Occupational Therapy Assistant Student/Fieldwork Handbook
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Prelude

Cleveland University-Kansas City’s Occupational Therapy Assistant program reserves the right, without prior notice, to make changes at any time to the material contained in this program handbook, including but not limited to, entrance and graduation requirements, curriculum, academic policies, and any rules and regulations.

Occupational Therapy Assistant students are required to familiarize themselves with and abide by the rules and regulations of the Occupational Therapy Assistant programs’ publications in this handbook.

The OTA program has policies and procedures unique to the OTA program. Should a policy or procedure in this handbook differ from other University publications, it is to be understood that this Occupational Therapy Assistant Student/ Fieldwork Handbook takes precedence over any and all other University publications.

The provisions of this handbook shall in no way be construed as a contract between Cleveland University-Kansas City and any student.
Introduction

Welcome to Cleveland University-Kansas City and congratulations on being accepted to the Associate of Applied Science (A.A.S.) – Occupational Therapy Assistant Program! This handbook provides details about the program, which may be helpful to reference.

Program Faculty and Contact Information

Andy J. Wu, Ph.D., MOT
Program Director
913.234.0613
andy.wu@cleveland.edu

Dr. Wu earned a master's in occupational therapy in 2008, and a doctorate in therapeutic science in 2013, both from the University of Kansas (KU). Prior to joining Cleveland, he was a full-time faculty member in the KU Occupational Therapy Education department, where he was responsible for teaching biomechanical and neurologic assessment and intervention. Wu served as director of occupational therapy services for the JayDoc Free Clinic, a student-run clinic at KU that provides free health care services. He enjoys spending time with his wife and daughter, cooking, eating, and exploring new places.

Michelle Fisher, B.S., OTR/L
Academic Fieldwork Coordinator
913.234.0685
michelle.fisher@cleveland.edu

Ms. Fisher earned a bachelor of science degree from the University of Washington-Seattle. Her primary clinical experience has been in Mental Health/Psychiatry at the former St. Francis Regional Medical Center in Wichita. She was responsible for direct patient care as well as supervising the Activities Therapy department which included occupational, recreational, horticultural, and music therapies. Fisher served as the Academic Fieldwork Coordinator for 12 years at the KU Occupational Therapy Education department. She enjoys the excitement and challenges of linking the academic and clinical worlds. She has a son in college and an 8-year-old “puppy.” She enjoys walking, gardening, and spending time with friends and family.

Acronym Key

FW: Fieldwork
AFWC: Academic Fieldwork Coordinator
FWE: Fieldwork Educator
CHS: College of Health Sciences
Accreditation

The Occupational Therapy Program (OTA) at Cleveland University-Kansas City has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD, 20814-3449. The phone number for ACOTE is (301) 652-AOTA (2682), and the Web address is www.acoteonline.org.

The OTA Program must be accredited by ACOTE in order for graduates to sit for the National Board for Certification in Occupational Therapy (NBCOT) Examination for the Occupational Therapy Assistant. The target dates for the remaining steps leading to accreditation for the OTA Program are listed below.

ACOTE will notify the program of its final decision on accreditation in April 2019, prior to the anticipated graduation of the first OTA class.

- Initial report of Self-Study due: July 1, 2018
- ACOTE Initial Review Decision: December 2018
- Initial On-Site Evaluation: January-April 2019
- ACOTE Accreditation Decision: April 2019

After successful completion of the NBCOT exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

Program Responsibilities

The Program Director assumes primary responsibility for communication with ACOTE and will:

- Inform ACOTE of the transfer of program sponsorship or change of the institution’s name within 30 days of the transfer or change.
- Inform ACOTE within 30 days of the date of notification of any adverse accreditation action taken to change the sponsoring institution’s accreditation status to probation or withdrawal of accreditation.
- Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program.
- Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director.
- Pay accreditation fees within 90 days of the invoice date.
- Submit a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, Progress Report) within the period of time designated by ACOTE. All reports must be complete and contain all requested information.
- Agree to a site visit date before the end of the period for which accreditation was previously awarded.
- Demonstrate honesty and integrity in all interactions with ACOTE.
Cleveland University-Kansas City Occupational Therapy Assistant Program

Mission
The mission of the A.A.S. Occupational Therapy Assistant Program at Cleveland University-Kansas City is to provide exceptional quality academic education and embedded fieldwork experiences that prepare future practitioners with the necessary knowledge and skills to support people to live fulfilling lives.

