PURPOSE OF HANDBOOK: The purpose of this handbook is to provide, in one document, pertinent data, policies and procedures for students enrolled in the OTA Program. It is essential that students understand the information presented in this handbook to facilitate their progression through the OTA Program. This handbook has been designed to be used in conjunction with your community college catalog.

NOTE: Any changes in your home community college’s Rules and Regulations and policies may supersede current information in this handbook.
Missouri Health Professions Consortium (MHPC)
Occupational Therapy Assistant Student Handbook

Table of Contents

History and Overview of MHPC ................................................................. 5
Structure of MHPC .................................................................................. 6
MHPC OTA Program Organizational Chart ............................................. 7
Mission and Vision Statements ............................................................... 8
Statement of Philosophy ........................................................................ 10
Curriculum ............................................................................................. 11
Curriculum Design ................................................................................ 12
Estimated Costs ...................................................................................... 13
Course Registration ................................................................................ 16
Graduation and Certification ................................................................. 17
PROFESSIONAL DEVELOPMENT OPPORTUNITIES ....................... 18
    Student Occupational Therapy Association (SOTA) .......................... 18
    American Occupational Therapy Association (AOTA) ..................... 18
    MOTA Representative ...................................................................... 18
COMMUNICATIONS .................................................................................. 19
    Faculty and Staff ............................................................................. 19
    Faculty Office Hours ....................................................................... 19
    Department Meetings .................................................................... 19
    Advisement .................................................................................... 20
ADMISSION CRITERIA ............................................................................. 21
ACADEMIC STANDARDS ....................................................................... 22
    Academic Preparation and Performance Expectations .................... 23
    Academic Critical Demands ......................................................... 24
    Grade Scale .................................................................................. 25
    Honor Role ................................................................................... 25
    Grades Below a C ........................................................................ 25
    Academic Appeals ......................................................................... 26
    Program Dismissal ....................................................................... 27
ACADEMIC DISHONESTY ...................................................................... 27
ATTENDANCE .......................................................................................... 28
AMERICAN WITH DISABILITIES ACT .................................................. 29
Basic Life Support ................................................................. 45
Immunizations ........................................................................ 45
Confidentiality Agreement .................................................. 46
Drug Screen ......................................................................... 46
Criminal Background Checks .............................................. 46

CLIENT CONTACT AND FIELDWORK FORMS: ...................... 47
Confidentiality Agreement .................................................. 48
Confidentiality Agreement Information Resources ............... 49
Compliance Verification ...................................................... 49
Professional Data Packet: ................................................ 51

PLANNING FOR LEVEL 2 FW: .................................................... 55

APPENDIX ........................................................................ 67-77
Fieldwork Terms/Abbreviations of Medical Terms
Advisement Forms
AOTA Membership Application

SIGNATURE PAGE
Read Manual, sign and return signature page to OTA Office
Missouri Health Professions Consortium

Cooperative Colleges:
- University of Missouri, School of Health Professions, Columbia, Missouri
- Moberly Area Community College, Moberly, Missouri
- East Central College, Union, Missouri
- State Fair Community College, Sedalia, Missouri
- Three Rivers Community College, Poplar Bluff, Missouri
- North Central Missouri College, Trenton, Missouri
- Linn State Technical College, Linn, Missouri

Community colleges from across the State of Missouri along with the School of Health Professions at the University of Missouri have formed a consortium to offer new innovative Occupational Therapy Assistant (OTA) and Physical Therapist Assistant (PTA) Programs. The initial steps of this partnership have begun with the establishment of the OTA Program.

Graduates of the OTA Program will obtain an Associate of Applied Science Degree in Occupational Therapy from one of the community colleges. Each student admitted to the OTA Program will select only one “home” campus from among the three initial community colleges offering the program of study during the first training cycle, including:

- Moberly Area Community College, Columbia Campus
- State Fair Community College, Sedalia, MO
- East Central College, Union, MO

It is anticipated with the proposed OTA Program expansion campuses will be added, to include:

- Three Rivers Community College, Poplar Bluff, MO
- North Central Missouri College, Trenton, MO
- Linn State Technical College, Jefferson City Campus
MHPC Organizational Structure

1. **Governing Board** -- The Consortium will be managed under the authority of a Governing Board comprised of the presidents from each member community college and the Dean of the School of Health Professions at the University of Missouri in Columbia.

2. **Home Campus** - Each student admitted to a Consortium program will select one “home” campus from among the member community colleges offering the program of study. The admitted student is expected to enroll and pay tuition and fees directly to the “home” campus. When professional coursework is delivered face-to-face or in a group instructional television mode, the admitted student is also expected to physically attend coursework delivered at the “home” campus. Admitted students may be required to travel to other approved site(s) to attend assigned practice laboratory and clinical training. Once a student completes all program requirements, the “home” campus shall grant and confer the student’s certificate/degree, and these outcomes shall be counted and reported in accountability measures such as graduation rates, retention rates, and other institutional assessments.

3. **School of Health Professions at the University of Missouri in Columbia (UMC)** - The role of the University of Missouri in Columbia is limited to providing Consortium infrastructure to include Consortium activities and functions as: staffing, teaching and curricular expertise, educational technology for networked delivery, fiscal/operational agency, and maintenance of files. When appropriate, the School of Health Professions will advocate and facilitate student progression to advanced degree programs offered by the University of Missouri. **In no case will the University of Missouri in Columbia ever request authority to offer or award any associate degrees.**
Mission and Vision

The mission of the Missouri Health Professions Consortium (MHPC) Occupational Therapy Assistant Program is to educate and prepare occupational therapy assistants to provide occupational therapy interventions to the citizens of Missouri and neighboring states, especially those in rural and underserved areas. We educate and prepare generalists, to have the knowledge, skills and professional behaviors that are necessary to work in both traditional and emerging areas of practice. Our mission is consistent with the mission of the Consortium, whose partnering institution the University of Missouri, School of Health Professions has joined together in a forward thinking manner to provide resources, administrative structure and educational opportunities.

The proposed Associate of Applied Science degree in Occupational Therapy Assistant program aligns exceptionally well with the “service region” mission of each of the participating Consortium community and technical colleges and the over-all “Land Grant” mission of the University of Missouri, in following ways:

- Is intended to improve the quality of life of Missourians through teaching, discovery, and service.
- Is highly collaborative and emphasizes high quality, rigorous instruction.
- Addresses Missouri’s critical need for occupational therapy assistants in the immediate and long term, and will enhance the health of Missourians by increasing the health workforce and providing education in an area of high demand for traditional and nontraditional students.
- Is anticipated that the vast majority of this program’s graduates will continue to live and work in the same communities from which they were trained, thereby extending the positive benefits of the program.

The OTA Program’s vision is to be recognized a leader in innovative strategies for occupational therapy assistant education. Through a combination of distance and on-site education opportunities and experiences, we envision a cadre of highly skilled and educated occupational therapy assistants who will serve the citizens of Missouri and neighboring states.
Mission: East Central College will provide an environment for lifelong learning.

The mission of Moberly Area Community College is to foster excellence in learning. As a publicly supported institution of higher education, MACC will provide open admission to educational programs and services that are geographically and financially accessible throughout northeast Missouri.

Mission: SFCC is an accessible, learning-centered institution, enriching its students and community by providing skills, knowledge and perspectives essential for a changing world.

Mission: North Central Missouri College is a community of learners. As with any community, members function in various capacities for varying periods of time; students may attend for a brief period, while a faculty member may teach for more than 30 years. Underlying this diversity is a single thread, the need to learn. We are a community of learners only when we act collectively to fulfill this need. Consequently, in order to insure the viability and vitality of North Central Missouri College, we are dedicated to the learning of every participant—student, faculty, administration, staff, and trustees. In addition to this commitment making us a community, learning is our mission.

Mission: Three Rivers is an accessible, affordable, and culturally diverse community college that meets varied educational needs by creating an environment that stimulates learning.

Mission: Linn State Technical College (LSTC) prepares students for profitable employment and a life of learning.

Mission: The mission of the four-campus University of Missouri System-- a land-grant university and Missouri’s only public research and doctoral-level institution—is to discover, disseminate, preserve and apply knowledge. The university facilitates lifelong learning by its students and Missouri’s citizens; fosters innovation to support economic development; and advances the health, cultural and social interests of the people of Missouri, the nation and the world.
Statement of Philosophy

The Missouri Health Professions Consortium (MHPC) Occupational Therapy Assistant (OTA) Program’s philosophy states that by providing access to high quality occupational therapy assistant educational programming in rural communities, more of society’s occupational needs can be met. The program’s commitment to collaboration between community resources and educational institutions aligns exceptionally well with the profession’s Centennial Vision. In addition, the Program’s philosophy characterizes quality education as one which incorporates core elements of the Philosophy of Occupational Therapy Education, including experiential opportunity, professional integrity, life-long learning and occupation-based theory.

When occupational therapy assistant students are educated with respect to these core elements they are prepared to address not only individual health needs but community health as well. As Dewey wrote, “to realize what an experience or empirical situation, means, we have to call to mind the sort of situation that presents itself outside of school; the sort of occupations that interest and engage activity in ordinary life” (Dewey, 1944, p.154). In addition, the occupational therapy literature supports this philosophy as there is an expressed need to learn skills in the environments with which the skills will be used (Yerxa, 1994). The MHPC OTA Program’s philosophy specifically calls upon students to use the tools of their profession in meaningful contexts, their very own communities. In these rural communities OTA graduates will work with clients to fulfill valued roles, in turn working to establish their own meaningful occupations. Secondary to this program’s focus on a holistic, community approach to OT service provision, graduates will better serve the needs of their communities by expanding the conceptualization of health, promoting equity within the healthcare system, and contributing to healthier rural communities.

References:


**MISSOURI HEALTH PROFESSIONS CONSORTIUM (MHPC)**
**OCCUPATIONAL THERAPY ASSISTANT (OTA)**
**Associate of Applied Science Degree Program**
**Curriculum**

**Total Credits:** 78-80  
**General Education Requirements:** 30-32 (minimum of 25% of total credits)  
**Professional Requirements:** 48

### YEAR 1  
**General Education Requirements**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>Oral Communications or Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Human Growth and Learning</td>
<td>3</td>
</tr>
<tr>
<td>Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Requirement</td>
<td>3</td>
</tr>
<tr>
<td>US History or Government, Constitution Requirement</td>
<td>3</td>
</tr>
<tr>
<td>General Education Electives</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**Total General Education:** 30-32

### YEAR 2  
**Professional Requirements**

#### Semester 1: January - April

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTA 200: Foundations of Occupational Therapy</td>
<td>3</td>
</tr>
<tr>
<td>• OTA 200A: Lab</td>
<td>1</td>
</tr>
<tr>
<td>OTA 205: Medical Conditions in Occupational Therapy</td>
<td>3</td>
</tr>
<tr>
<td>OTA 210: Analysis of Occupations</td>
<td>2</td>
</tr>
<tr>
<td>OTA 215: Mental Health and Psychosocial Practice</td>
<td>4</td>
</tr>
<tr>
<td>• OTA 215A: Level I Fieldwork</td>
<td></td>
</tr>
<tr>
<td>OTA 220: Pediatric and Adolescent Practice</td>
<td>3</td>
</tr>
<tr>
<td>• OTA 220A: Lab</td>
<td>1</td>
</tr>
<tr>
<td>• OTA 220B: Level I Fieldwork</td>
<td></td>
</tr>
</tbody>
</table>

**Total 17**

#### Semester 2: May-August

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTA 250: Functional Kinesiology</td>
<td>1</td>
</tr>
<tr>
<td>• OTA 250A: Lab</td>
<td>1</td>
</tr>
<tr>
<td>OTA 255: Physical Disabilities Practice</td>
<td>3</td>
</tr>
<tr>
<td>• OTA 255A: Lab</td>
<td>1</td>
</tr>
<tr>
<td>• OTA 255B: Level I Fieldwork</td>
<td></td>
</tr>
<tr>
<td>OTA 260: Community Practice</td>
<td>3</td>
</tr>
<tr>
<td>• OTA 260A: Level I Fieldwork</td>
<td></td>
</tr>
<tr>
<td>OTA 265: Ethics, Management, and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>OTA 270: Professional Skills</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total 15**

#### Semester 3: August - December

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTA 290: Level II A Fieldwork</td>
<td>8</td>
</tr>
<tr>
<td>OTA 295: Level II B Fieldwork</td>
<td>8</td>
</tr>
</tbody>
</table>

**Total 16**

**Total Professional:** 48

**Total Program:** 78-80
Curriculum Design

Ethics Standards
- Healthcare Access
- Principles of Ethics
- Advocacy

Occupation-Based Theory
- Community Involvement
- Meaningful Activity
- Productive Living

Improved Community Health Outcomes

Life-Long Learning
- Competent Practice
- Evidence Based Practice
- Collaboration

Competent Practice
Evidence Based Practice
Collaboration
Tuition and Fees Guidelines
MHPC OTA Program Students

Policy: Tuition and Fees policies for the MHPC OTA Consortium Program are consistent with policies and procedures established by the participating Consortium colleges. It is the duty of the Program Director and Consortium Governing Board to ensure ongoing continuity and consistency between campuses within a reasonable degree of variation.

The following guidelines are intended to assist students in addressing general tuition and fees related to payment and financial aid.

General:

1. Students will be billed for all tuition and fees through the home campus registrars and cashiers as established by community college specific policies and procedures.

2. Students matriculated into the Consortium program will enroll at the student’s “home campus” community college, and will pay the required tuition and fees to the home campus.

3. All pre-requisite general education and science coursework taken prior to a student’s formal admission to the Consortium program shall be paid in the same manner as other native students attending the home community college campus.

Financial Aid:

1. It is generally understood that once admitted to the Consortium program, students are counted and reported as students of the “home” community college. This process shall determine the student “home-campus” for federal and state financial aid eligibility and account service. It is the intent of this Consortium agreement that all financial aid services shall be provided by the local member community college at their expense, and not by the Consortium.

Non-Curricular Student Activities and Events:

1. Students accepted into a Consortium program will be afforded the same access rights to non-curricular events and activities as those afforded to other currently enrolled native students on the “home campus”. This understanding will enable these students to participate in community college intercollegiate athletics, student activities and organizations, use the recreation facilities, library, residence halls, etc. All appropriate fees will be covered by the tuition/fees charged by the “home” member Consortium community college.

