

CLO 1	Assist the occupational therapist in data collection, perform standardized/non-standardized assessments according to directions and accurately report all results to the occupational therapist	12 – 18, 45, 46, 48, 49	na	1-8	CT1	C1	R4	Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student
CLO 2	Assist the occupational therapist and client plan relevant intervention specific to the needs of the client or the client group based on best practice including evidence based medicine	6, 7, 9, 22, 23, 24, 26, 27, 29, 30, 31, 33, 34, 41, 43, 45, 46	na	1-8			R2	Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student
CLO 3	Safely implement the intervention plan as approved by the occupational therapist and agreed upon by the client and continuously maintain a professional therapeutic relationship with the client during the occupational therapy process and document results	19 – 44, 56, 58, 62, 67, 68	na	1-8			R5	Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student
CLO 4	Safely modify self-performance, context, and intervention technique or task according to the client's needs or condition and report to the occupational therapist and document results.	. 6, 7, 19 – 43, 56, 58, 62, 67, 68	na	1-8			R2	Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student
CLO 5	Collaborate with the occupational therapist and client to formulate a successful transition of service and ensure the client and/or significant other has the ability to perform activities throughout the occupational therapy process and document results	8, 10, 41, 42	na	1-8			R5	Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student
CLO 6	Complete all duties in an ethical, legal, safe, and professional manner.	1-69	na	1-8				Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student
CLO 7	Demonstrate the importance of professional development and support professional organizations.	1 – 5, 54	na	1-8				Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student
CLO 8	Student pass rate for the national certification examination will be at 80% for first time and second time takers	1-69	na	1-8	X			Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student

Unit Outcomes/ Competencies/Objectives

Individual Student Objectives

The student should, at the end of OCCU 2524 Fieldwork Level II B, at the competency level of an entry-level practitioner:

Fundamentals of Practice

Ethics.

1. Consistently demonstrates an appropriate attitude toward professional standards, institutional standards, departmental standards and personal standards involving grooming and dress, bearing and manner, professional ethics and etiquette.
2. Student will consistently adhere to and follow policies and procedures established by the facility in which the fieldwork takes place.
3. Students will know occupational therapy Code of Ethics and professional standards and consistently comply with all aspects of these standards.
4. Student will consistently be able to adjust priorities according to the facility and comply with institutions' policies and procedures.
5. Student will advocate, as needed, for client to receive occupational therapy services and other services as needed.

Safety.

6. Student will consistently use techniques and modalities correctly, utilizing opportunities to learn additional techniques and observe safety precautions and contraindications for activities.
7. Student will consistently demonstrate safety with all personnel when performing all intervention and non-intervention activities.

Basic Tenets of Occupational Therapy

Occupational Therapy Philosophy.

8. Consistently communicate accurately and appropriately to all interested parties: purposes of occupational based assessment and intervention, assessment and intervention rationale, and assessment and intervention procedures.
9. Student will consistently select intervention activities that demonstrate an awareness of Occupational Therapy Practice Framework: Domain and Process.
10. Student will consistently state to supervisor, and all applicable parties, the role and responsibilities of the occupational therapy assistant within current practice setting regarding all aspects of the occupational therapy process.
11. Student will consistently demonstrate an understanding of the importance and use of evidence based practice during intervention.

Evaluation/Screening

12. Student will accurately collect and report relevant Occupational Profile information, under the supervision and in cooperation with the supervising occupational therapist.
13. Consistently demonstrate proficiency in evaluation and intervention procedures, within the role of the occupational therapy assistant, as assigned.
14. Student will consistently administer, any assigned, evaluations appropriately, by gathering relevant background information, required information, required materials, familiarize self and client with testing procedures and precautions, and follow correct procedures during testing, as assigned by the occupational therapist.
15. Student will accurately assist with interpretation and utilization evaluation data to assess client needs and abilities to formulate realistic long and short term goals.
16. Consistently reports orally and in written form on results of assessments and evaluations, client behavior and client progress.
17. Any evaluation client data will be recorded and reported correctly by compiling forms accurately, writing timely and acceptable notes using facility format, and by reporting orally in a clear and concise manner to the occupational therapist.
18. Student will consistently identify and document client-centered and occupation based goals, in collaboration with the occupational therapist, for all assigned client.

Intervention

19. Student will consistently be able to organize and carry out intervention programs; coordinating individual client schedules with other intervention schedules.
20. Student will consistently assemble data in an organized fashion according to facility format.
21. Student will consistently develop and present occupational based intervention plans including input from client, family and significant others.
22. Student will consistently establish intervention priorities, within client identified contexts, which fulfill goals, and organize activities into a regularly scheduled intervention program.
23. Student will consistently write acceptable intervention plans in accordance with facility format.
24. Student will consistently develop an intervention plan for daily intervention sessions.
25. Student will consistently arrange equipment and tools prior to intervention sessions.
26. Student will consistently be able to identify logical sequences of intervention activities, and adapt intervention activities to obtain desired goals.
27. Student consistently will, select appropriate occupational based activities, for the desired outcome, which fulfill goals, and organize activities into a regularly scheduled intervention program.