Vision
The vision is to be a premier academic program providing excellent education that produces competent graduates dedicated to meet the dynamic health care needs of the community.

Philosophy
The central philosophy of the occupational therapy assistant program is that humans are capable of influencing their own health and well-being through active participation in meaningful occupations. Our philosophy encompasses certain fundamental beliefs outlined below.

- Humans
  - Are unique beings that possess worth
  - Are resilient and adapt to circumstances
  - Can influence their environment and be influenced by the environment
- Health
  - Exists on a continuum
  - Is more than absence of sickness or disease
  - Encompasses physical, mental, emotional, and psychosocial areas/aspects
- Occupation
  - Is central to the profession
  - Is complex and dynamic
  - Human performance involves interdependent interaction between the person, task or activity, and environment
  - Is a major determinant of health, wellness, and quality of life
- Learning
  - Is a lifelong dynamic process, shaped by previous experience and knowledge
  - Reflects a relatively permanent change in knowledge, skills, or behaviors
  - Each person has the inherent capacity to learn
  - Occurs through guided experiences and self-reflection

Approach to Learning and Instruction
We believe in educating students to become innovative, forward-thinking, flexible practitioners who are ready to help meet society’s health care needs. As occupational therapists/occupational therapy assistants, our main concern is occupations. That is, enabling participation in and facilitating greater performance in valued occupations. We envision our graduates to be well-prepared to apply the knowledge and skills to a variety of practice settings serving people across the lifespan. We are intentional in linking the teaching and learning process used by occupational therapists/occupational therapy assistants to the instruction we deliver to the students. We believe students learn best through active and guided experiences (Vygotsky, 1978) and when they practice with the opportunity to self-reflect upon the content and process (Kolb, 1984).
Curriculum

The prerequisite credits (24) must be completed prior to admission to the OTA program. The OTA professional courses must be completed in sequence and within 24 months of starting the professional phase of the OTA program (150% of the program’s length). Students must complete all OTA professional courses with a grade of C or better.

Credit/Contact Hour Distribution

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<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Lecture</th>
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Total OTA professional credits 51

Program Goals and Student Learning Outcomes

The curriculum has three organizing threads that structure courses and learning experiences:

1. Occupation is the central focus of the profession and a major determinant of health, wellness, and quality of life.
2. Practice is person-centered, guided by sound, clinical reasoning and best scientific evidence available.
3. Professionalism and development of professional identity is an ongoing process.

The curricular threads reflect current thinking in occupational therapy and are consistent with the program’s mission, “to provide exceptional quality academic education with embedded fieldwork experiences (2) that prepares future practitioners with the necessary knowledge and skills (3) to support people to live fulfilling lives (1).”

Student learning objectives and goals associated with each curricular thread are identified below:

Occupation

a. Realize occupational therapy’s unique contribution to health, wellness, and quality of life
b. Understand occupation and factors influencing occupational performance

c. Use occupation therapeutically with people across the lifespan
Practice
   a. Practice person-centered care
   b. Apply clinical reasoning to select and implement interventions to support participation in occupations
   c. Understand how to use evidence to support practice decisions

Professionalism
   a. Articulate the philosophy, history, and values of occupational therapy including standards of practice, ethics, and domain/process and scope of occupational therapy
   b. Collaborate with occupational therapists and other team members to provide therapy services
   c. Demonstrate entry-level competency for current practice settings
   d. Understand professional development for continued growth beyond entry-level competence

Graduation Requirements - A.A.S. in Occupational Therapy Assistant

In order to graduate in good standing, the student must:

- Complete the program of study, including both required Level II fieldwork, within 24 months of starting the OTA core coursework.
- Complete all OTA courses with a grade of C or higher.
- Complete both Level II fieldwork with at least 70 points or higher on the AOTA fieldwork performance evaluation (FWPE) with no score of 2 at final for the Fundamentals of Practice section of the FWPE.
- Recommendation for graduation by the A.A.S. in Occupational Therapy Assistant faculty.
- Resolve all outstanding financial obligations to Cleveland University-Kansas City.
- Complete exit interview.

NOTE: “Students must complete Level II fieldwork within eight months following completion of the didactic portion of the program.”