2. Consortium program students will be identified as visiting students and therefore, will not be eligible to participate in the University of Missouri in Columbia, Division I, NCAA athletic competition, MU student activities and organizations, MU recreation facilities, and will have limited use of MU libraries and materials.
## Estimated Student Program Costs for Professional Year

**OCCUPATIONAL THERAPIST ASSISTANT (OTA)**  
Associate of Applied Science Degree Program  
75 Total Credits

### Professional Year:

**Semester 3 (WINTER/SPRING)**

<table>
<thead>
<tr>
<th>Cost Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees @ 17 credits</td>
<td>3200.00</td>
</tr>
<tr>
<td>Books (estimated)</td>
<td>700.00</td>
</tr>
<tr>
<td>Background Check (Note this may differ if practicing outside of Missouri)</td>
<td>10.00</td>
</tr>
<tr>
<td>Panel 14 Drug Screening</td>
<td>45.00</td>
</tr>
<tr>
<td>Dues for AOTA: Standard $53</td>
<td>53.00</td>
</tr>
<tr>
<td>Infection Control Training</td>
<td>10.00</td>
</tr>
<tr>
<td>Immunizations -</td>
<td></td>
</tr>
<tr>
<td>- Polio</td>
<td>36.00</td>
</tr>
<tr>
<td>- Tetanus/diphtheria (Td)</td>
<td>26.00</td>
</tr>
<tr>
<td>- Tetanus/diphtheria/pertussis (Tdap)</td>
<td>48.00</td>
</tr>
<tr>
<td>- Measles/Mumps/ Rubella  (MMR)</td>
<td>50.00</td>
</tr>
<tr>
<td>- Hepatitis B</td>
<td>175.00</td>
</tr>
<tr>
<td>- Hepatitis B Surface Antibody Blood Test</td>
<td>40.00</td>
</tr>
<tr>
<td>- Varicella (Chicken pox)</td>
<td>60 titer</td>
</tr>
<tr>
<td>- Titer or 2 Dose</td>
<td>105/DOSE</td>
</tr>
<tr>
<td>- Tuberculosis (TB Screening)</td>
<td>20.00</td>
</tr>
<tr>
<td>American Heart Association BLS Certification</td>
<td>45.00</td>
</tr>
<tr>
<td>Tools and Materials</td>
<td></td>
</tr>
<tr>
<td>- Identification Badge</td>
<td>5.00</td>
</tr>
<tr>
<td>- Goniometer</td>
<td>7.00</td>
</tr>
<tr>
<td>- Professional Attire (Pin, Lab Coat, Polo Shirt)</td>
<td>100.00</td>
</tr>
<tr>
<td>- School Supplies</td>
<td>50.00</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td><strong>$4680.00</strong></td>
</tr>
</tbody>
</table>

**Semester 4 (SUMMER)**

<table>
<thead>
<tr>
<th>Cost Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees @ 15 credits</td>
<td>2500.00</td>
</tr>
<tr>
<td>Books (estimated)</td>
<td>700.00</td>
</tr>
<tr>
<td>Other Fees (Student Activities, Support Services and Technology) @ $11.00 per credit hour</td>
<td>165.00</td>
</tr>
<tr>
<td>School Supplies</td>
<td>20.00</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td><strong>$3385.00</strong></td>
</tr>
<tr>
<td>Semester 5   (FALL)</td>
<td>In-District</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Tuition and Fees @ 16 credits</td>
<td>2900.00</td>
</tr>
<tr>
<td>Books (estimated)</td>
<td>50.00</td>
</tr>
<tr>
<td>School Supplies</td>
<td>20.00</td>
</tr>
<tr>
<td>Graduation Pin</td>
<td>20.00</td>
</tr>
<tr>
<td>National Board Certified</td>
<td>490.00</td>
</tr>
<tr>
<td>Occupational Therapy Exam Fee</td>
<td></td>
</tr>
<tr>
<td>Exam Fees to NBCOT (fee is per</td>
<td>35.00</td>
</tr>
<tr>
<td>state)</td>
<td></td>
</tr>
<tr>
<td>Missouri Limited Permit Fee</td>
<td>30.00</td>
</tr>
<tr>
<td>Missouri Licensure Fee</td>
<td>70.00</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td><strong>$3615.00</strong></td>
</tr>
<tr>
<td><strong>TOTAL Professional Year Cost</strong></td>
<td><strong>$11,680.00</strong></td>
</tr>
</tbody>
</table>

All figures above reflect current tuition data and fee structure and are only an approximation and are averaged across the participating colleges.

NOTES: There will be professional laboratory practice sites located in proximity to the respective college campuses; however transportation costs are not included above.

Clinical fieldwork costs will vary throughout the professional coursework depending on location. There will be clinical fieldwork sites located in proximity to the respective college campuses; however transportation costs are not included above. If a student chooses a distant clinical site, he/she is responsible for extraordinary living expenses, including transportation, room and board.

Program costs above do not include ordinary costs of daily transportation, living expenses, child care, and medical insurance.
Course Registration

Once the student has been accepted into the MHPC Occupational Therapy Assistant (OTA) Program, and all prerequisites have been completed with satisfactory grades the student may register for the classes required for the professional phase of the program.

All OTA students are subject to the procedures of registration as published in their home college student handbook and therefore should refer to their home college student handbook for registration specifics.

A list of OTA classes will be provided to the registrar and students prior to enrollment.
Graduation and Certification

Successful completion of both the didactic course work and fieldwork Level I & II requirements of the MHPC OTA Program are necessary to earn the Associate of Applied Science degree.

Graduates are eligible to sit for the national certification examination administered by the National Board for Certification in Occupational Therapy Inc., 800 South Frederick, Suite 200, Gaithersburg, MD 20977-4150, (301)990-7979, www.nbcot.org. Successful completion of this examination qualifies the graduate as a certified occupational therapy assistant, (COTA). State licensure is required to practice, which is based on the results of the NBCOT certification exam.

Bachelor of Health Science at MU
Articulation agreements will provide students who have graduated from the Missouri Health Professions Consortium (MHPC) OTA Program the opportunity to complete a Bachelor of Health Science (BHS) degree at MU. Any student who has earned an Associate in Applied Science in Occupational Therapy Assistant from the MHPC OTA Program is guaranteed that MU will accept designated freshman and sophomore elective credits and all general education credits and will apply such to the BHS degree. Graduates of the MHPC OTA Program are NOT guaranteed admission to the University of Missouri’s Master of Occupational Therapy Program, but rather will be evaluated equally to other prospective students as long as they meet the prerequisite requirements for entry into the program.

Accreditation
The MHPC OTA Program has been granted Developing Program Status by ACOTE the accrediting body of the American Occupational Therapy Association. While official accreditation has not yet been attained the below academic timeline proposes the intended date of acquiring full accreditation status.

<table>
<thead>
<tr>
<th>OTA Program Academic Timeline</th>
<th>Anticipated dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class Starts</td>
<td>– January 2010</td>
</tr>
<tr>
<td>ACOTE action on Initial Review</td>
<td>– April 2010 ACOTE meeting</td>
</tr>
<tr>
<td>Initial on-site evaluation</td>
<td>– Summer 2010</td>
</tr>
<tr>
<td>ACOTE action on Report of on-site evaluation</td>
<td>– Fall 2010 ACOTE meeting</td>
</tr>
<tr>
<td>First class begins Level II Fieldwork</td>
<td>– August 2010</td>
</tr>
<tr>
<td>First class graduates</td>
<td>– December 2010</td>
</tr>
<tr>
<td>NBCOT Certification Examination</td>
<td>– 2010</td>
</tr>
</tbody>
</table>

For more information regarding the accreditation process, please contact the American Occupational Therapy Association:

Accreditation Council for Occupational Therapy Education
PO Box 31220
Bethesda, MD 20824-1220
Phone: 301-652-2682 TDD: 800-377-8555
accred@aota.org
PROFESSIONAL DEVELOPMENT OPPORTUNITIES AND MEMBERSHIPS

A graduate of the MHPC OTA program is expected to assume responsibility for continuing competency and to maintain a commitment to the professional organization. A student’s involvement and membership in the American Occupational Therapy Association (AOTA) is highly recommended.

Examples of opportunities available for professional leadership development are listed below:

Student Occupational Therapy Assistant Association
SOTA offers a variety of opportunities for leadership development. Through participation as an officer, committee co-chair, and project leader, a student can demonstrate team member activities, skills and organizational abilities. Membership in the Student Occupational Therapy Association (SOTA) is an opportunity for initial professional development. SOTA is organized to further communication about occupational therapy among students, faculty, and the community. SOTA is involved in informational, recruitment, service, and social events. Membership is open to any student. Monthly meetings are scheduled the first week of each month. Dues are $6 per semester and are due at the beginning of each semester. Community service projects will be discussed and carried out in each region, as will fundraising projects.

Delegate to the Assembly of Student Delegates (AOTA)
The president of SOTA represents the OTA student body as the MHPC ASD delegate. ASD, the national student committee of AOTA, is responsible for student issues of the profession and the association. There is an annual ASD meeting held prior to the national AOTA Conference. Each accredited program has one elected delegate. President, Vice President, President-elect attends.

Student Representative: Missouri Occupational Therapy Association
The vice-president of the Student Occupational Therapy Association (SOTA) is the official student representative for the Student Committee of MOTA. The responsibilities include representing student issues, communication about SOTA activities through bi-monthly newsletters, MOTIVATIONS, and attending the MOTA Student Committee meetings. The representative must be a MOTA student member.

Class Representative: Missouri Health Professions Consortium Campus Representative
One student from each home campus will be elected by their peers to represent their home campus. Their role is one of liaison with the student body and the faculty. Their responsibility is to work in a collaborative relationship on issues concerning the academic program, student issues and concerns, and to facilitate communication and participation in program activities.

American Occupational Therapy Association Membership
Membership in the American Occupational Therapy Association (AOTA) is a professional obligation. Benefits include weekly and monthly periodicals, discounts on publications, access to loans, grants and fellowships, professional meetings and educational sessions with discounts. This organization is the practice voice of the occupational therapy profession. By becoming a member, the student is acting in support of the profession.
COMMUNICATIONS

FACULTY and STAFF

Dr. Lea Cheyney Brandt, OTD, MA, OTR/L
MHPC OTA Program Director
M.A., Loyola University
Doctorate in OT, Creighton University
B.S., Creighton University
204 Clark Hall
573-884-5576
brandtlc@health.missouri.edu

Patty Daus, BHS, OTR/L
Clinical Instructor, SFCC Student Advisor
BHS OT, University of Missouri
BS Mass Communications, Southeast Missouri State
203 Clark Hall
573-884-6902
dausp@health.missouri.edu

Sandy Lykins, MOT, OTR/L
Clinical Instructor, ECC Student Advisor
Fieldwork Coordinator
MOT, Texas Woman’s University
BS, University of Georgia
AS OT, Medical College of Georgia
205 Clark Hall
573-884-7330
lykinss@health.missouri.edu

Jacque Sample, MEd, OTR/L
Clinical Instructor, MACC Student Advisor
M. Ed. University of Columbia
BHS OT, University of Columbia
205 Clark Hall
573-884-239
samplej@health.missouri.edu

Kim Earney, BS
Administrative Associate
BS in Business Administration, Columbia College
203 Clark Hall
573-884-5689
earneyk@health.missouri.edu

Contact Information:

FACULTY OFFICE HOURS

Each faculty will have scheduled office hours on the campus to which they are assigned. Students are encouraged to take advantage of these periods when faculty members have arranged advisement times for students. Appointments can be made individually with a faculty when a special need arises. In addition, students will be provided with phone numbers and e-mail for all faculty members including the Program Director for convenient access and ongoing communication opportunities.

DEPARTMENT MEETINGS

Faculty and staff meet weekly to share information about program, teaching, and campus specific activities. Student representatives are invited to present an agenda item and actively participate in faculty meetings when arranged in advance with the Program Director. If a student wishes to bring forth a personal concern to the staff meeting, the discussion will remain confidential and only students involved in individual review may be in attendance.
ADVISEMENT

The role of the academic advisors is to guide the prospective students to reasonable academic career choices and explain the specific department’s teaching philosophy, mission and goals. The purpose of academic advising is to assist students in realizing the maximum educational benefits available to them. This goal is achieved by helping students better understand themselves and to use the resources of each educational institution to meet their unique educational needs and aspirations. Academic Advisors work with the MHPC OTA Program Director to address equivalency coursework for admission to the program and School of Health Profession’s Student Affairs Office concerning transfer credit for the Bachelor of Health Science degree.

ADVISEMENT FOR STUDENTS WHO HAVE DECLARED THE INTENT TO MAJOR IN THE AAS DEGREE IN OCCUPATIONAL THERAPY ASSISTANT

The student is assigned a faculty advisor from the corresponding Allied Health School with knowledge and understanding specific to the OTA Program requirements. The role of the advisor is to review student transcripts and prerequisite course work to make sure the student is taking the correct courses and performing academically at a level that will make them a viable candidate to apply to the MHPC OTA Program. The Academic Advisors work in collaboration with the MHPC OTA Program Director to prepare students for a successful application process.

This advisor assists in planning the educational program, providing assistance with scholastic problems, and serving as a resource about opportunities and options on campus, i.e. Learning Center, Counseling Services, and Financial Aid. In addition, students have access to the OTA Program Director through planned ITV sessions, e-mail, phone contact, and scheduled meetings facilitated by the “home” campus.

OTA PROGRAM PROFESSIONAL YEAR ADVISEMENT

During the professional program year, students are assigned an OTA faculty advisor. The student is required to meet with the assigned advisor a minimum of 3 times each semester. The purpose of this meeting is to review the student's academic performance, program concerns, and overall professional development.

*Please see appendices for academic advising form.
Admission to the Program

Students are required to submit all required application materials by the deadline of June 30th prior to year of entrance. A selection committee comprised of the Program Director, members of the advisory committee and other college personnel will evaluate students for admissions.

In order to apply to the Missouri Health Professions Consortium (MHPC) Occupational Therapy Assistant (OTA) Program students must:

1. Meet all requirements for admission to the college, including a completed student admissions file.

2. Enroll in and be on schedule to complete the general education coursework* with a minimum cumulative grade point average of 2.5 and a C or better in all science coursework. For entry into the program, students must complete all general education coursework (with the exception of the Capstone course) PRIOR to entry into the professional level in Spring semester. Students may complete coursework in the Fall; under these circumstances, program admission would be contingent upon successful completion and the required GPA. All sciences courses must be no older than 5 years.

3. Students who are completing prerequisites at colleges other than the designated “home” campus must send an official transcript documenting completion of, or enrollment in, prerequisite coursework for those courses to be recognized as complete/in-progress in the selection process. All prerequisites must be completed prior to beginning the program at the “professional level.”

