork will result in a No Pass rating for the course, OTA 398: Technical Fieldwork B.

Fieldwork in Relation to Curriculum Design:

OTA 398 Technical Fieldwork B (3 hours): While working with persons having various levels of psychosocial, sensorimotor, and cognitive performance components, students have opportunities for synthesis, the integration and application of knowledge gained throughout their educational experiences which include general education/liberal arts courses as well as the sequence of occupational therapy assistant coursework. Students will examine the interplay among occupational performance areas, components, and contexts, develop and expand a repertoire of occupational therapy treatment interventions, and employ clinical reasoning and reflective practice skills. Fieldwork B, a Level II internship of at least 8 fulltime work weeks in duration, must vary from Fieldwork A to reflect a difference in ages across the lifespan of persons requiring occupational therapy services, in the setting with regard to chronicity (long term versus short term), and in facility type (institutional versus community based). *Level I fieldwork shall not be substituted for any part of Level II fieldwork.* **Pre-requisites:** OTA 397.

Progression through the Fieldwork Experiences:

The student who has to enroll in OTA 398: Technical Fieldwork B a second time because of a No Pass rating earned the first time may be required to wait for an additional Level II fieldwork placement because this student is now out of original class sequence. A student who repeats this course will undergo Administrative Placement for the next Level II fieldwork site. This student is neither eligible to assist in establishing a new fieldwork site for this experience or any subsequent Level II experiences nor eligible for a fieldwork site that is new to the Occupational Therapy Assistant Program. For additional information, see the Occupational Therapy Assistant Program Policies section of the *Occupational Therapy Assistant Program Student Handbook* for the effects of receiving one or more No Pass ratings for OTA 398: Technical Fieldwork B.

Enrollment in Academic Coursework During Level II Fieldwork Experiences:

Although each Level II fieldwork internship is an intense experience requiring the student to spend long hours at the fieldwork site and often extra time after the fieldwork day is over, preparing for the next day, some students enroll in academic courses in addition to the Level II fieldwork course. The student who wishes to enroll in courses (other than OTA 351: Independent Study) in addition to OTA 397: Technical Fieldwork A or OTA 398: Technical Fieldwork B must successfully complete the following process:

- 1.) Submit to the OTA Program Chair &/or the OTA Academic Fieldwork Coordinator a written plan of action titled *Balancing Level II Fieldwork with Additional Academic Courses* with the headings:

- a.) Courses - Provide a listing of courses for the entire College term (semester or summer sessions). Be sure to list for each course: discipline, number, course name, credit hour, and university.
- b.) Strategies for Success - Describe the proposed strategies to be successful in both Level II fieldwork and additional course(s).
- c.) Contingency Plan - Discuss what will happen if the proposed strategies to be successful in both Level II fieldwork and additional course(s) fail.

- 2.) Schedule a meeting with the OTA Program Chair &/or the OTA Academic Fieldwork Coordinator to discuss the written plan of action.
- 3.) Sign the written plan of action that has been accepted and signed by the OTA Program Chair &/or the OTA Academic Fieldwork Coordinator.
- 4.) The signed written plan of action will be reviewed by the OTA Program Chair &/or the OTA Academic Fieldwork Coordinator as necessary with the student (and retained in the student's files until the student graduates from the program).

Fieldwork Locations:

Final acceptance into the Occupational Therapy Assistant Program was based on the student's willingness to:

- (a) participate in the lottery system for the selection of Level II fieldwork experience sites and (b) leave the Evansville area, if necessary, for one (or both of) the 8-week Level II fieldwork experiences. The final decision for each fieldwork experience is at the discretion of the Academic Fieldwork Coordinator.
- (b) To this date, the USI OTA program does not offer any Level II fieldwork to occur outside of the United States. In the event that a student desires an international fieldwork placement the AFWC will ensure that the placement is supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork.

Transportation:

Students are required to provide their own transportation to and from any agency or institution included in curriculum requirements.

Housing:

Fieldwork experiences (Level I practicum and Level II internships) are integral aspects of the educational program of the Occupational Therapy Assistant Program at the University of Southern Indiana. Students must make their own arrangements for and finance their housing needs. The financial assistance budget for occupational therapy assistant majors has been adjusted to provide the additional funds required for fieldwork requirements.

Relation of Fieldwork Completion Timeline to Didactic Work:

For full compliance with *ACOTE* standards, all students in the Occupational Therapy Assistant Program at the University of Southern Indiana shall complete all fieldwork internships within an 18 month period following completion of academic didactic preparation.

Supervision of OTA Student During Level II Fieldwork:

According to the [AOTA Practice Advisory: Services Provided by Students in Fieldwork Level II Settings](#): Supervision should provide protection of consumers and opportunities for appropriate role modeling of occupational therapy practice. Initially, supervision should be direct and then decrease to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student. For Information from AOTA regarding supervision of OTA students during a Level II fieldwork rotation, click this link:

[Practice Advisory: Services Provided by Students in Fieldwork Level II Settings](#)

Exposure, Injury or Illness During Fieldwork Experiences:

It is USI CNHP policy that all exposure, injury &/or illness incidents occurring during a fieldwork experience be reported for the purpose of generating and maintaining a record of such incidents. It is the involved OTA fieldwork student's responsibility to report the exposure, injury &/or illness incident to the appropriate person(s) at both the University & College (outlined in the USI CNHP Infection Control Policy) and also to the person(s) designated to accept these type of incident reports at the facility where the incident took place within the required time frame for both entities. It is also the involved OTA student's responsibility to complete (&/or participate in the completion of) any required forms to be filled out for the specific type of incident that took place (exposure, injury or illness). The appropriate forms can be found in the [College of Nursing and Health Professions Infection Control Policy](#)

If the OTA student refuses to seek the recommended medical course of action (*such as in the case of an exposure incident*), the "Acknowledgement of Refusal to Seek Management of Exposure Incident" report form must be filled out and signed by the involved student. The instructions for completing each of these forms and the forms themselves can be found and accessed in the most current version of the USI CNHP Handbook. The information collected by the USI CNHP in these reports is considered confidential and is retained only for the period of time a student is enrolled in the Occupational Therapy Assistant program.

Please feel free to contact the USI OTA Academic Fieldwork Coordinator with any questions or concerns at any point throughout the year and especially when you are hosting a Level I or Level II OTA Fieldwork student. If you have a concern about a student's performance in fieldwork, a good guiding rule from the *AOTA FWPE for the Occupational Therapy Assistant Student* states that the **Fieldwork Educator must contact the Academic Fieldwork Coordinator when either of the following takes place:**

- 1.) **A student exhibits unsatisfactory behavior in a substantial number of tasks**

2.) A student's potential for achieving entry-level competence by the end of the affiliation in question.

Please do not hesitate to contact the Academic Fieldwork Coordinator at any time throughout the year for questions or concerns regarding fieldwork.

USI OTA Academic Fieldwork Coordinator Contact Info:

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