Academic Policies and Procedures

Professional Behavior Standards

Students are expected to exhibit professional behavior at all times. Behaviors not aligned with the OTA program include the following but are not limited to:

- Any form of academic misconduct including cheating, and/or dishonesty
- Breaching confidentiality
- Exhibiting behaviors that could be regarded as harassment
- Plagiarism
- Misrepresentation of any work submitted for evaluation

Violation of professional behavior standards may result in disciplinary action at the discretion of the OTA faculty and OTA Program Director.

Information Exchange and Communication

The student’s assigned CUKC email address will be the primary mode of formal communication between the University and/or program and the student. Students are required to read and respond to emails within 72 hours of receipt. The student is considered notified when the University or Program official has received receipt of
Technical Standards

All students are required to meet and maintain Technical Standards of the OTA program. Students must demonstrate the ability to deliver occupational therapy services in a safe and effective manner under the supervision of the Occupational Therapist/Occupational Therapy Assistant. All students must meet the technical standards for admission or participation in the OTA program with or without reasonable accommodation. The technical standards outlined below are necessary skills and behaviors for successful completion of this program. It is the student's responsibility to disclose any limitations that might interfere with his/her meeting these standards.

Cognitive Functions

Ability to effectively attend to multiple tasks, personal, and/or group interaction to include ability to selectively focus, utilizing divided and alternating attention in a quick, safe manner. Ability to organize concepts, schedule, materials, and work space. Ability to engage in decision-making and problem-solving for use in clinical reasoning and safe practice.

Written and Verbal Communication

Ability to use English in both written and spoken language for effective communication with individuals in all health care professions, patients/clients, family members and care providers.

Strength

Demonstrate adequate body strength and endurance to sustain work level on a full-time basis, while performing intermittent moderate to heavy work levels (lifting of 10+ lbs. above shoulder level; lifting, pushing, pulling 50+ lbs., handling therapy equipment), and the ability to assist a person to move to different positions and surfaces.

Coordination

Ability to use fine, skilled movements, such as finger dexterity and eye-hand coordination, for effective use of tools, splint fabrication, dressing, personal hygiene, grooming, cooking and written communication skills.

Sensory

Visual acuity (with correction, as needed) for close observation of one or more persons at a 10-foot distance, and closely monitor facial expressions, skin coloration, muscular tension, and detailed workmanship. Auditory acuity (with correction, as needed) to comprehend one or more persons engaged in conversation, and to hear monitoring, communication and safety devices, and signals. Spatial reasoning abilities sufficient to plan and implement modifications of tools, materials and the environment, and to observe human movement. Tactile ability to feel vibrations, detect temperature, feel differences in surface characteristics, feel differences in sizes and shapes, and detect environmental temperature. Ability to detect odors from patient, smoke, gases or noxious smells.

Professional Behaviors and Work Ethic

Capacity to use effective work ethic skills to include attendance, punctuality, positive work attitude, respect, cooperation, teamwork, professional manners, productivity appropriate to course and job role requirements and to work with persons with diverse backgrounds.

Emotional Stability and Coping Skills

Ability to effectively adapt and handle fluctuations in personal, emotional, and physical stress levels; including the ability to maintain composure in moderate to high levels of stress in emergency situations.
Health Status

Due to the nature of the coursework and fieldwork content, sufficient physical strength is required for lifting and moving people and handling therapy equipment in a variety of settings. As such, students will be required to submit proof of a physical examination completed by an authorized individual prior to starting the OTA program. Additionally, students will submit required proof of current immunization. The responsibility for maintaining current health testing and immunizations throughout the OTA program, including costs, are the responsibility of the student.

Program Standard Procedures

The following sections relate to standard procedures in the OTA program that should be followed at all times.

HIPAA and Confidentiality

Each student is responsible for maintaining the confidentiality of all individuals encountered during academic and fieldwork educational activities in accordance with the Health Insurance Privacy and Portability Act (HIPAA). For assignments, reports, notes, etc., identifying information cannot be present and must be removed. Students will adhere to HIPAA guidelines when speaking about patients at all times.

Equipment and supplies

The equipment and supplies of the OTA program (and the University) are to be used in a safe and respectful manner. Students who have questions or concerns related to specific equipment and supplies should request assistance from an OTA faculty member. Additionally, students should report equipment/supplies that are not working properly or appear to be damaged. All equipment and supplies are to be stored properly after use.