4. Understand that a criminal background screening and drug screening will be required if accepted into the program. Please arrange to meet with the Program Director if you have any questions about the implication of such a screening.

5. Complete the Occupational Therapy Assistant (OTA) program Application for Admission.

6. Arrange to observe an occupational therapist or occupational therapy assistant for a minimum of 8 hours at the clinical site(s) of your choice. Read and complete the Applicant Observation form which requires the occupational therapy practitioner’s signature for verification.

7. Submit two letters of recommendation using the recommendation form included with this packet. Each letter should be written by professional reference, other than a relative, who can attest to your character and work ethic. Letters may be submitted separately but must be received by the application deadline.

8. Students must be in a state of physical and mental health compatible with the responsibilities of a career in occupation therapy assistant and in general, working with individuals in a healthcare or other provider environment. A physical examination, including selected diagnostic tests and immunizations, is required after acceptance (a form will be provided).

9. Submit a 1-2 page typed essay (double spaced, 12 point font) on why you want to join the occupational therapy profession. Include in this essay reflections of your observation at the occupational therapy clinical site.

10. Complete and/or collect the required items, place in one large envelope and submit to the “home” campus prior to the deadline. Only complete application packages will be considered. Please note: Letters of recommendation may be mailed separately; however, application packets will not be reviewed until both letters of recommendation are received.

All application materials must be received by June 30th of the year prior to entering into professional coursework. Only complete application packets will be considered.
Professional Academic Standards

The Missouri Health Professions Consortium faculty is responsible for preparing graduates at a level of competence consistent with professional and accreditation standards. Occupational therapy assistants (OTA) make an important contribution to health care and they must have professional skill sets, the ability to apply theory and to solve problems that affect participation in everyday activities. Students must demonstrate professional behavior and how to promote therapeutic relationships.

Students are encouraged to seek help from their instructors and their academic advisors when academic problems arise.

Program faculty is responsible for facilitating the students’ academic, clinical performance and professional development. Faculty members are responsible for being aware of student conduct and discussing with the student inappropriate professional behavior. Faculty can offer academic assistance or recommend remedial strategies. This assistance may be offered when students exhibit unsatisfactory academic progress, display behavior that does not meet professional standards, or commit violations of the code of ethics. Students are expected to read course materials and complete course work at an acceptable time. Unprofessional behavior or poor academic performance can result in dismissal from the professional program.

All OTA students are subject to the rules of student conduct and academic regulations as published in their home college student handbook. Academic dishonesty and dismissal will be subject to the home campus policy.
Academic Preparation & Performance Expectations

Attends class approximately 35+ hours per week which includes preparation for and participation in the following:
- Lecture
- Laboratory
- Group process
- Integrated clinical experience
- Reading, studying and understanding classroom assignments.

Meets class standards for course completion
- Participates in classroom discussions
- Performs or instructs others in a timely manner in the following:
  - Transfers – example: transfers patient/client to/from bed to/from wheelchair.
  - Activities of daily living (dependent through independent status)
  - Fabrication of splints and orthotics
  - Therapeutic activities/procedures
  - Verbal group activities
  - Contributions to assessment procedures
  - Uses sound judgment and safety precautions

Applies critical thinking process to requirements of the academic learning experience:
- Addresses problems or questions to the appropriate person at the appropriate time
- Maintains personal appearance and hygiene conducive to professional setting.
- Travels or relocates to various locations required for internship and fieldwork
- Maintains work area, equipment and supplies in a manner conducive to efficiency and safety
- Models socially appropriate behaviors
- Manages time effectively
- Communicates with peers, faculty and staff effectively and professionally
- Treats peers, faculty, staff, patient/clients with respect
- Assumes responsibility for professional conduct
- Is responsible for abiding by the rules and regulations of the department, facility and the profession.

Revised 2009
Student Performance & Critical Demands

Occupational Therapy Assistants work with persons with many different kinds of disabilities, and have a deep commitment to serving the needs of disabled persons of all ages, whether those disabilities are of mind or body, are acquired, or are developmental in character. Every effort will be made to meet the needs of occupational therapy assistant students with disabilities, within the parameters of the academic educational program and fieldwork availability.

This being said, the Occupational Therapy Assistant curriculum within the Missouri Health Professions Consortium educates students as generalist practitioners, in keeping with the requirements of the Accreditation Council for Occupational Therapy Education (ACOTE). Thus, students are prepared for entry-level employment in all areas of practice, and for the certification exam that is required prior to practicing as a graduate of an accredited Occupational Therapy Assistant Program.

Students participating in the Occupational Therapy Assistant Program must be able to:

1. Participate in lab activities that require hands on contact with classmates and instructors in various stages of moderate undress so as to prepare for clinical training.
2. Speak and understand the English language at a level consistent with competent professional practice.
3. Observe and interpret signs and symptoms through visual, auditory, and tactile feedback. Students must possess functional use of the senses that permit such observation.
4. Utilize hand and mechanical tools safely and effectively.
5. Exhibit sufficient postural and neuromuscular control, sensory function and coordination to safely and accurately provide remediation.
6. Demonstrate the use of accepted techniques accurately and safely when using equipment and materials of the profession.
7. Participate in physical activity involving lifting of approximately 25-50lbs., bending, moving and supporting others in transfer.
8. Communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds.
9. Communicate judgments and treatment information effectively, with appropriate confidentiality.
10. Demonstrate appropriate behaviors and skills in classroom and fieldwork in interactions with faculty, other students, fieldwork coordinator, fieldwork supervisors and professional colleagues.
11. Demonstrate the mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to perform therapeutic interventions.

Revised 2009
Grade Scale

Letter grades should reflect the degree to which the student has achieved the learning outcomes specified in the course syllabi. The grading scale is used to:

A. Ensure consistency in grading and among all courses (with the exception of Level II fieldwork, which is graded on Pass/Fail.)

B. Provide valid indicators of achievement which reflect the degree of the student understands of course material.

C. Keep the students informed of their academic achievement.

Final grades are part of your permanent academic record. Grades are posted to your record at the end of each term. You cannot view or print your grades if you have a financial obligation to your home campus. Grades will display on your home community college grade system. An official transcript can be requested in writing form the Registrar’s Office at your home campus.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade point per credit</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

The purpose of a grading scale is to have a measureable way to assess a student’s understanding of the material presented. Each community college in the consortium has defined their grading scale as A, B, C, D, and F. MHPC will abide by the grading scale of the each cooperative community college.

Honor Role

The purpose of an honor role system is to recognize the dedication of students who have achieved an outstanding GPA. Each community college has designated their honor role system and the MHPC will abide by the honor role systems of each perspective community college.

Grades Below C

In an effort to support a student’s academic success a student is expected to seek advisement and strategies for learning. If a grade lower than “C” is earned on a test or assignment, the student is responsible for scheduling an appointment with the instructor. If an appointment is not scheduled, the instructor will provide a written reminder.

An average GPA of >2.5 or cumulative total points above 75% indicates acceptable progress towards meeting minimal standards. Students must achieve a cumulative GPA of 2.5 or greater for professional coursework in order to graduate from the program.

Revised 2009
Academic Grievance and Appeals

All grievances related to academic issues such as grades or grading appeals, complaints about instructors or instruction staff, academic policy and procedures, attendance, disciplinary matters related to classroom behavior and other issues involving credit classes should be resolved using the following procedure.

1. The student should first attempt to resolve the issue informally with the OTA faculty or staff.
2. If the issue cannot be resolved informally and the student wishes to formally appeal the decision the student must present a written statement regarding the grievance to the OTA Program Director within 5 working days after the decision was rendered by the faculty member or staff. The Program Director must then make a decision after consultation with both the faculty or staff and the student, on the grievance. The Program Director will make a written response to the student, copied to the faculty or staff member, within 10 working days from the date he/she was originally contacted by the student.
3. If the student is not satisfied with the Program Director’s decision, the student should inform the Program Director that he/she would like to involve representatives from the home campus.
4. The Program Director will involve a representative from the student’s home campus, generally the Dean of Academic Affairs, in accordance with the home campus grievance policies. After consultation with all parties involved, the home campus representative and Program Director will make a decision on the grievance and will respond to the student in a reasonable time.
5. Grade appeals must be made no later than 2 weeks, after the date the final course grade was officially recorded.
6. Faculty will retain grade records and any records pertinent to academic appeals for one year.
7. Any change of grade after that grade is officially recorded will require adjustment in accordance with home campus policies.

Dismissal from Program

A student may be dismissed from the professional year of the OTA Program for the following reasons:

a. Failure to maintain academic standards as outlined in the Academic Standards policy.
b. Unethical conduct based on any behavior which tends to show poor judgment, endangers or discredits: individuals; the profession or the department and/or academic dishonesty.
c. Failure to maintain physical or mental health as determined by professional consultation.

If a student is dismissed or withdrawn from the professional program, the student may be eligible to re-apply at a later time. The Program Director and academic advisors may establish contingencies for re-application at the time of dismissal or withdrawal. Appeals will be honored in compliance with “home” campus policies and procedures.
ACADEMIC DISHONESTY

The faculty believes: if students do not respect the ethics of their program, it is unlikely they will respect or practice ethical behavior in their professional careers. Faculty members will make every effort to minimize the opportunity for academic dishonesty in the classroom by way of providing an appropriate classroom environment, maintaining exam security and supervising in-class examinations. Falsifying academic work is a serious offense in this professional program. Such practice undermines critical thinking and ultimately endangers the student’s future in a professional career.

ACADEMIC DISHONESTY includes but is not necessarily limited to the following:

1. Claiming authorship/participation in a group paper or presentation without real contribution.

2. Delaying taking an examination or turning in a paper using a false excuse.

3. Any student discussing material covered in a test with students who have yet to take the test in question.

4. Previewing exams from a "test file" when the instructor does not permit students to keep copies of exams.

5. Working in a group on a homework assignment that was assigned as individual work.

6. Consciously memorizing a block of questions on an exam, so that they could be included in a test file for later use by others.

7. Permitting another student to look at your answer sheet during an exam.

8. Plagiarism* is the borrowing of ideas, opinions, examples, words, phrases, sentences, or paragraphs from a written source or another person, including students or teachers, without acknowledgment (i.e., an indication of the author, title and date of the source as described by the Publication Manual of the American Psychological Association). Failure to provide complete documentation about all of your resources is also considered plagiarism. Any work or assignment which is taken, part or whole from another person's writing or work without proper acknowledgment is dishonest. Students who allow another student to copy or use their work are also guilty of cheating.

   *Adapted from the UMC Dept. of English Plagiarism Policy.

Any student who commits an act of academic dishonesty is subject to disciplinary action. The procedures for disciplinary action will be in accord with the rules and regulations of the home campus governing disciplinary action.
ATTENDANCE POLICY

Students enrolled in the MHPC OTA program are expected to attend all scheduled class sessions. Students are expected to be prepared, and demonstrate timely attendance for all class/lab/fieldwork sessions and appointments. Attendance will be taken at the discretion of the instructors. A faculty member may use attendance, or lack of attendance, as a criterion in the determination of a course grade.

In the event of an unexpected absence, it is the student’s responsibility to notify the OTA Program Office and send an e-mail to the course instructor(s) regarding missed work and reason for absence. The instructor on record can then make a determination with this information on how the absences can be rectified or whether it is possible to satisfactorily complete the course with the number of identified absences. Students aware of an anticipated absence should inform the course instructor at least 24 hours in advance, in writing; email is acceptable.

For students exhibiting habitual tardiness or absence (i.e. more than one occurrence) the course instructor will note the issue on the student’s academic advising form and put a copy in the student’s file.

If two consecutive weeks of class are missed during the regular 16-week semester, the student will be dropped from that class unless acceptable justification is supplied to the instructor, Program Director, and Dean of the community college. Additionally, a student who misses more than one-fourth of the class during any scheduled session may be dropped from that class by the instructor if in the opinion of the instructor the student does not have a reasonable opportunity to succeed in the class.
AMERICANS WITH DISABILITIES ACT (ADA)

It is the intent of the MHPC OTA Program that compliance with the Americans with Disabilities Act shall be a high priority. Appropriate changes will be made and accommodation provided to qualified individuals with disabilities, unless doing so would pose an undue burden on the institution’s resources or would fundamentally alter the nature of a program.

The all MHPC cooperating colleges provide accommodative services for students who qualify. Qualification for services is based upon:

1. A disability that substantially limits one or more of life’s major activities.
2. Documentation that identifies the disability and previous accommodation strategies, such as diagnostic work-up and/or I.E.P. All documentation should be no more than three years old.

After reviewing the documentation, the campus representatives will meet with the student to develop a Special Needs Plan. The plan identifies specific accommodation services that will be provided for the student. Accommodation services are individualized in an attempt to provide the most appropriate services for the needs of the student. Examples of accommodation services that may be provided are listed below:

- Extended time during exams
- Exams read aloud
- Textbooks on audio tape
- Opportunity to tape-record lectures
- Student note-takers
- Readers
- Assistive technology services

In cooperation with partner community college services, the MHPC OTA Program will provide ongoing, supportive counseling in an attempt to help students succeed in their educational career. Students with documentable disabilities should register proper documentation with their home campus, which will in turn, notify appropriate instructors of the suggested official accommodations. Students may also wish to personally inform their instructors of their particular disability.

NOTICE OF NON-DISCRIMINATION

The Consortium and its affiliated institutions follow a policy of non-discrimination on the basis of race, color, religion, gender, sexual orientation, age, disability, ancestry, national origin, or veteran status in regard to recruitment, admission and retention of students.
Information Exchange

Numerous options for exchange of information are available to the student in the MHPC Occupational Therapy Assistant program.

**Email:** All students have an assigned email address. Departmental and class messages may be relayed through email. Email should be read every 24 hours when class is in session. Students are responsible for information distributed through email by the department and individual instructors within the 24 hour limit.

- **During Level II fieldwork rotations students will be required to address email within 48 hours.**

**Website:** General program information, frequently asked questions, as well as announcements will be placed on the MHPC website.

**Cell Phones:** Cell phones must be turned off or silenced during all classes. Text messaging is not allowed during class and laboratory experiences.

Students who have family responsibilities which possibly require the student being available are encouraged to place their phone on vibrate during ALL class times and labs.

**Messages:** Sometimes the need arises for someone to call and leave a message for an occupational therapy assistant student. In case of emergency, every effort will be made to locate a student. Confidentiality does not allow the office staff to give out student phone numbers, class schedules, or class locations.