28. Instruct; to present processes and activities in logical sequence at an appropriate level for the client, family, significant other, in accordance with a client-centered identified intervention plan.
29. Occupation-based intervention consistently provided, in collaboration with client, family, significant other, and service provider, as appropriate, based on client identified intervention outcomes.
30. Student will consistently analyze situations, grasp essentials, reach sound conclusions and plan necessary steps in accordance with priorities.
31. Student will consistently be able to identify, organize and utilize a variety of alternative solutions to difficulties encountered in the intervention process.
32. Student will consistently be able to appropriately grade and adapt therapeutic interventions to provide Best and Client-centered Practice.
33. Student will be able to identify interventions based on an accurate analysis of activities.
34. Student will be able to analyze and segregate the elements involved in occupational therapy processes and activities.
35. Consistently utilize person assets: available resources and facilities alone or under supervision as directed.
36. Student will consistently be able to establish and maintain therapeutic relationships.
37. Student will consistently be able to vary approach in response to client's needs and background.
38. Student will consistently provide adequate explanation and instruction to client, family and significant others.
39. Student will consistently support and reinforce desired client behaviors.
40. Student will consistently assure the comfort and safety of each client.
41. Student will consistently review client's programs, status and responses at period intervals; continue to adjust or modify intervention programs based on review findings; prepare the client, family, and significant others for intervention program change or termination of intervention in an informative and supportive manner.
42. Effectively refer to and utilize appropriate community resources during discharge planning.
43. Student will consistently, in collaboration with the occupational therapist, modify and refine intervention plans, as needed, based on response and input by client, family and significant others.

Communication

44. Consistently communicate, verbally and nonverbally accurately and appropriately, to all appropriate parties, purposes and rationale throughout the occupational therapy process.
45. Consistently report orally on results, at regular intervals, throughout the occupational therapy process, client behavior and progress.
46. Consistently report orally on any client data obtained throughout the occupational therapy process.
47. Consistently adhere to confidentiality policies regarding verbal and nonverbal communication.
48. Consistently report in written form on results, at regular intervals, throughout the occupational therapy process, client behavior and progress.
49. Consistently report in written form on any client data obtained throughout the occupational therapy process.
50. Consistently follow facilities' policies regarding written communication.
51. Consistently adhere to confidentiality policies regarding written communication.

Professional Behaviors

52. Consistently understand total quality management process.
53. Student will consistently develop an awareness of total quality management standards and participate in the process as the beginning level, as requested.
54. Consistently demonstrate an understanding for and support local, state, and national association activities.
55. Student will consistently participate in the supervisory process, identify issues and concerns, and bring them to the supervisory session and being open and responsive to feedback provided.
56. Student will modify own behavior in response to supervisory feedback as agreed upon in the supervisory session or when clinical instruction is given.
57. Consistently demonstrate readiness and dependability in organizing and discharging all assigned duties in relation to client welfare and departmental administration.
58. Student will assume responsibility for maintaining equipment, materials, and tools in acceptable order and condition.
59. Student will take responsibility for ordering supplies as indicated or as needed.
60. Student will consistently appraise situations realistically and objectively and to maintain a healthy attitude and balance in reacting to situations, and effectively establish priorities.
61. Student will demonstrate an understanding of the implication of intervention costs, budgetary constraints and financial reimbursement of occupational therapy services.
62. Student will consistently demonstrate professional behavior and maintain effective professional relationships by demonstrating: dependability, professional presentation, initiative, empathy, cooperation, organization, clinical reasoning, supervisory process, verbal communication, written communication, information seeking and attitude.
63. Student will appropriately assume responsibility for scheduling patients, if appropriate.
64. Student will consistently be able to manage time effectively, allowing adequate time for preparation, note writing and patient load.

- 65. Student will consistently attend Fieldwork Level II clinical course work on a daily basis and report on time for all course days.
- 66. Student will adjust priorities according to the demands of the program, department and others.
- 67. Student will consistently demonstrate respect, and will not display any bias or prejudice, when interacting with all clients, families, significant others, staff or management.
- 68. Student will be able to incorporate cultural context into all aspects of the occupational therapy process in both verbal and nonverbal interactions.
- 69. Student will have effective communication with other disciplines and participate in effective work activities with other disciplines.

Assessment Description(s)

All items assessed as part of semester Fieldwork such as course objectives, program out-comes-student outcomes, Course Outcomes, individual student outcomes are assessed via the Fieldwork Performance Evaluation For The Occupational Therapy as assessed by the fieldwork educator in conjunction with the Academic Fieldwork Coordinator.

Materials and Technological Requirements

Access to Blackboard.
 American Occupational Therapy Association membership
 Occupational Therapy Practice Framework: Domain and Process, 3rd Ed. ISBN-13: 9781569002650

Student Requirements

Note: any time an Original is required; this is the actual form that people write on. (NOT A COPY OF ANY KIND – FAX, SCANNED EMAIL, ETC.

Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student’s responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of “WE” if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

Regular Semester

- Courses which meet once a week..... 2 absences
- Courses that meet twice per week 3 absences
- Courses that meet four times per week 5 absences

Summer Session

- Courses that meet four times per week in a five week session 3 absences
- Courses which meet two evenings per week in a 10 week session 3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to

do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

Academic Honesty Policy

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty.

Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a Student Academic Misconduct Form, written report of the incident, to the appropriate dean.
- The dean will submit form to Vice President for Learning to determine disciplinary action.
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's academic appeals procedure.

Equal Opportunity-Affirmative Action Statement

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

Library Services

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

Procedures to Accommodate Students with Disabilities

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. VPSS Contact: 870.875.7262

The Early Alert System

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC). Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

Behavioral Review Team

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262
BRT@southark.edu

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