Lab safety

During lab activities, students can expect to work with classmates and/or instructors to develop and practice skills. Students should dress in comfortable clothes that will allow for ease of movement to and from different surfaces and in multiple positions. Good body mechanics will be reinforced throughout the curriculum in order to prevent injury and ensure safety.

Infection Control

Standard precautions should be followed at all times. Hand hygiene before and after contact with a person, immediately after contact with blood, body fluids, open wounds, mucous membranes, or contaminated items, immediately after removing gloves, cleaning up spills that may include blood or body fluids, before eating, after using the restroom, and after coughing or sneezing into a tissue. Appropriate personal protective equipment (i.e. mask, gown, gloves, etc.) must be worn if there is a potential for splash or exposure to body fluids. Gloves are to be changed before and after each contact with an individual.

Emergency/evacuation procedures

In cases of an emergency necessitating the evacuation of the building, students will exit and report to the parking lot just south of the main campus (student/staff parking). Students are expected to follow the emergency/evacuation procedures for assigned FW sites.

Background Check Policy

The Joint Commission (TJC) has implemented requirements for criminal background checks. Standard HR.1.20 for staff, students and volunteers who work in the same capacity as staff who provide care, treatment, and services at EP 5 states criminal background checks are verified when required by law and regulation and organization policy. (www.jointcommission.org)
State and/or federal laws through designated agencies regulate health professions. Each agency sets the specific requirements for granting licensure or certification to practice as a healthcare provider. Most agencies have restrictions on eligibility to sit for credentialing examinations and granting licensure or certification to an individual with a criminal record.

In compliance with the terms of fieldwork site affiliation agreements, students will be subject to a variety of background checks prior to entering the fieldwork education phase and throughout the duration of the program. Background checks may include, but not limited to: state and/or federal criminal background checks, Family Care Safety Registry, Employee Disqualification Lists, Sex Offender Registries, U.S. Department of Health and Human Services database, and the Offices of Inspector General's database. Students are responsible for any associated fees.

It is at the discretion of each affiliated facility to implement individual standards and requirements regarding student admittance for educational purposes. The program cannot and does not guarantee student acceptance at a fieldwork education site, as fieldwork affiliates retain the right to refuse placement of, or dismiss a student from their facility. If a student is denied acceptance or dismissed from a fieldwork facility based on their background status the student will fail the fieldwork course, be dismissed from the program, and become ineligible for re-entry to the program.

It is the responsibility of the student to immediately report any changes to the status of their criminal background history to the Occupational Therapy Assistant Program Director. Convictions or failure to notify CUKC's Occupational Therapy Assistant Program Director of convictions occurring during program enrollment may result in dismissal from the program. The program and the University will not modify the curriculum for students who have an unsatisfactory criminal background status.

**Immunization Policy**

Cleveland University-Kansas City’s A.A.S. programs follow the CDC Healthcare Personnel Vaccination Recommendations. Students must have on file current, official documentation of vaccination or immunity for: tetanus- diphtheria-acellular pertussis, measles, mumps, rubella, varicella, hepatitis B, and influenza. Failure to do so constitutes non-compliance and failure to meet and/or maintain CUKC OTA Fieldwork Education eligibility requirements. Students failing to maintain compliance will not enter and/or will be removed from Fieldwork Education until compliance is met. Time missed due to immunization non-compliance will follow the Attendance policy detailed in the program handbook. All required immunizations or testing to maintain compliance is at the student’s expense. CUKC affiliates with third-party healthcare institutions to facilitate my fieldwork education while in the program. All of these institutions require CUKC to comply with this policy and maintain documentation as such.

**CPR Certification**

Basic Life Support (BLS) for Healthcare Provider Certification from the American Heart Association (AHA) is required for all Occupational Therapy Assistant students. Proof of current BLS for Healthcare Provider certification must be provided prior to the first day of OTA professional classes and must remain current throughout the duration of the program. Allowing CPR certification to lapse during the program will result in being removed from fieldwork education. Time missed due to CPR Certification non-compliance will follow the attendance policy detailed in the program handbook. Obtaining and maintaining CPR certification will be completed at the expense of the student.

**Drug Screening Policy**

Upon contingent acceptance to the Occupational Therapy Assistant program, a drug screen will be required at a place designated by the CUKC Occupational Therapy Assistant program. A positive drug screen documenting illegal drug use will result in retraction of contingent acceptance. Occupational Therapy Assistant students are subject to drug screenings at any time throughout the duration of the program per the request of fieldwork
affiliates or authorized Cleveland University-Kansas City representatives. Failure to cooperate, tampering with the test or process, and/or a positive drug screen documenting illegal drug use will result in program dismissal. Students are responsible for any associated fees.