**Telephones:** The office phones are not available for fieldwork or personal calls.

**Classroom Behavior:** Students are expected to treat faculty with respect and dignity. Students should refrain from talking when instructor begins class/lecture/instruction. If the student has questions, they should direct the question(s) to the instructor. Raising the hand when questions arise is appreciated by both students and faculty.
Guidelines and Requirements for Fieldwork and Client Contact Experiences
MEMORANDUM

TO: All Occupational Therapy Assistant Students
FROM: Fieldwork Office
RE: Fieldwork and Client Contact Information

Dear Student:

Welcome to the Occupational Therapy Assistant Fieldwork Program. Congratulations, you are on your way to becoming a healthcare professional. As you progress through the coursework, you will find fieldwork to be an integral part of your learning experience.

The information in this section is designed to assist you through the various fieldwork and other client contact experiences offered through the coursework. It contains important details about Level I and Level II fieldwork. You will need to access this information throughout your academic coursework, and fieldwork experiences. We recommend that you keep this information in a three ring binder with ample room for additional fieldwork material you will receive throughout your time with us.

The fieldwork office is here to help your fieldwork experiences go as smoothly as possible. Should you have any questions, please contact us via email or telephone or make an appointment to meet with us. We look forward to visiting with you.

Sandy Lykins, MOT, OTR/L
Academic Fieldwork Coordinator
573.884.7330
lykinss@health.missouri.edu

Lea Brandt, OTD, MA, OTR/L
Program Director
573-884-5576
brandtlc@health.missouri.edu
Occupational Therapy Assistant Fieldwork Program Overview

Fieldwork experiences are an integral part of the occupational therapy assistant curriculum. They provide students with opportunities for “hands on” application of the skills and knowledge taught in classes. Fieldwork experiences are designed to expose students to a variety of practice settings and clientele such as pediatric, geriatric, adult rehabilitation, mental health populations and community based services. Through the various fieldwork experiences, students improve their skills to progressively higher levels of performance and responsibility.

Occupational Therapy Assistant education provides two levels of fieldwork experiences. Level I fieldwork occurs concurrently with professional coursework. Level II fieldwork is scheduled following successful completion of all academic coursework and is comprised of two full time eight week rotations.

Students are responsible for all costs associated with fieldwork placements.

Level I Fieldwork

The goals for Level I Fieldwork are: to introduce students to settings in which occupational therapy assistants practice; and to increase student comfort with and understanding of client needs. Though students have opportunities to work directly with clients, they are not expected to perform OT tasks independently.

Level I Objectives: During Level I fieldwork experiences, students will demonstrate emerging:

- development of their comfort level with and understanding of the needs of clients as an individual within his or her given context.
- skills in articulation of personal strengths and limitations and how these impact client/staff interactions
- observation skills needed for appropriate communication, intervention and documentation.
- communication skills and the application of the therapeutic use of self with clients and professionals from diverse backgrounds.
- ability to articulate the role of an OTA in the promotion of health and the prevention of injury and disease
- application of learned OT knowledge
- documentation and writing skills
- understanding of the supervisee – supervisor relationship and the responsibility of the student role.
- professional behaviors required to function effectively as an occupational therapy assistant.
- appreciation of the important relationship between provision of quality healthcare and community health especially with regard to rural communities.

Course specific fieldwork objectives are provided with the individual course packets.

Level II Fieldwork

The Goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. Both Level II fieldwork rotations are designed to provide students with in-depth experiences in delivering occupational therapy services to clients. During Level II fieldwork, students are expected to gradually take on the responsibilities of the occupational therapy assistant, including assisting the OT with intervention planning, intervention, collaborating with the OT regarding discharge planning, and accompanying documentation.

Level II Objectives: For successful completion of the Level II fieldwork experience, students are expected to demonstrate entry-level competency in providing occupational therapy services through:

- gathering and sharing data for the purpose of screening and evaluation
- administration of selected assessments using appropriate procedures and protocols
- articulation of the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process and rationale for supervision and collaboration
- identification of appropriate recommendations to the OT the need for additional evaluation.
- assisting with the development of occupation-based, client-centered intervention plans and strategies.
- selection and provision of direct occupational therapy interventions utilizing the occupational contexts.
- therapeutic use of self in delivery of occupational therapy services.
- appropriately fulfilling role in care coordination, case management, and transition of service in traditional and/or emerging areas of practice.
- promotion of community programming and resources to support performance in the client’s natural context.
- provision of relevant education and counseling for recipients and their support network
- effective communication regarding the provision of OT services in interdisciplinary, facility, and community settings
- timely production of required documentation to ensure accountability of service provision and to meet reimbursement standards.
- maintaining appropriate treatment responsibilities in case load and support services in the treatment setting
- completion of the learning activities required by the fieldwork facility in a timely and professional manner

Course specific fieldwork objectives are provided with the individual course packets.

Additional fieldwork information:
AOTA Commission on Education Guidelines for Occupational Therapy Fieldwork Level II:  
# Occupational Therapy Assistant Program
## Fieldwork and Client Contact Summary Sheet

<table>
<thead>
<tr>
<th>Semester</th>
<th>Type of Experience</th>
<th>Description</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td>Analysis of Occupations Shadowing</td>
<td>Students shadow a community volunteer who has a disability</td>
<td>20 hours / semester</td>
</tr>
<tr>
<td>Winter</td>
<td>Fieldwork I: Mental Health/Psychosocial</td>
<td>Students are placed with a healthcare professional addressing mental health or psychosocial issues in practice.</td>
<td>20 hours / semester</td>
</tr>
<tr>
<td></td>
<td>Fieldwork I: Pediatric/Adolescent</td>
<td>Students are placed with teacher or healthcare professional working in pediatric or adolescent practice</td>
<td>20 hours / semester</td>
</tr>
<tr>
<td>Summer</td>
<td>Fieldwork I: Physical Disabilities</td>
<td>Students are placed with a healthcare professional in a physical disabilities setting.</td>
<td>20 hours / semester</td>
</tr>
<tr>
<td></td>
<td>Fieldwork I: Community Practice</td>
<td>Students are placed with a professional engaging in community health practices relevant to the location in which the student is enrolled.</td>
<td>20 hours / semester</td>
</tr>
</tbody>
</table>

### Level II Fieldwork

<table>
<thead>
<tr>
<th>Period</th>
<th>Type of Experience</th>
<th>Description</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug– Oct</td>
<td>Fieldwork II A: Rotation 1 OTA</td>
<td>Students are placed in practice settings under the supervision of a licensed occupational therapist or occupational therapy assistant to gain entry level competency in all aspects of providing occupational therapy services to clientele</td>
<td>Full time 8 weeks</td>
</tr>
<tr>
<td>Oct – Dec</td>
<td>Fieldwork II B: Rotation 2 OTA</td>
<td></td>
<td>Full time 8 weeks</td>
</tr>
</tbody>
</table>
Occupational Therapy Assistant Program
Fieldwork Policies

The following contains the policies and recommendations for a successful fieldwork experience:

1. Site Assignments

Level I: The Level I fieldwork experiences occur throughout the OTA curriculum. The method of assigning sites is determined by the OTA faculty coordinating the course. Site assignments consist of a predetermined number of hours each week or full time for one full week. Site supervision may be provided by a variety of professionals, including teachers, recreational therapists, allied health professionals, program directors, occupational therapy assistants, occupational therapists, etc.

Level II: Both Level II fieldwork experiences occur after successful completion of all required coursework and must be completed within 24 months. Each experience is a full time, 8 week placement. The OTA program uses a lottery system to determine site assignment.

Level II Requirements:
- one placement must be in Missouri
- one placement must be in a rural community setting.
- supervision must be provided by a licensed occupational therapist or occupational therapy assistant with a minimum of one year experience since successful completion of the initial certification examination

For both Level I and Level II fieldwork, students will not be placed at a fieldwork site where:
- the student is currently employed, within the department
- the student has a loan/scholarship requiring a work commitment following graduation
- the student will be supervised by a person who is a relative or close personal friend.

Student expectations and responsibilities:
- Students are responsible for all costs associated with fieldwork, such as travel, living expenses, tuition, drug & background checks, immunizations and uniforms, as required.
- Students are responsible for securing transportation and/or housing, as needed
- Students are expected to adhere to the course syllabus and to complete all assignments related to the fieldwork placement.
- Students are expected to come to each fieldwork experience prepared with needed materials and assignments and to actively participate in their site supervision.

2. Fieldwork Site Availability/Cancellation

A placement may not be available due to an inability to secure a fieldwork contract. There are times when the Consortium OTA Program is not able (due to legal constraints) to reach a mutually agreeable fieldwork contract with a specific site.

Even after a student has been assigned to a site, the fieldwork experience may be canceled due to unforeseen circumstances such as staff vacancies, maternity leave or staff re-organization. When these
cancellations occur, the fieldwork office will do everything possible to secure an alternate placement, as soon as possible.

3. Absences

The Consortium Occupational Therapy Assistant Program requires fieldwork students to complete ALL assigned schedules. There are to be NO ABSENCES.

If a student becomes ill during fieldwork, the student will be responsible for making up that time. The student should notify the fieldwork site and the fieldwork office, as soon as possible of the illness.

All missed fieldwork hours must be made up at a time approved by the fieldwork educator, the course faculty and the fieldwork office. The fieldwork office must be notified of any time extensions beyond the original dates, as the office is required to send a letter to the site extending the liability coverage. A passing grade is dependent upon meeting the attendance requirement for each fieldwork experience.

4. Malpractice and Professional Liability Insurance

Fieldwork sites require that both Level I and Level II students be covered under a professional liability insurance plan. Students are automatically placed under their college’s professional liability policy when participating in:

a) fieldwork at a facility which has signed a contract agreement;
b) a school approved function;
c) client contact or other fieldwork experiences as part of a course assignment.

5. Employment during Fieldwork

Students who are employed are expected to make course work requirements a priority. Every effort will be made to keep students informed of schedule changes early enough to make arrangements with an employer.

Working during the Level II fieldwork is not recommended.

6. Confidentiality

Students are required to follow relevant state and federal laws and policies related to privileged and protected information. Students are required to sign a confidentiality statement in which they agree to safeguard information learned about clients, other students and staff, including the fieldwork site educator. Students must check with the fieldwork site educator regarding the site’s policies on confidentiality.

7. Code of Ethics

The Confidentiality Agreement requires that the student has read and understands the Occupational Therapy Ethics Standards. The students are expected to follow these Standards during all fieldwork experiences.
8. Communication with the OTA Program Fieldwork Office

Ongoing communication is essential during all fieldwork experiences. Students are required to keep the fieldwork office informed of current contact information (name changes, home address, and home phone number). Students are encouraged to contact the course instructor or fieldwork office to discuss any problems, questions or concerns that arise during the fieldwork experiences. If a student fails to reach a faculty member by phone, it is recommended to leave a voicemail citing the date, time and phone number where the department member can return the call. During fieldwork experiences, it is the responsibility of the student to check the assigned academic email account, at least once each week. Communication with the entire class will occur in this manner.

9. Grading

The fieldwork evaluation process is ongoing between the student, the fieldwork site educator and the faculty. For Level I Fieldwork, the faculty will outline the grading criteria in the course syllabus and provide the required evaluation forms prior to the start of each fieldwork experience. Level II Fieldwork is graded pass/fail and is based on successful completion of all paperwork requirements, including a passing score on the AOTA Fieldwork Performance Evaluation for The Occupational Therapy Student (FWPE). The FWPE will be used for both midterm and final grading.

10. When a Problem Occurs on Fieldwork

The first step is for the student to try to identify the problem and explore what events might have lead to the difficulties. The next step is to look at possible solutions to the problem and analyze each to determine the possible consequences. Based upon the analyses, determine which of the possible actions will work the best. Attempt to talk the problem over with the fieldwork site educator. If the student does not feel comfortable doing this, the next step is to contact either the course instructor or the Academic Fieldwork Coordinator. The student should not hesitate to call should they have a problem or even think they have a problem. A small problem, if not solved, will turn into a larger conflict. It is far better to face problems head on than to hope that they will disappear.

11. Fieldwork Remediation Process

Remediation is a process to assist students with their professional development. The focus can be on either the student’s present knowledge base or professional behaviors. This process is designed to guide the student toward the successful completion of their fieldwork experience.

The remediation process is most effective when initiated before the student fails a fieldwork experience. Failure of a fieldwork experience will automatically initiate the remediation process.

The fieldwork remediation process can be called into action by the student, fieldwork site educator, fieldwork coordinator, course instructor or academic fieldwork coordinator.

Process: The following steps will take place:

- Identification of the concern or problem
- A review of the student’s fieldwork and academic history to identify a pattern of concerns
• Identification of strategies to address concerns will be formulated by the student, faculty and fieldwork site representative.
• An action plan will be written outlining who will be responsible for the action steps. This may also include measurable student objectives.
• Faculty, with student input, will decide how to continue or whether to continue with the present fieldwork experience.
• A follow up evaluation meeting will occur at a pre-determined time.
• Ongoing communication with both the student and the fieldwork educator will occur throughout the remaining fieldwork to ensure that the student maintains the fieldwork site educator’s performance expectations.

12. Students with Disabilities

The MHPC OTA Program complies with the guidelines set forth in the American with Disabilities Act of 1990.

Students seeking accommodations during fieldwork must:
• Self identify to the Office of Disability Services at your corresponding campus. After meeting with the Office of Disability Services, students are encouraged to meet with the Academic Fieldwork Coordinator to discuss fieldwork concerns or needs.
• The fieldwork office is available to assist students in developing a plan for accommodations during fieldwork, utilizing the recommendations of the Office of Disability Services. The expectations for successfully completing fieldwork are the same for all students regardless of their abilities; however, the strategies used to complete fieldwork may differ.
• The fieldwork office encourages students to identify their needs as early as possible. Only with student permission, can the fieldwork office share these needs with the fieldwork site’s coordinator.

13. Medical Insurance

Many fieldwork sites require students have medical insurance coverage. Due to the high risk found in the occupational therapy practice environment, the colleges representing the MHPC OTA Program strongly recommend that students be covered by medical insurance. Fieldwork sites do not provide or offer medical insurance to students. Most students have coverage through their parent’s or spouse’s medical insurance policy.

Students are responsible for the cost of purchasing medical insurance coverage. Many of the represented colleges offer medical insurance through their Student Health Centers. In order to secure more information regarding this option please contact the Student Health Center at the campus in which you are enrolled.