**Transfer Students - A.A.S. in Occupational Therapy Assistant**

Cleveland University-Kansas City’s Occupational Therapy Assistant program does not accept transfer credit of core Occupational Therapy Assistant courses from any institution. General Education courses may be accepted for transfer in compliance with “Students with Advanced Standing/Transfer Credits” policy in the University Catalog.

**Grading Scale**

The below grading scale applies to all courses in the OTA program:

- **A** 90 – 100%
- **B** 80 – 89.9%
- **C** 75 – 79.9%
- **D** 70 – 74.9%
- **F** < 70%

  - There is a “no rounding” policy with grades (e.g. 80.7% = 80% on the program grading scale).
  - A grade below a “C” is a failing grade and, if eligible, must be completed the following semester.

**Academic Expectations and Standing**

The OTA program curriculum is designed to be completed within 16 months, including fieldwork courses. Withdrawing and/or not earning a passing grade from a course will impact the ability to complete the OTA program within the specified timeframe. The curriculum must be completed within 24 months of the first date of matriculation into the OTA program.

Students must complete the curriculum sequentially and will not be allowed to take courses out of sequence. Each course is a prerequisite for the following course, beginning with the first OTA course. Successful completion of a course within a given semester (i.e. earning a grade of “C” or better) is required to enroll in the subsequent semester. Students earning less than a “C” (<75%) will fail the course and will not be allowed to progress to the subsequent courses. Students must re-take the failed course upon the next scheduled offering.

Students will be placed on academic probation at midterm for failing to maintain a grade of “C” or better in a course and necessary advising and actions will follow. Students will be in good academic standing at the end of the course when the student earns a grade of “C” of better in that course.

**Student Advisement**

Student success in the OTA program is paramount and is supported by strong faculty-student communication. Each OTA student cohort is assigned an academic advisor for the duration of the program. The academic advisor will be a faculty member of the OTA program who will be accessible and act as a resource for students, assisting with questions or problems related to academic progression, issues related to the program, or personal concerns affecting academic progression/success. The academic advisor will meet individually with each student at midterm and students are always encouraged to schedule additional appointments as needed.
Program Dismissal

A student may be dismissed from the OTA program for any of the following reasons, but not limited to:

a. Earning a grade less than “C”, “XF” or “W” or any combination in two (2) OTA courses
b. Academic misconduct/dishonesty
c. Unethical behavior(s)

It will be at the discretion of the program director, whether the student will be eligible to reapply to the program. The program director in collaboration with program faculty will determine at the time of dismissal any contingencies for readmission to the program.

Course/Program Withdrawal

Students wishing to withdraw from a course should refer directly to the University Catalog for details.

Occasionally various circumstances may lead a student to consider whether continuing in the program is in his or her best interest. If a student wishes to withdraw from the program, the student must follow the below steps:

1. Inform the class advisor of the intent to withdraw from the program.
2. Provide written notice to the Program Director stating that he or she is withdrawing from the program.
3. Follow policy and procedure from withdrawing from the College of Health Sciences, as outlined in the University catalog.

Attendance Policy

Course credit will be given only if the student is present at least 90 percent of the time and completes all course requirements. Should absences exceed 10 percent of scheduled class time, the student will be dismissed from the course with a grade of “XF”. In cases where a student is awarded an “XF” due to absences resulting from extenuating circumstances, a written appeal may be submitted to the program director and must follow the grievance and appeals policy outlined in the program handbook.

Tardy Policy

Each student should make every attempt to get to class/fieldwork on time, as tardiness is disruptive to the class/fieldwork. An instructor may refuse to allow a tardy student to enter the classroom until a time that will not disrupt class activities. Tardiness will be recorded and applied to the attendance policy.

- The minimum time recorded toward the attendance policy will be one-half (0.5) hour. (ex. 6 minutes late, 0.5 hours recorded)
- Time after one-half (0.5) hour will be recorded to the next 15-minute increment. (ex. 37 minutes late, 0.75 hours recorded).
- At the instructor’s discretion, students late to class may receive prorated points for participation, and lab activities.
- In the event a student arrives while a pop quiz is being administered, at the instructor’s discretion they may or may not allow the student the remaining allotted time to complete the pop quiz.
- In the event a student arrives while a scheduled exam/quiz is being administered, at the instructor’s discretion may:
  - Allow the student to start the exam/quiz and will be given the remaining allotted time to complete the exam/quiz.
  - The student will be allowed to take the scheduled exam/quiz at a time designated by the instructor with a 10% reduction of the total point value.
Class Absence/Tardy Procedure

In the event a student will be absent, tardy, or leave early:

- The student must notify the instructor prior to the start of the class period.
- Scheduled exams, quizzes, and homework due on the missed day will follow the Late Work Policy.
- Only students in attendance will receive points for pop quizzes, participation, and lab activities.
- Student must contact each instructor to obtain missed class material, homework, and due dates.
  - Homework assigned during an absence is due with the rest of the class.
- It is the student's responsibility to contact the instructor for a make-up time for any scheduled exams/quizzes that were missed.

Late Work Policy

To move efficiently and successfully through Cleveland University-Kansas City’s Occupational Therapy Assistant courses, it is important, and expected, that assignment due dates are met. It is expected that the student takes ownership of meeting deadlines and takes initiative to ensure all assignments are turned into the instructor at the designated time and exams/quizzes are taken when scheduled.

If a student fails to complete work when scheduled, the following penalty will be applied:

**Homework:** Homework assignments will be accepted for seven calendar days beyond the original due date with a 20% reduction of the total point value. Unless prior written arrangements have been made with the instructor, late homework will not be accepted beyond seven calendar days of the original due date and a 0% will recorded for the assignment.

- At the instructor’s discretion, the 20% reduction may be waived in the event of extenuating and documented circumstances.

**Scheduled Exams/Quizzes:** A missed scheduled exam/quiz can be made-up, with a 10% reduction of total point value, if:

- The student requests a make-up time on the first day back in class, and
- The exam/quiz is taken at the make-up time approved by the instructor.

At the instructor’s discretion, the 10% reduction may be waived in the event of extenuating and documented circumstances. Failure to request a make-up time, or failure to take the exam/quiz at the approved make-up time will result in a 0% for the exam/quiz.

**Pop quizzes:** Pop quizzes cannot be made up.

**End of course project/papers:** Unless prior written arrangements have been made with the instructor, end of course project/papers will not be accepted late.

**Participation/Lab:** Only students in attendance will receive points for participation activities. At the instructor’s discretion, prorated points may be awarded for the student being present for a portion of an activity or lab.

Inclement Weather Policy

Inclement weather may result in hazardous road conditions. As a result, each student should make safety their first priority and use their own judgment in reaching the University and/or their assigned fieldwork site.
Cleveland University-Kansas City participates with approximately 90 school districts throughout the Kansas City metropolitan area in a cooperative venture to make public announcements regarding emergency school closing, usually due to weather conditions.

Area news media that carry such public service announcements include the following:

<table>
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<tr>
<th>Radio</th>
<th>TV</th>
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</thead>
<tbody>
<tr>
<td>KCKC FM 102.1</td>
<td>KCTV-TV 5</td>
</tr>
<tr>
<td>KBEQ FM 104.3</td>
<td>KSHB-TV 41</td>
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<tr>
<td>WDAF FM 106.5</td>
<td>WDAF-TV 4</td>
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<tr>
<td>KQRC FM 98.9</td>
<td>KMBC-TV 9</td>
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<td>KUDL FM98.1</td>
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<td>KYYS AM 1250</td>
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<td>KXTR AM 1660</td>
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<td>KCSP AM 610</td>
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Additionally, students may enroll and receive campus alerts by text or email through the “CU Alerts” system. Student may enroll in the alert system through the “CUKC Emergency Alert Sign Up” link on the “Campus Life” tab of the University website.

- If the University is closed due to weather conditions, Occupational Therapy Assistant students will not attend classes on campus for the duration of the campus closing. Students taking fieldwork courses will be expected to follow the site’s policy/procedure for inclement weather.
- Time missed due to official campus closings will not contribute to the attendance policy.
- Class and/or fieldwork make-up day(s) may be scheduled at the discretion of the instructor, Academic Fieldwork Coordinator (AFWC), or FW site.
- Scheduled class and/or fieldwork make-up day(s) will be subject to the attendance policy in the same manner as a regularly scheduled class/fieldwork period.
- Any time an Occupational Therapy Assistant student misses a fieldwork day, the student must inform their Fieldwork Educator/Fieldwork Instructor they will not be in attendance. Contact must be made prior to the start of their scheduled fieldwork shift.