14. Release of Information

A Release of Information is required for MHPC Fieldwork Coordinator(s) to discuss and/or copy the student’s academic records, personal, or prior fieldwork information with the fieldwork supervisor. You will only need to complete this form when asked specifically to do so. The MHPC Fieldwork Coordinator(s) will document all contact that is made with the Fieldwork supervisor.
Occupational Therapy Assistant Program  
Fieldwork Survival Guide

Fieldwork Performance Expectations

The student must be able to:

- Travel to clinical fieldwork sites.
- Manage time effectively
- Move within clinic/community settings effectively
- Comply with assignments and deadlines
- Follow appropriate chain of command in facility
- Follow all policies and procedures required by setting
- Maintain patient/client confidentiality
- Comply with dress code
- Meet attendance requirements
- Demonstrate professional standards of practice
- Maintain work area, equipment and supplies in a manner conductive to efficiency and safety
- Model socially appropriate behaviors.
- Create an environment which maximizes patient’s/client’s performance responses.
- Document all required information as directed.
- Demonstrate problem-solving skills in patient care.
- Gather information needed prior to assessment
- Select the correct methods for assessment ahead of time.
- Administer assessment procedures accurately
- Work collaboratively with the occupational therapist interpret assessment/reassessment results accurately and completely
- Work collaboratively with the occupational therapist to establish relevant goals/outcomes and treatment plan with patient/client
- Carry out treatment plan as appropriate
- Use sound judgment in maintaining professionalism when communicating with peers and patients/clients and their significant others
- Respect diversity and the value of others
- Adhere to the Occupational Therapy Ethics Standards.

Student Role in Supervision

Students are expected to:

- Demonstrate skill in reflective listening
- Identify professional development goals and develop behavioral objectives in collaboration with supervisor
- Demonstrate skill in identifying and discussing issues of concern with supervisor
- Respond to supervisor’s recommendations for change and development in a collegial manner by using a self-study process which incorporates an action plan.
- Contribute to the supervisory experience and benefit the fieldwork site in providing quality educational experiences.
Survival Skills for Fieldwork Students
Excerpts from: Loma Linda University Fieldwork Manual South Oklahoma City Junior College

At The Fieldwork Site

1. Arrive on time and turn in assignments to the fieldwork educator at the time and place designated. Avoid having to be reminded about assignments.

2. Maintain all fieldwork papers in an organized manner. Have all forms ready to present to the fieldwork educator on the first day and as needed throughout the remainder of the placement.

3. Ask what facility policies or procedures need to be known and followed. Know what to do if he/she is ill and can not attend fieldwork.

4. Know the emergency procedures and where the nearest fire extinguisher and call box are located. Know the code for fire, a heart attack, seizure, violent episode, etc. and the immediate actions to be taken for these events.

5. Locate the facility’s resource books/information and utilize them.

6. Identify the basic philosophy and treatment techniques used by the fieldwork site. Review site specific information regarding the philosophy, techniques, etc used at the site.

With the Fieldwork Educator and Staff

1. Ask questions!! The student is there to learn. However, avoid repeating the same question. Hints for asking questions successfully:
   - Ask the therapist when she/he has time:
     - to discuss issues of concern
     - to answer questions
     - to provide assistance
   - Evaluate how quickly the question needs to be answered. Can it wait until a more convenient time?
   - Show initiative by trying to answer the question and then verify the answer with the fieldwork educator.

2. Clarify the lines of authority. Always discuss issues with the person designated as the direct supervisor; obtain consent to discuss issues with others.

3. Not answer questions by saying “I don’t know”. Think, then try to provide the answer with the information in his/her knowledge base. The student may actually know the pieces of information but may experience difficulty putting the pieces together. The fieldwork educator will help with making these connections during fieldwork.

4. Make an effort to become acquainted with other staff in the department and the fieldwork site. Note the names of the therapists and support staff and if needed write down the names for future reference. Be respectful and appreciative to all personnel. This behavior ensures a pleasant and efficient working atmosphere and is essential to the patient’s/client’s progress.
When Working With a Client

1. **Never leave a client unattended! If the need arises to leave an area, the student must notify another staff member or take the client with him/her.**
   Handel sensitive issues, such as incontinence, sexual behavior, inappropriate behaviors and limit testing without losing his/her composure. Be open in discussing such occurrences with the supervisor and ask how to handle these situations and discuss various alternative approaches.

2. Prepare – Prepare – Prepare. The student must organize his/her thoughts and materials before initiating a conversation with a client.

3. Take time to establish a rapport. A friendly approach is the most successful.

4. Be respectful and patient with the client.

5. Work WITH the client, not ON the client.

6. Not allow her/his personal life to interfere with client interactions and treatment.

7. Establish positive “habits” early in his/her professional role by clearly explaining to the client his/her role in their progress.

Taking Care of You:

1. If you have a problem, don’t let it snowball. It is quicker and easier to handle when it is small. Remember, you are the one who is denying yourself the best learning experiences.

2. Mistakes inevitably will happen. Learn from your mistakes and then make the appropriate changes required not to repeat the mistake.

3. You are not expected to know everything so don’t worry about not knowing an answer to a question. Try to answer the question the best you can. Your supervisor will help you fill in the information or make the connections.

4. Be sure to understand your responsibilities. Read assignments and check instructions. Recheck your schedule, write down appointments, comments and suggestions your fieldwork educator makes. Meet all your deadlines. This will decrease your stress level.

5. When writing notes or assignments, ALWAYS USE A DICTIONARY AND PROOF READ.

6. There are times when you will need to let off steam, cry, and joke. Choose a location without clients.

Additional information can be found at:

http://www.aota.org/Students/Current/Fieldwork/Tools/38207.aspx

A FW Level II Blackboard site will be available during your FW experiences for reference and other valuable information.
Client Contact
Requirement Information
Professional Appearance during Client Contact

During any client contact students are expected to present a professional appearance which positively impacts their therapeutic relationships. Cleanliness, modesty, and safety are the primary grooming considerations during all client contact. Compliance with the dress code of an assigned site is a must, as there may be site specific requirements and students may be asked to leave if their appearance is not acceptable. Below are the departmental guidelines for presenting a professional appearance during client contact:

- **Name Badge:** Students will be issued a name badge from their respective home campus. Name badges must be worn at all times when representing the school(s) and program while in facilities and/or agencies as an MHPC OTA Student.

- **Lapel Pin:** Each MHPC student will be given a lapel pin to represent MHPC. If the individual college name badges allow this lapel pin should be attached otherwise it is required to be worn as a lapel pin. For Level II fieldwork affiliations the lapel pin should be worn daily as either a lapel pin or attached to college or facility issued name badge.

- **Clothing:** The standard rule is that skin other than face, neck, elbows/forearms & hands and knees & calves should not show. Students need to be aware of what happens to their clothing when they run, stretch, bend, lift, jump or twist.

  - **Shirt:** A polo shirt meets the dress code for most sites. Shirts must be free of wording, loose fitting and cover the midriff and chest. Some sites may require a lab jacket and patch. These can be purchased online or through the most College Bookstores. For Level I fieldwork affiliations students are required to wear an MHPC polo to be purchased by the student.

  - **Slacks or Skirt:** Skirts and slacks need to be a plain, solid color and allow full mobility while keeping the skin covered. Short shorts, leggings, jeans, or skintight stretch pants, are not acceptable.

- **Footwear:** Shoes need to be supportive, comfortable and professional, as most health care sites prohibit open-toed or open-backed shoes and some may prohibit sneakers.

- **Jewelry:** Jewelry must be simple. Heavy neck chains and dangling or hoop earrings can be caught on equipment or pulled by clients. Rings or bracelets with sharp edges might injure clients, get caught on clothing or puncture exam gloves. Jewelry must not be religious or express a statement of any kind.

- **Fragrances:** Perfumes, scented aftershaves and lotions need not be worn, as many clients and health care workers have allergies, and health care facilities frequently request clients be fragrance free before seeing practitioners. In addition, many healthcare facilities will send one home if they smell of cigarette or cigar smoke.

- **Personal Hygiene:** Basic rules of cleanliness (absence of body odor), including hand washing apply. Hair must be clean and well groomed. Makeup must not be excessive. Fingernails must be clean and trimmed. Artificial nails and nail extenders will be prohibited when having direct contact with high risk clients.

- **Body Piercing and Tattoos:** Body piercings are discouraged, as some sites have strict rules on piercing and students also need to be mindful of any messages which might be inferred and communicated to clients by their piercings. Tattoos are also discouraged and may need to be covered with makeup or clothing, as some sites require that tattoos cannot be visible.

Excerpts from: The Essential Guide to Occupational Therapy Fieldwork Education, AOTA, 2004
Qualification Requirements for Client Contact

The Occupational Therapy Assistant Program requires students to complete the following qualification requirements prior to having contact with clientele through any course or fieldwork experience. Individual fieldwork facilities may have additional requirements. Students are responsible for any financial cost incurred to meet these requirements. Documentation indicating compliance is to be kept in a separate Compliance Folder. The Compliance Folder is used to demonstrate proof of compliance to the fieldwork office and as requested by fieldwork sites.

Training

Infection Control Training:

Successful completion of the two part infection control training which is scheduled during regular class time. The training includes infection control methods, such as, hand washing, isolation technique guidelines, HIV/AIDS and Hepatitis etiology, epidemiology, symptomology, treatment, ethical and legal guidelines. Students receive a certificate of completion following the second training session which must be kept in their compliance folder.

Basic Life Support:

Certification in the American Heart Association Basic Life Support (BLS) for Healthcare Providers. Required documentation is a current card from the American Heart Association certifying the student has successfully completed the national cognitive and skills evaluations. It is recommended students make a copy of this card prior to folding it and keep this paper copy in their compliance folder. CPR training offered by the American Red Cross or any other entity, does not meet this requirement.

Immunizations:

Current immunizations of MMR, diphtheria/tetanus, poliomyelitis, Hepatitis B and annual TB and Varicella history or titer are required. Hepatitis A and Influenza are recommended. Compliance records are verified and maintained by the home campus and OTA Program Fieldwork office. The home campus will notify the fieldwork office of the compliance status of students enrolled in the program. Students may utilize private physicians to obtain immunizations, test, x-rays, etc. The results must still be provided to the home campus. Students are responsible for keeping their immunization and health information current and for providing all documentation regarding changes in this information. Students must keep a current paper copy of their immunization and health information in their compliance folder.
Confidentiality Agreement:

Students are informed of and agree to adhere to the rules and regulations regarding their responsibility for safeguarding confidential information of clients/patients, other students and staff (see fieldwork forms). A signed Confidentiality Agreement is kept on file with the OTA Program Fieldwork Office and the student must keep a paper copy of the signed agreement in their compliance folder.

Drug Screen:

Results for the panel 5 (or more if the specific site requires) drug screen are maintained by the Fieldwork Office. A positive drug screen may disqualify a student from participating in required course work involving client interaction and may affect the student’s ability to complete the program.

Criminal Background Checks:

A felony conviction may disqualify a student from participating in required course work involving client/patient interaction and may affect the student’s ability to complete the program and receive a degree. Students are required to complete a criminal background check prior to entry into the Program.

1) Registration with the Family Care Safety Registry (FCSR):

Record checks included in the FCSR include the Missouri State Highway Patrol criminal background, Sex Offender Registry, child abuse / neglect, and the Employment Disqualification List / Registry for Senior Services and Mental Health. Also included are child care, residential living, and nursing home facility licensing records and foster parent licensing records [http://www.dhss.mo.gov/FCSR/]

2) Office of Inspector General’s List of Excluded Individuals ([http://exclusions.oig.hhs.gov/)] Enter name and print off search result.


4) A criminal background check for each state of residence since the age of 18 or the past 10 years.

Students are required to sign a release form which allows any concerns regarding the results of a student’s criminal background checks or drug screen to be discussed with each fieldwork site prior to the beginning of the student’s fieldwork experience, at that site. If any changes occur in a student’s background status after the initial background check it is up to the student to inform the Fieldwork Office and / or the fieldwork site prior to the start of the fieldwork experience.
Client Contact and Fieldwork Forms
MHPC Occupational Therapy Assistant Program
Confidentiality Agreement

The Consortium Occupational Therapy Assistant Program is committed to protecting the confidentiality of all students, clients/patients, volunteers, educational facilities and their associated written information. Occupational therapy assistant students are required to adhere to all relevant state and federal laws and policies related to privileged and protected information, including the Code of Ethics of the American Occupational Therapy Association, the Missouri Board of Occupational Therapy Practice Act Rules & Statutes, the HIPAA Privacy Regulations, and the Core Values & Attitudes of Occupational Therapy Practice.

I, the undersigned understand and agree that in the course of my professional education, I will safeguard confidential information and documentation about colleagues, staff, clients/patients, volunteers and facilities, in the following manner:

I will treat any clinical or personal information learned by me as privileged information which is subject to all state and federal laws which protect the rights of clients/patients.

I will discuss confidential information only with authorized personnel and in a setting where non-authorized people will not overhear the information.

I will not include personal identifying information in written educational assignments.

I understand that all confidential information and related documents are the property of the facility providing such information and documents and only the person designated by the facility may disclose copies of written information.

I will not attempt to remove or photocopy medical records or other confidential documentation.

I understand that a breach of confidential information may result in legal action or disciplinary action or dismissal from the Occupational Therapy Assistant Program. I also understand that I could be subject to state or federal regulations and laws which include fines and/or imprisonment, and/or a report of breach of confidentiality to professional and governmental regulatory boards.

I have read this confidentiality agreement and hereby agree to abide to the requirements and regulations stated above to the best of my ability.

<table>
<thead>
<tr>
<th>Review Date</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Signature ____________________________ Date ____________

Print Name ____________________________
Confidentiality Agreement Information Resources

Occupational Therapy Ethics Standards of the American Occupational Therapy Association

The Occupational Therapy Ethics Standards apply to occupational therapy personnel at all levels, including occupational therapy assistant students. These standards include the Code of Ethics, Guidelines and Core Values. They apply not only to conduct within occupational therapy roles, but also to conduct that may affect the performance of occupational therapy assistants or the reputation of the profession. The values (beliefs or ideals) to which members of the profession are committed form the foundation of occupational therapy practice, and are reflected in our interactions with individual clients. Attitudes, or the tendency to respond in a certain way, are determined by a person’s values. The complete AOTA Occupational Therapy Ethics Standards can be found in The Reference Manual of the Official Documents of the American Occupational Therapy Association or http://www.aota.org/Educate/Ethics.aspx

Missouri Board of Occupational Therapy Practice Act Rules and Statutes

The Practice Act Rules and Statutes of the Missouri Board of Occupational Therapy, MBOT, are available online at http://pr.mo.gov/octherapy-rules-statutes.asp.

HIPAA Privacy Regulations

The Health Insurance Portability and Accountability Act, HIPAA and its implementing regulations govern the use and disclosure of individually identifiable health information. HIPAA training will be offered through your “home” campus and/or the University of Missouri online training modules.