Complaints and Informal Resolution

The University strives to provide high quality educational experiences to students. As such, students who have a concern or issue are encouraged to file a complaint in accordance with complaint policy and procedure found in the University Catalog.

Students who have a complaint should seek first to resolve the concern/issue with the involved parties through informal means (i.e. communication and/or meeting). If the complaint cannot be resolved to the mutual satisfaction of the involved parties, the student can seek to begin a formal grievance and appeals process.

Grievances and Appeals Policy

The program grants a student the ability to file grievances and appeals for program specific issues regarding, but not limited to, any violation, misinterpretation, or inequitable application of any existing policy, procedure, or regulation. The below steps must be followed for all appeals:

1. The student must first attempt to informally resolve the issue with the party or parties involved within five (5) business days of the occurrence.
2. If the occurrence cannot be resolved informally with the party or parties involved, the student may submit a written statement to the program director within ten (10) business days of the occurrence to include at minimum:
(1) details of the nature of the grievance/appeal, to include what is being appealed, parties involved, and the specific University or program policy, procedure(s), rules, and/or regulation (including policy title, publication, and page number) the appeal is based upon. Attach any documents in support of the grievance/appeal;

(2) desired resolution.

3. Within five (5) business days of receiving written statement, the program director, with input and consultation from faculty and other program or University staff, will provide a written response to the student to include a decision regarding the grievance/appeal.

4. If the student wishes to appeal the decision rendered by the program director, the student must submit a written appeal to the Dean of the College of Health Sciences (CHS) within three (3) business days of receiving the decision from the program director. The final decision of the Dean of CHS will be made within five (5) business days of receiving the appeal.

Tuition and Fees

Cleveland University-Kansas City provides up-to-date information about tuition and fees at http://www.cleveland.edu/admissions/tuition-costs. The University catalog clearly indicates that “The University reserves the right to alter tuition or fees and the regulations governing as deemed necessary and without notice.”

Academic Calendar

The OTA program follows the academic calendar of Cleveland University-Kansas City: http://www.cleveland.edu/academic-calendar

Health Insurance

It is recommended, but not required, that students maintain health insurance while enrolled in the program since students will be in contact with patients/clients at various facilities for the purpose of fieldwork education. The student is completely responsible for personal medical costs incurred while enrolled in the program. Some FW sites may require health insurance be maintained while at the site.

Accommodations

Persons with disabilities are eligible for admission as long as they can carry out the classroom, laboratory, and fieldwork assignments, patient/client intake, assessment and techniques, or the equivalent; pass written, oral and practical examinations and meet all of the requirements of the University. It is the student’s responsibility to disclose any limitations that might interfere with his/her meeting these standards.

Cleveland University-Kansas City will make reasonable accommodations for disabilities. Applicants and students are welcome to discuss any disabilities that they believe will hinder their completion of the curriculum. To access disability services or accommodations, students must initiate a request for service and complete the eligibility determination process.

Nondiscrimination Policy

Cleveland University-Kansas City and the Occupational Therapy Assistant program are committed to equal opportunity and nondiscrimination in all programs and services, and do not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, sexual orientation, marital status, disability, or veteran status.
Fieldwork Experiences Overview

Fieldwork is a critical component of the Occupational Therapy Assistant curriculum and represents the hands-on portion of the program. The fieldwork curriculum will expose students to a range of practice settings and people in order to help prepare the graduate to be a generalist. Fieldwork experiences in the Occupational Therapy Assistant program consists of Level I and Level II Fieldwork.

Students are responsible for all costs associated with fieldwork, which can include transportation, relocation, uniforms, etc.

Students can expect to travel both within and outside of the greater Kansas City metropolitan area. All Level I Fieldwork and Level II Fieldwork will occur in the continental United States.

Fieldwork placement is entirely determined by the academic fieldwork coordinator and program director and is based on where the student can receive the best and most appropriate experience.

Level I Fieldwork

As stated in the Accreditation Council for Occupational Therapy Education (ACOTE) Standards:

“The goal of Fieldwork Level I is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients.”

See more at: http://www.aota.org/Education-Careers/Fieldwork/LevelI.aspx

Level I Fieldwork may not substitute for Level II Fieldwork.