Qualification Requirements for Client Contact Compliance Verification

The Occupational Therapy Assistant Program requires students to complete the following qualification requirements prior to having contact with clients through any course or fieldwork experience.

**Basic Life Support:**
Current certification in Basic Life Support (BLS) for the Healthcare Provider (CPR & AED)

**Immunizations:**
Health records are verified and maintained by corresponding Student Health Center and Occupational Therapy Assistant Program Fieldwork Office. Current immunizations of MMR, diphtheria/tetanus, poliomyelitis, Hepatitis B and annual TB and Varicella history or titer.
Drug Screen:
Results for panel 5 screen are maintained by home college and reported to the Occupational Therapy Assistant Program Fieldwork Office.

Criminal Background Checks:
1) Registration with the Family Care Safety Registry includes Missouri state criminal background and sex offender registry check, child abuse/neglect screen, and the Employment Disqualification List/Registry for Senior Services and Mental Health.
2) Office of Inspector General’s List of Excluded Individuals
3) General services Administration’s Excluded Parties Lists System
4) A criminal background check for each state of residence since age 18 or the past 10 years

Confidentiality:
Students are informed of and understand the rules and regulations regarding their responsibility for safeguarding confidential information of patients and clients. A signed Confidentiality Agreement is on file with the Occupational Therapy Assistant Program Fieldwork Office.

I ____________________________do hereby sign that to the best of my knowledge I have met these requirements and am qualified to participate in experiences involving contact with clients. I give permission for the Fieldwork Office to share this information with persons who are responsible for supervising my client contact experiences. I acknowledge that failure to positively complete any of the above qualification requirements may affect my ability to complete the program.

_________________________________________ Date: ______________
Student Signature

Student has met all specified requirements to participate in educational experiences involving client contact.

_________________________________________ Date: ______________
Fieldwork Office Representative

Liability Insurance Coverage: Provided through “home” campus college in which student is enrolled.
Professional Data Packet for Fieldwork
This is an information packet to provide fieldwork educators with a quick introduction to fieldwork students. It includes the student’s resume, a summary of fieldwork experiences, and a statement of the student’s compliance with client contact requirements. The Professional Data Packet is a reflection of the student’s professional development and performance. It also represents the Occupational Therapy Assistant Program. Therefore, the quality and appearance must be professional and follow the example. An updated packet must be available for each fieldwork experience.

Contents of the Professional Data Packet:
- **Student Personal Data Sheet or Resume:**
  - This is a resume.
  - It should be one to two typed pages.
  - It must look neat and professional.

- **Summary of Client Contact and Fieldwork Experiences:**
  - This is a list of client contact and fieldwork experiences.
  - Basic information for all fieldwork experiences is listed on the example.
  - Specific details for each experience (facility, clientele, dates) need to be filled in.
  - Unknown placements are listed as “To Be Decided”.

- **Qualification Requirements for Client Contact Compliance Verification:**
  - This form verifies compliance with client contact requirements.
  - It must be signed and dated by student and Fieldwork Office Representative.

- Any additional information required by the Occupational Therapy Assistant Program, corresponding college of enrollment, or fieldwork site

Requirements for the Professional Data Packet:
1. Information in the Professional Data Packet must be current and accurate.
2. An initial packet must be submitted to the Fieldwork Office for review, by the date announced. This information may be submitted in a paper or electronic format. The initial packet does not include a copy of the Qualification Requirements for Client Contact Compliance Verification form.
3. The original packet and all copies must look neat and professional.
4. Follow the curriculum format. Use the example provided.
5. Any questions or concerns about the Professional Data Packet requirements should be discussed with the Fieldwork Office prior to the due date.
6. The packet will need to be updated each semester to reflect current information. It is imperative that when requested, the packet be turned in on time with complete and accurate information. Timeliness will ensure the student receives a fieldwork placement for each required fieldwork.
7. Students should keep a back-up copy of all information for the Professional Data Packet. Updates will be required each semester.

Formatting the Packet
- **Margins and Font**
  - Set margins from .25" - 1", depending on the space needed to accommodate information.
  - Recommended fonts are Times New Roman, Universal or CG Times.
  - Set font size at 10 – 12 point.

- **Headers**
  - The first page section must include the MUOT header. Subsequent pages must include the page number and your name in the upper right hand corner.
  - A sample template will be e-mailed to students.
• **Contact Information:**
  ✓ Center and bold student name. Use larger font 14-16.
  ✓ Center address and phone information. Use same font as name, not bolded.

• **Content:**
  ✓ List all experiences in reverse order – with the most recent listed first.
  ✓ List experiences in this order: **title** (bold), name of the company or organization, the location (city and state) if applicable, and dates.
  ✓ Under each entry describe the duties performed or the job description. The duties should be listed individually and bulleted rather than paragraph form.
  ✓ Spell out all information for organizations, awards, titles etc. Do not use acronyms.
  ✓ For positions as a personal care attendant or nanny do not list individual or family names.

• **Resume Topic Areas:**
  ✓ Goal for Fieldwork (optional)
  ✓ Education
    o List educational institutions attended and the degree received.
    o The information for the AAS degree is listed as anticipated date of graduation.
  ✓ Work Experience
  ✓ Volunteer Experience
  ✓ Presentations Given
  ✓ Conferences and Workshops Attended
  ✓ Honors and Awards
  ✓ Memberships
  ✓ Special Skills and Interests (optional)

• **Fieldwork and Client Contact Summary**
  ✓ An example outlining contact experiences will be e-mailed to students.
  ✓ Each semester when the packet is updated, move client contact experiences into the appropriate section.
  ✓ List completed and assigned experiences in reverse order with most recent first.
  ✓ Fill in detailed information for experiences that have been completed or are assigned.

**Assembling the Professional Data Packet:**

Following approval of the original packet, when requested to turn in an updated packet for a FW site, apply the following guidelines.

1. **Assemble the pages in this order:** 1) Personal Data/Fieldwork and Client Contact sheets 2) Qualification Requirements for Client Contact Compliance Verification sheet
2. **Staple the packet together**
3. **Turn in the requested number of copies.**
GOAL FOR FIELDWORK EXPERIENCE: (OPTIONAL) To develop and improve my clinical reasoning through observation and hands on experiences.

EDUCATION:

Associate of Applied Science Degree College Anticipated Graduation
Occupational Therapy Assistant Town, Missouri December YEAR

FIELDWORK AND CLIENT CONTACT:

(For all experiences in this section identify site and client demographics)

Analysis of Occupation Shadowed Volunteer with disability Location Semester Year
  • Spent 20 hours with (Identify volunteer demographics, age, gender, disability). Do not include volunteer’s name or identifying information
  • Indicate types of activities performed with volunteer, Interviews or assessments, Community outing, Wrote objective summary of activities, Reception

Fieldwork I: Mental Health & Psychosocial Practice
List name of site Location Semester Year
  • Fieldwork experience in a setting with [population] under the supervision of the [supervisor’s role]

Fieldwork I: Pediatric
List name of site Location Semester Year
  • Fieldwork experience in a school setting under the supervision of a [supervisor’s role].

Fieldwork I: Physical Disabilities
List name of site Location Semester Year
  • Fieldwork experience in a [type] setting under the supervision of a [supervisor’s role].

Fieldwork I: Community Practice
List name of site Location Semester Year
  • Fieldwork experience in a [type] setting under the supervision of a [supervisor’s role].
Fieldwork II A
List name of site        Location        Semester Year
• Full time fieldwork in [type] OT practice setting under the supervision of a licensed
  [OT/OTA] to gain entry level competency in all aspects of providing services to clientele
  as an occupational therapy assistant.

Fieldwork II B
List name of site        Location        Semester Year
• Full time fieldwork in [type] OT practice setting under the supervision of a licensed
  [OT/OTA] to gain entry level competency in all aspects of providing services to clientele
  as an occupational therapy assistant.

WORK EXPERIENCE:
Job Title        Company Location Date
• List jobs in reverse order with most recent first
• Do not list individual or family names
• Use bullets to list job duties
• List each job responsibility individually

VOLUNTEER EXPERIENCE: (only list relevant volunteer information)
Volunteer Title        Place volunteered Location Date
• List volunteer experience in reverse order with most recent first
• Do not use individual or family names
• Use bullets to list services provided
• Include special service projects
• Include work with special populations (children, older adults, persons with mental
  illness)

CONTINUING EDUCATION: (CONFERENCES AND WORKSHOPS ATTENDED)
Title of Workshop        Hosting organization Date

HONORS AND AWARDS:
Name of Award        Organization or institution Date

MEMBERSHIPS:
Office Held        Organization Date
  (ie. Member, President, etc.)
  also indicate Sorority or Fraternity and any offices held:

SPECIAL SKILLS AND INTERESTS: (OPTIONAL)
Planning for Level II Fieldwork
Planning for Level II Fieldwork

The Occupational Therapy Assistant Program priorities for fieldwork are:

1. To provide students with the best possible learning experience.
2. To ensure that high quality sites are used to train students.
3. To develop new fieldwork sites (especially in rural Missouri) that will provide quality experiences.

Level II Fieldwork reservations are secured from fieldwork sites approximately one year in advance. Fieldwork placements are made through a lottery system eight to twelve months prior to the start of the first rotation. See “Level II Fieldwork Lottery Procedure.” Placement at a specific site cannot be guaranteed.

Active sites will be maintained electronically and made available to students throughout their affiliation with the program. The file cabinet in the Fieldwork Coordinator’s office, contains files on each fieldwork site. Site information will also be shared with consortium colleges to ensure on site access for students. Students are encouraged to browse through these files to gain information about potential fieldwork placements.

Level II Fieldwork Descriptions:

Rotation One  Fieldwork II A  Aug-October  8 weeks full time
Advanced practicum in various community settings such as schools, hospitals, rehabilitation centers, and residential facilities. Emphasis on hands-on experiences and translation of theory into practice.

Rotation Two  Fieldwork II B  October – December  8 weeks full time
Advanced practicum in rehabilitation and various community settings for application of more specialized practice. Emphasis on critical analysis of human occupation, clinical reasoning, synthesis, and evidence based practice.

Level II Fieldwork is graded on a Pass/Fail basis. At least one Level II Fieldwork will need to be completed in rural setting.

Level II Fieldwork Special Placement Requests

Developing a new fieldwork site: If a student is interested in having the Fieldwork office develop a new fieldwork affiliation they must submit a formal request to the Fieldwork Office. See “Procedure for Requesting Development of a New Fieldwork Site”

First come first served sites: Some fieldwork sites do not make generic reservations for academic programs. They only reserve a fieldwork placement when given a student name. These sites are designated as “First Come”. See “Procedure for Requesting First Come sites”.
**Special Permission required sites:** Some sites require that the student have certain qualifications to participate in fieldwork at that setting. To ensure that a student is well matched to the setting the students are required to obtain faculty and/or site permission to participate in fieldwork at that site. See “Procedure for Special Permission Sites”.

**Part Time Fieldwork**

AOTA does allow for Level II fieldwork to be done on a part-time basis. This opportunity would double the number of weeks and the amount of time each week would be exactly half of what the facility considers full-time. For example if full time at the site facility is 40 hours then the part time fieldwork would be 20 hours per week and would extend to 16 weeks.

It is the MHPC OTA programs policy that only under extenuating circumstances would a fieldwork need to be done on a part time basis. Students wishing to do so must present this request in writing to the Academic Fieldwork Coordinator two weeks prior to the Level II Fieldwork Lottery. The outcome of the request will be provided to the requesting student in writing within 10 days of receipt.
Level II Fieldwork Lottery Procedure

All students eligible for Level II fieldwork must attend the lottery placement meeting held in May prior to the August start date for Level II fieldwork.

The lottery procedure:

1. Available fieldwork sites are posted two to four weeks prior to the lottery placement date.
2. Students should review information about the fieldwork sites prior to the lottery. Files are available for student review.
3. Each student is assigned a number and must be present for the lottery. Under extreme circumstances a formal request to the Program Director for designation of a proxy may be allowed.
4. When a student’s number is drawn, that student may select a fieldwork placement.
5. Numbers will first be drawn for Rotation A. The numbers are then returned to the drawing and the process is repeated for Rotation B.
6. Students who have a special placement confirmed will not participate in the lottery for that rotation.
7. Students not present when the lottery begins will have their number removed from consideration and must select from remaining sites at the end of the lottery session.
8. A student number may be withheld from the lottery due to tardiness of providing the required fieldwork information.
9. Following the lottery, the department chair and the academic fieldwork coordinator will review all placements to ensure requirements are met. Students will be notified of any needed changes.
10. Assignments are posted and students have one week to negotiate any changes they want to make. See “Procedure for Changing Fieldwork Placement during Negotiation Week”.
11. Once the assignments are finalized, confirmation letters are sent to the fieldwork coordinators.
12. At this point, fieldwork assignments will not be changed unless a fieldwork site cancels or the placement becomes unsuitable. Under extreme circumstances, special requests for changing fieldwork sites will be considered. Written requests for change must be given to the fieldwork office and will be taken to the faculty for consideration.
Procedure for Requesting
Development of a New Fieldwork Site

If you are interested in requesting the fieldwork office establish a new fieldwork site, you must be aware of the following:

Site criteria:

1. Requested site must meet the Program priorities for fieldwork.
2. The Site must be willing to provide fieldwork experiences for future OTA students.
3. The site must offer some incentive for future students to participate in their fieldwork program. Incentives might be, but are not limited to, location, housing, stipend, or an exceptional fieldwork experience.
4. If a new fieldwork site is developed in response to a student’s request, the student must take that fieldwork placement.
5. Students with a confirmed fieldwork reservation from a special request will sit out that round of the lottery.

To initiate the development of a new fieldwork site:

1. Talk to the fieldwork office about the request.
2. Contact the site regarding availability for fieldwork placement
3. Submit a completed New Fieldwork Site Request Form to the fieldwork office. The request must include all required information about the facility willing to provide a fieldwork experience.
4. Once a New Fieldwork Site Request has been filed, the site will be evaluated by the faculty. If the site meets the above criteria, the fieldwork office will contact the facility to confirm the fieldwork information and initiate an affiliation agreement. Once the fieldwork reservation is confirmed and the agreement is in place, the site will be available as a fieldwork placement.
NEW FIELDWORK SITE REQUEST FORM

PRINT CLEARLY. USE CORRECT SPELLING

Contact Name: _______________________________________ Phone: ________________
Include credentials

Facility: ___________________________________________________________________
Complete name

Phone: _____________________________________________ Fax: __________________
If different from contact person listed above

Email address: ___________________________________________________________________

Department: __________________________________________________________________

Mailing Address: ___________________________________________________________________

Date of Proposed Fieldwork: ___________________________________________________

Description of Site:

Type of Fieldwork | Type of Setting | Incentives (explain details)
--- | --- | ---
Acute | Hospital | Housing
Develop Disabilities | School | Stipend
Geriatrics | Community Agency | Other
Pediatric | Private Practice | 
Physical Dysfunction | Residential Program | 
Psychosocial | Home Health | 
Rehab | Rehab Agency | 
Specialization Area | Long Term Care | 
Other | 

Contact Summary: Provide date and summary of direct contact with contact person listed above.

Other Comments:

I understand and agree that if a fieldwork reservation is secured with this site on my behalf I am obligated to take it.

Submitted By: _______________________________________ Date: _____________
Phone: _____________________ E-Mail: __________________________________
Procedure for Requesting
First Come Sites

- Talk with the fieldwork office about the site and securing a reservation.
- Submit a written request for placement at the site to the fieldwork office, if requested.
- The fieldwork office will contact the site to request a reservation or determine if they will not accept a request for placement until after the lottery.
- If two students request the same site, the final assignment will be determined by the lottery.
- If a reservation is secured for a student, prior to the lottery, their name will be withheld from the lottery.

Procedure for Requesting
Special Permission Sites

- Talk with the fieldwork office about the site and securing a reservation.
- Submit a written request for placement at the site to the fieldwork office.
- Requests will be considered by faculty and the student will be notified of their status prior to the lottery.
- This procedure does not reserve the slot but allows only the students who have been granted prior permission to select this site during the lottery. Final placement will be determined by the lottery and any additional site requirements.
Procedure for Changing Fieldwork Placement  
During Negotiation Week

After the lottery selection, there will be one week for students to negotiate any changes in fieldwork assignments. The deadline for changes will be announced at the lottery meeting.

- All requests for changes in fieldwork assignments must be submitted to the fieldwork office in writing, by all parties involved.

- Any additional reservations received during the negotiation week will be posted as new listings. If more than one student is interested in a new listing, a second drawing will be scheduled to determine who is assigned to the site.

- When a student changes a placement, their old spot is then open for selection and will be subject to the same process as new listings.

- At the end of the negotiation week, all placements will be considered final and confirmation letters will be sent to the sites.
National Board for Certification in Occupational Therapy, Inc (NBCOT)  
Certification Examination

Once Level II Fieldwork is complete and graduation is ensured you will be ready to prepare and sit for the National Certification Exam to become a Certified Occupational Therapy Assistant. All information can be found on the NBCOT website: www.nbcot.org

Please refer to the website for information on the procedures to apply to sit for the examination.

NBCOT contact information:
12 South Summit Avenue  
Suite 100  
Gaithersburg, MD 20877-4150  
301.990.7979

State Licensure Boards

Refer to the following state board websites to obtain information on the procedure(s) for licensure application(s). Only Missouri and bordering states are listed.

MISSOURI
Board of Occupational Therapy
3605 Missouri Boulevard
P.O. Box 1335
Jefferson City, MO 65102-1335
573.751.0877 Telephone
573.526.3489 Fax
800.735.2966 TTY
800.735.2466 Voice Relay
ot@pr.mo.gov
http://pr.mo.gov/octherapy.asp

ARKANSAS *
Arkansas State Medical Board
2100 Riverfront Drive
Little Rock, AR 72202
Phone: 501.296.1802
http://www.armedicalboard.org/professional/

KANSAS
Kansas State Board of Healing Arts
235 S. Topeka Boulevard - Topeka, KS 66603-3068
Phone: 785.296.7413 - Toll Free: 1.888.886.7205 - Fax: 785.296.0852
http://www.ksbha.org/licensure.html
**KENTUCKY**
Kentucky Board of Licensure for Occupational Therapy
Send regular mail to: Send overnight mail to
P.O. Box 1360 911 Leawood Drive
Frankfort, KY 40602 Frankfort, KY 40601

**Julie Jackson,**
Board Administrator
Office 502-564-3296, ext. 226
Fax: 502-696-3833
E-mail: JulieG.Jackson@ky.gov
http://bot.ky.gov/

**ILLINOIS**
Division of Professional Regulation
320 W. Washington  Chicago Office
Springfield, IL 62786 100 W. Randolph, 9th Floor
Phone: 217.785.0800 Chicago, IL 60601
TDD: 217.524.6735 Phone: 312.814.4500
Fax: 217.782.7645 Fax: 312.814.3145
http://www.idfpr.com/dpr/apply/ot.asp

**IOWA**
Iowa Board of Physical and Occupational Therapy
321 E. 12th Street
Des Moines, Iowa 50319-0075
515.281.7689 or toll-free at 1.866.227.9878
http://www.idph.state.ia.us/licensure/board_home.asp?board=pot

**OKLAHOMA**
Oklahoma Board of Medical Licensure and Supervision
5104 N. Francis Ave., Suite C.
Oklahoma City, OK 73118-6020
or:
P.O. Box 18256
Oklahoma City, OK 73154-0256
Main Number – 405.848.6841
Fax – 405.848.8240
Licensing Questions: 405.848.6841 extension 113
http://www.okmedicalboard.org/display.php?content=ot_index:ot_index&group=ot&rmenu=1
NEBRASKA
Nebraska Department of Health & Human Services
301 Centennial Mall South
Lincoln, Nebraska 68509
402.471.3121
http://www.hhs.state.ne.us/crl/rcs/ot/ot.htm

TENNESSEE
Board of Occupational Therapy
227 French Landing Suite 300
Nashville, TN  37243
615.532.5096
http://health.state.tn.us/Boards/OT/index.htm

* you may need to contact the board directly for information regarding Occupational Therapy Assistant application procedures.

STATE OCCUPATIONAL THERAPY ASSOCIATIONS

MISSOURI
Missouri Occupational Therapy Association
Rich Helfrich - Business Manager
636.441.4146
http://www.motamo.net/licensure.htm

ARKANSAS
Arkansas Occupational Therapy Association (AROTA)
PO Bo 10674
Conway, AR  72034
http://www.arota.org/

KANSAS:
Kansas Occupational Therapy Association
825 S. Kansas Avenue Suite 500
Topeka, KS  66612
785.232.8044
centraloffice@kotaonline.org
KENTUCKY
Kentucky Occupational Therapy Association
P.O. Box  5531
Louisville, KY 40255
888-987-KOTA (5682)
http://www.kotaweb.org

ILLINOIS
Illinois Occupational Therapy Association
7234 W North Ave # 409
Elmwood Park, IL 60707-4263
708.452.7640
www.ilota.org

IOWA
Iowa Occupational Therapy Association
PO Box 57221
Des Moines, IA  50317
515.266.4525
http://www.iowaot.org/

OKLAHOMA
Oklahoma Occupational Therapy Association |
PO Box 2602 Oklahoma City, OK 74101-2602
918.231.1300
http://www.okota.org/

NEBRASKA
Nebraska Occupational Therapy Association
http://www.notaonline.org/

TENNESSEE
Tennessee Occupational Therapy Association
PO Box 594
Ellendale, TN 38029 -0594
901.507.4780
http://tnota.org/
Appendix
<table>
<thead>
<tr>
<th><strong>Fieldwork Terms</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Fieldwork Coordinator</strong> – the occupational therapist in the fieldwork office who is responsible for academic and professional aspects of the University’s fieldwork program.</td>
</tr>
<tr>
<td><strong>ACOTE</strong> (Accreditation Council for Occupational Therapy Education) - establishes the standards for occupational therapy education and accredits quality occupational therapy education programs. Fieldwork education requirements are part of the standards used in accrediting educational programs.</td>
</tr>
<tr>
<td><strong>ADA</strong> (Americans with Disabilities Act) - the federal law that seeks to ensure equal access to opportunities regardless of whether a person has a disability.</td>
</tr>
<tr>
<td><strong>Affiliation agreement/ Fieldwork contract/Agreement/Letter of agreement</strong> – is the legal agreement between the University of Missouri and the fieldwork site defining the terms, procedures, liabilities and laws which the fieldwork experience can occur.</td>
</tr>
<tr>
<td><strong>AOTA</strong> (American Occupational Therapy Association) – is the nationally recognized professional association of occupational therapists, occupational therapy assistants and students of occupational therapy.</td>
</tr>
<tr>
<td><strong>Assembly of Student Delegates (ASD)</strong> - is composed of student members of AOTA and represents each occupation therapy education program. It provides a mechanism for the expression of student concerns and allows for student input into the affairs of AOTA.</td>
</tr>
<tr>
<td><strong>Certification exam</strong> – is the comprehensive exam that a student who has successfully completed their academic requirements must take and pass in order to practice as an occupational therapy assistant. The exam is sponsored by NBCOT. Once you have passed your exam, you are eligible for certification.</td>
</tr>
<tr>
<td><strong>Clinical Fieldwork Coordinator</strong> – is the contact person at the fieldwork site. This person coordinates the fieldwork program and may or may not be a fieldwork educator. At some facilities, this person may not be an occupational therapist.</td>
</tr>
<tr>
<td><strong>COE</strong> (Commission of Education) – is a standing commission of the representative Assembly of AOTA. It identifies, analyzes and anticipates issues in occupational therapy education. This commission provides recommendations for fieldwork education.</td>
</tr>
<tr>
<td><strong>FW</strong> - an abbreviation for fieldwork</td>
</tr>
<tr>
<td><strong>Fieldwork Administrator</strong> – serves as MHPC’s representative in negotiating contracts and is the person responsible for ensuring student fieldwork contractual requirements are fulfilled.</td>
</tr>
<tr>
<td><strong>Fieldwork educator/ supervisor/ clinical instructor</strong> – terms used to designate the person who directly supervises the student during fieldwork.</td>
</tr>
<tr>
<td><strong>Fieldwork Performance Evaluation (FWPE)</strong> - is the AOTA tool used to assess the student’s performance of entry level competencies demonstrated during Level II fieldwork.</td>
</tr>
<tr>
<td><strong>GOTEC</strong> (Gateway Occupational Therapy Education Consortium) – is a council of the educational programs located in the St. Louis and Mid Missouri area. The mission of GOTEC is to facilitate the development of practitioners that support the education of their students.</td>
</tr>
<tr>
<td><strong>HIPAA</strong> (Health Insurance Portability and Accountability Act) – was enacted by the US Congress in 1996 to provide health coverage when there is a change in employment, to reduce fraud and to protect confidential medical information.</td>
</tr>
</tbody>
</table>
**Internship/affiliation/rotation/practicum** – is a term used to refer to a Level II fieldwork experience.

**Level I** – short fieldwork experiences that the student participates during the semesters of their professional program. These experiences serve to link information learned in the classroom to the OT process.

**Level II** – a required part of a student’s professional OT program. The goal of Level II fieldwork is to develop competent entry level, generalist occupational therapists. The student is required to do a minimum of 16 weeks, full time fieldwork. This occurs at the conclusion of the professional academic coursework.

**Licensure** - a state regulation that outlines the requirements to practice occupational therapy and defines how occupational therapy assistants can function within the state. The purpose is to protect consumers from unqualified or unscrupulous practitioners.

**Lottery** – a method used for student selection of Level II fieldwork sites

**NBCOT** (National Board for Certification in Occupational Therapy, Inc) – is the credentialing agency that provides certification for the occupation therapy profession. It is responsible for the national certification examination and for the profession’s ongoing re-certification process.

**OSHA Regulations** – are the Occupational Safety and Health Administration policies outlining the principles and procedures for Infection Control. Training in this area is often required for fieldwork.

**OT** - an abbreviation for occupational therapy or an occupational therapist

**OTA** – an abbreviation for occupational therapy assistant.

**COTA** - an abbreviation for a NBCOT initially certified occupational therapy assistant

**OTAS** – indicates an occupational therapy assistant student.

**Practice Area** – is the type of occupational therapy work setting. A practice area may be within a school, community setting, mental health clinic, hospital, etc.

**Professional Data Packet** – a packet of information that reflects the student’s professional development and performance. This packet is updated each semester and is sent to the student’s fieldwork educator.

**Professional liability insurance** – is malpractice insurance usually required by a fieldwork site for a fieldwork student. OTA students are automatically covered under their home campus’s plan.

**Reasonable accommodation** – is a modification or adjustment to a task or work environment that allows a qualified student with a disability an equal opportunity to participate in a fieldwork experience as a student without a disability.

**Release of Information Consent** – is a form signed by the student that grants the MHPC OTA Program permission to share the student’s prior academic and fieldwork information with a fieldwork educator or administrator. This form is requested only when needed. Students are asked to sign a similar form allowing the program to release their Professional Data Packet to the fieldwork sites.

**SEFWE (Student Evaluation of Fieldwork Experience)** - is an AOTA form that provides the student an opportunity to give feedback on their fieldwork experience to their fieldwork educator, faculty and other MHPC students
Occupational Therapy Assistant Advising Record

One scheduled face to face advising meeting will take place between the advisor and the student during the first month of instruction (January), sometime during the second semester of instruction (May – August), and prior to the student leaving for Level II fieldwork (August). Each month, the student will be responsible for completing a self-rating and turning in their advisement form to their advisor for review. The student is responsible for making an appointment with their advisor during the second semester and prior to leaving for Level II fieldwork. The student will print out and complete the advising form, completing a self-review of their performance to be reviewed with their advisor at the scheduled meeting. The advisor will provide feedback and recommendations as needed.

Date of Advisement meeting: ____________________________________________________________

Purpose of meeting: ___________________________________________________________________

<table>
<thead>
<tr>
<th>Professional Appearance</th>
<th>Yes</th>
<th>Needs Work</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>- To show pride in yourself and your job</td>
<td>At least 90% of the time, the student maintains a clean, professional appearance, including:</td>
<td>Less than 90% of the time, the student has professional appearance, but needs to show improvement in this area. Areas of improvement may include:</td>
<td>The student displays professional appearance less than 50% of the time.</td>
</tr>
<tr>
<td>- To set an example for your clients</td>
<td>- Clothing in good to excellent repair with no visible tears, stains or holes</td>
<td>- Clothing repair (noticeable tears, stains, holes, etc.)</td>
<td>- Clothing in poor repair</td>
</tr>
<tr>
<td>- To show respect for your profession, your workplace, your co-workers, and your clients</td>
<td>- Clothing that is modest when the student is bending over, etc</td>
<td>- Large accessories that could be a danger to self or others</td>
<td>- Wears clothing that exposes parts of their body that should remain covered by professional standards when they bend, squat, etc</td>
</tr>
<tr>
<td>- First impressions often cannot be changed—our appearance forms that first impression</td>
<td>- Accessories, such as jewelry, do not interfere in any way with treatment, or cause a danger to self or others (i.e., no large hoop earrings; no large/long heavy necklaces)</td>
<td>- No distracting scent</td>
<td>- No distracting scent</td>
</tr>
<tr>
<td>- Over 80% of communication is nonverbal</td>
<td>- No distracting scent (fragrant or otherwise)</td>
<td>- Hair hanging in face or over eyes</td>
<td>- Hair in face/eyes</td>
</tr>
<tr>
<td>- Your appearance needs to facilitate safety and professionalism.</td>
<td>- Hair is kept out of face or eyes during work</td>
<td>- Nails are long or student has acrylic nails</td>
<td>- Long nails or acrylic nails</td>
</tr>
</tbody>
</table>

Students will dress professionally on lab days (khakis, clean tennis shoes, and fieldwork polos are acceptable).
Student response/comments:

Comments/Recommendations from Advisor:

Plan of Action as needed (include what is going to be done next and a date of accomplishment):
| Professional Behavior | Student attends 95% to 100% of classes and labs. Any absences are excused and the student informs the office or instructor PRIOR to absence.  
Student attends 100% of FW dates.  
Student is consistently on time and prepared for, lab, or FW site.  
Student demonstrates preparation for class, lab, or FW through:  
- Consistent and frequent communication with faculty, advisor, and/or FW supervisor  
- Having all readings completed prior to class and/or lab  
- Assignments consistently completed and turned in prior to or on the due date  
Student demonstrates a high level of participation in class and lab through:  
- Verbal participation in class and lab  
- Asking/answering questions in class and lab  
- Participation in online class components  
Student modifies performance after feedback is given.  
Student handles conflict constructively.  
Student follows the chain of command to address issues as needed (instructor, advisor, chair). | Student has less than 95% attendance in class and/or labs.  
Student does not consistently call office or instructor if they are going to miss class or be late.  
Student has 1 absence from a FW date.  
Student has arrived late to class and/or lab on more than one occasion.  
Student has 1 or more late or missing assignments.  
Student occasionally displays disrespectful language or communication, either through word choice or intent.  
Student requires feedback on a specific behavior more than one time for positive change to occur.  
Student needs to be reminded to not use real names or other identifiers in FW assignments in order to respect client confidentiality. | Student has less than 80% attendance in class and/or labs.  
Student fails to call office and/or instructor if they are going to be absent or be late.  
Student misses more than one FW date or does not make up missed FW dates.  
Student is consistently late to class and/or lab.  
Student does not schedule advising meetings as outlined on page 1 of this form.  
Student does not complete assigned readings prior to class and/or lab time.  
Student has 2 or more late or missing assignments.  
Student does not demonstrate participation in class or lab through verbal question/answer or online participation.  
Student does not change their professional behavior/performance after receiving feedback from advisor and/or instructor.  
Student does not show respect for others by using offensive language or making culturally sensitive remarks.  
Student does not respect others’ schedules; is consistently late |
<table>
<thead>
<tr>
<th><strong>Student demonstrates respect for others through:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Being supportive of others</td>
</tr>
<tr>
<td>• Being attentive to others’ needs</td>
</tr>
<tr>
<td>• Being sensitive/aware of others’ timeframes and schedules</td>
</tr>
<tr>
<td>• Meeting deadlines, and if unable to meet deadline, informs necessary persons and re-schedules</td>
</tr>
<tr>
<td>• Working towards team goals</td>
</tr>
</tbody>
</table>

Student respects and maintains confidentiality in written FW assignments.

| **Student response/comments:** |

Comments/Recommendations from Advisor:

Plan of Action as needed (include what is going to be done next and a date of accomplishment):

meeting deadlines; doesn’t work towards team goals.

Student breaks confidentiality of clients and/or volunteers by sharing identifying information in written or verbal assignments, or by sharing identifying information with peers or instructors informally.
| Professional Communication | Student demonstrates respectful communication with faculty, clients, FW supervisors, and other students through:  
- Listening to others’ viewpoints whether agreeing or disagreeing  
- Stating your viewpoint respectfully/assertively  
- Respecting diversity  
Student’s communication, both written and verbal:  
- is clear, and concise  
- written communication uses correct grammar, spelling and punctuation | Student may frequently interrupt others while they are speaking.  
Student may struggle with respecting diversity.  
Student displays many errors in their writing, including spelling, grammar, and punctuation. | Student is unable to communicate their perspective or listen to others’ viewpoints without becoming overly emotional or defensive.  
Student is unable to respect diversity, demonstrated either verbally or nonverbally.  
Student demonstrates poor writing skills, and is unable/unwilling to correct writing mistakes, or to seek extra assistance in their writing as needed. |

**Student response/comments:**

**Comments/Recommendations from Advisor:**

**Plan of Action as needed (include what is going to be done next and a date of accomplishment):**
| Academic Performance | Student maintains a minimum of 2.5 GPA.  
Student has a grade of “B” or better in each class.  
Student consistently turns in assignments early or on time.  
Student asks for assistance from faculty, FW supervisor or advisor when needed. | Student has a grade of “C” in two or more classes.  
Student has one or more assignments missing or late.  
Student waits until difficulties are extreme before approaching advisor or instructor. (Asking for assistance sooner, may be more beneficial.) | Student does not maintain a GPA of 2.5.  
Student has a grade of “D” or below in at least one class. (list below—include action plan to address)  
Student has 2 or more late or missing assignments.  
Student does not seek assistance from advisor or instructor when needed. |

**Academic Performance**

- Student maintains a minimum of 2.5 GPA.
- Student has a grade of “B” or better in each class.
- Student consistently turns in assignments early or on time.
- Student asks for assistance from faculty, FW supervisor or advisor when needed.

**Student response/comments:**

**Comments/Recommendations from Advisor:**

**Plan of Action as needed (include what is going to be done next and a date of accomplishment):**

**Date of next advising appointment:**

**Student’s Signature:**

**Advisor’s Signature:**
AOTA Membership Works!

A few examples:

- **Advocacy** to protect occupational therapy and expand the profession—in Washington, in state capitals, with policymakers across the country... on Medicare, in state licensure, for special education, with reimbursement, and more
- 800-SAY-AOTA—your toll-free connection
- **Valued periodicals**, including the American Journal of Occupational Therapy (6 issues/year) and OT Practice (22 issues/year)
- Extensive cutting-edge continuing education opportunities
- Exclusive privileges at AOTA’s online career center, www.OTjobLink.org
- Access to answers, contacts, and professional support through the vast network of Special Interest Sections, dynamic listservs, and SIS Quarterlies
- Bi-weekly **1-Minute Update**—a quick read of the profession's latest news, at the click of your mouse
- As much as 30% savings on today's top books and continuing education products for the profession
- Access to the wealth of resources in the "Members Only" sections of the AOTA Web site
- Targeted public awareness campaigns and consumer outreach (see www.PromoteOT.org) to keep occupational therapy visible and in demand!
- Discounted Annual Conference & Expo registration
- Affordable professional and personal insurance products
- Access to the Wilma L. West Library, the world’s largest occupational therapy literature collection
- Opportunities for professional leadership and recognition
- Discounted OT Search access
- Critical research that advances the profession through the American Occupational Therapy Foundation
- Safeguarding practice and education **standards**.

JOIN AOTA TODAY—
We can’t do all this without YOU!

MEMBER INFORMATION

Prior AOTA Member ID number (if applicable) __________________________
Prior membership name (if different) __________________________
Name __________________________
Address __________________________
City/State/ZIP __________________________
Daytime phone __________________________ Home phone __________________________
E-mail address __________________________ Social Security number __________________________
I was encouraged to join AOTA by __________________________
Student Members Only: I am currently enrolled in an □ OT □ OTA program
Name of university __________________________
City/State __________________________ Graduation date __________________________

PERSONAL INFORMATION

Sex □ Female □ Male
Ethnic origin □ African American □ Black
□ Asian □ White
□ Asian American □ Multiracial
□ Hispanic/Latino/Latina □ Other
Birth date MM/DD/YY __________________________

OCCUPATIONAL THERAPY EDUCATION

Bachelor’s degree
Name of school __________________________
Year earned __________________________
Master’s degree
Name of school __________________________
Year earned __________________________
Associate degree or certificate
Name of school __________________________
Year earned __________________________

OTHER EDUCATION

Describe your highest degree(s) in fields other than occupational therapy.
□ Associate □ Bachelor’s □ Master’s □ Other special credential
Name of school __________________________
Major field __________________________
Year earned __________________________
□ Associate □ Bachelor’s □ Master’s □ Other special credential
Name of school __________________________
Major field __________________________
Year earned __________________________

WERE YOU PREVIOUSLY AN OTA? (For OTs only)
□ Yes □ No

EMPLOYMENT

Print the name and address of your present place of employment in the spaces provided. Be sure to include the ZIP code.
Facility name __________________________
Address __________________________
City/State/ZIP __________________________
Telephone number __________________________

WORK SETTING (Check all that apply)
□ 1. Academic
□ 2. Early intervention
□ 3. Free-standing facility
□ 4. Home health
□ 5. Hospital (non–mental health)
□ 6. Neonatal unit of hospital
□ 7. Private practice
□ 8. School setting (public or private)
□ 9. Rehabilitation hospital or center
□ 10. Subacute facility/Unit
□ 11. Mental health setting
□ 12. Work/industry/ergonomics setting
□ 13. Community-based (e.g., United Cerebral Palsy, Easter Seals, homeless shelter)
□ 14. Skilled nursing facility/long-term care/assisted living
□ 15. Other (specify)

Please complete both sides of the application.
MEMBERSHIP CATEGORIES, FEES, AND QUALIFICATIONS (choose one)

- **Occupational Therapist** $225 (full member benefits)
  Individuals who have completed a 4-year degree and are certified to practice occupational therapy in the United States
- **OT New Practitioner** $119 (full member benefits)
  To qualify you must have received your NBCOT certificate no more than 12 months prior to the date you apply for membership. You must attach a copy of your NBCOT certificate to this application.
- **Occupational Therapy Assistant** $131 (full member benefits)
  Individuals who have completed a 2-year degree and are certified to practice occupational therapy as an assistant in the United States
- **OTA New Practitioner** $95 (full member benefits)
- **Student-Plus** $75 (full member benefits plus the Student-Plus Fieldwork Listserv)
  Students currently enrolled in an OT or OTA program accredited or granted developing program status by the Accreditation Council for Occupational Therapy Education (ACOTE®), who have not yet taken the National Board for Certification in Occupational Therapy, Inc. (NBCOT) examination (the only exception is for an occupational therapy assistant who is enrolled in an accredited educational program for occupational therapists)
- **Standard Student** $53 (limited member benefits)
  Same qualifications as for Student-Plus

For other membership categories, please visit www.aota.org

**AJOT SUBSCRIPTION OPTION**
The American Journal of Occupational Therapy (AJOT) is an automatic member benefit available online and in print format. However, members may elect to discontinue receiving printed copies. If you do not wish to receive printed copies of AJOT, please check the box below.

- **Do not send me** AJOT **in print format.**

**OPTIONAL SELECTIONS** (Go to www.aota.org/membership for details):

- **World Federation of Occupational Therapists Membership**: Annual Regular $21; Annual Student $18
- **Subscription to OTJR: Occupation, Participation, and Health**: U.S. & Possessions $95; Outside US $139
- **Contribution to the American Occupational Therapy Foundation** (any amount) $ __________

**PAYMENT**

$ __________ Membership fees (see column at left) + optional fees (if any)

- **Check made payable to AOTA enclosed.** Check # __________
- **Please charge to my**
  - [ ] Visa
  - [ ] MasterCard
  - [ ] Discover

Account #: ____________________________
Exp. Date: ______/____
3-digit card verification number (CVV security code) on the back of your card __________________

Name on Card: ____________________________
Signature: ________________________________

**SPECIAL INTEREST SECTIONS** (OT, OTA, and Student-Plus only)
Membership includes FREE unlimited Open Access to all 11 Special Interest Sections (SISs) and their networks and subsections, with online access to listservs, Quarterly newsletters, and archives.

Open Access also allows you to customize your AOTA membership by selecting 3 SISs that appeal to your particular interests. From these 3, choose 1 printed SIS Quarterly to receive by mail. For all 3, you will have voting rights, leadership opportunities (OT and OTA members), and more. Please mark these SISs in the spaces below, choosing from the list that follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Administration &amp; Management (includes Private Practice and Entrepreneurs Subsection)</td>
</tr>
<tr>
<td>D</td>
<td>Developmental Disabilities</td>
</tr>
<tr>
<td>E</td>
<td>Education (includes Faculty and Fieldwork Subsections)</td>
</tr>
<tr>
<td>G</td>
<td>Gerontology</td>
</tr>
<tr>
<td>H</td>
<td>Home &amp; Community Health (includes Home Modification Network)</td>
</tr>
<tr>
<td>M</td>
<td>Mental Health</td>
</tr>
<tr>
<td>P</td>
<td>Physical Disabilities (includes Hand Subsection and Driving/Driver Rehabilitation Network)</td>
</tr>
<tr>
<td>C</td>
<td>School System</td>
</tr>
<tr>
<td>S</td>
<td>Sensory Integration</td>
</tr>
<tr>
<td>T</td>
<td>Technology</td>
</tr>
<tr>
<td>W</td>
<td>Work Programs</td>
</tr>
</tbody>
</table>

**3 EASY WAYS TO JOIN:**

Mail completed membership application and payment to
AOTA, P.O. Box 31220, Bethesda, MD 20824-1220

Fax to (credit card payments only) 301-652-7711

Online at www.aota.org

Questions?
Call AOTA Member Services at
800-SAY-AOTA (800-729-2682)
TDD: 800-377-8555
E-mail: members@aota.org

*Priority Code ZW2-C*

Please complete both sides of the application.
It is your responsibility to read the OTA Student Handbook. You will be expected to abide by the regulations contained in it. If any policy is unclear, discuss it with the OTA Program Director immediately.

The Student Handbook is yours to keep.

You are encouraged to refer to it frequently.

Your signature below confirms that you have read, understood and agree to the conditions as stated in this manual which include the:

1. Academic Standards, Academic Dishonesty policies;
2. Fieldwork placement procedures and policies;
3. Attendance expectations;
4. Grading.

____________________________________  _______________________
Student Signature                                            Date

______________________________________________________________
Print Name

Please sign & return to your OTA Instructor by January 8th