Level I Fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process and includes mechanisms for formal evaluation of student performance. The Level I Fieldwork must be met through a combination of the following instructional methods and include mechanisms for formal evaluation of student performance. Examples of types of instructional methods are simulation, standardized patients, faculty practice, faculty-led site visits, consumer instruction, supervision by a fieldwork educator in a practice environment.

Prior to Level I Fieldwork, the academic fieldwork coordinator meets with each fieldwork educator to review the OTA curriculum and fieldwork program design. Objectives for Level I Fieldwork are developed collaboratively with the AFWC, course instructors, and Fieldwork Educator. Level I Fieldwork objectives may be course and site specific and will be provided to the site and student before the beginning of each Level I Fieldwork.

While on Level I Fieldwork students are expected to observe and interact with individuals and groups. Student will be expected to complete assignments from courses and the site. The amount and type of student involvement with direct patient/client care is at the discretion of the fieldwork educator.

The fieldwork curriculum is integrated with the academic/didactic curriculum. Level I Fieldwork courses are paired with on campus, practice-specific courses that is intended to facilitate greater acquisition and development of knowledge and skills. There are three Level I Fieldwork courses in the program (Semester 2 and 3), each include a combination of classroom preparation and reflection as well as off campus experiences at fieldwork sites. There may be additional opportunities outside Level I Fieldwork courses that may contribute to meeting course and program objectives.

Supervision of students on Level I Fieldwork may include but is not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists. Students will be supervised with direct, close supervision with all patient/client interactions.
Fieldwork course grades will be assigned by the academic fieldwork coordinator. Fieldwork educators and/or students will be responsible for submitting the evaluation forms to the AFWC within one week of completion of the Level I Fieldwork. The evaluation process includes feedback on a student’s performance on meeting the course objectives from the course instructor, fieldwork educator, and AFWC. Students will have opportunities to evaluate and provide feedback for each Level I Fieldwork experience.

**Level II Fieldwork**

As stated in the Accreditation Council for Occupational Therapy Education (ACOTE) Standards:

“The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. Level II fieldwork must be integral to the program’s curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings.”

See more at: http://www.aota.org/Education-Careers/Fieldwork/LevelII.aspx

Level II Fieldwork comprises two, 8-week, full-time experiences. Level II Fieldwork occurs after students have successfully completed all prior didactic courses, including Level I Fieldwork courses.

NOTE: “Students must complete Level II Fieldwork within eight months following completion of the didactic portion of the program.”

Prior to Level II Fieldwork, the academic fieldwork coordinator meets with each fieldwork educator to review the OTA curriculum and fieldwork program design. Objectives for Level II Fieldwork are developed collaboratively with the AFWC, course instructors, and fieldwork educator. Level II Fieldwork objectives may be course and site specific and will be provided to the site and student before the beginning of each Level II Fieldwork.

Students will be supervised directly by licensed occupational therapists and/or certified occupational therapy assistants. Other professionals may be involved in the supervisory process.

Students will be evaluated at midterm and the end of each Level II Fieldwork by fieldwork educators using the AOTA Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Assistant Student form. This form will be provided to the fieldwork educator by the AFWC. The AFWC will be in regular communication with the student and fieldwork educator for the duration of each experience. The AFWC will visit each student at the fieldwork site at least one time during the Level II fieldwork experience.

Level II Fieldwork course grades will be assigned by the AFWC. Fieldwork educators will be responsible for submitting the FWPE to the AFWC within one week of completion of the Level II Fieldwork. Students will have opportunities to evaluate and provide feedback for each Level II Fieldwork experience.

**Fieldwork Policies**

**FW Site Selection, development, availability, and cancellations**

- The selection and development of FW sites is a lengthy process which may begin a year or more prior to the students’ arrival at the site. The process is the responsibility of the AFWC. Considerations for use of sites includes but is not limited to:
  - Securing a written, signed, mutually agreeable Memorandum of Understanding or Affiliation Agreement
  - Qualifications of potential FW educators
Alignment of CUKC OTA program mission and goals with the FW site program

Collaboratively developed objectives, learning activities, and experiences available to students sufficient in scope and breadth to allow students to achieve competency as entry level OTAs

Appropriate personnel to provide adequate levels of student supervision

Availability of individuals and groups adequate to facilitate student learning

Opportunities for evaluation of student performance and development

Once fieldwork sites have been developed, the AFWC will request reservations for each student cohort. Not all developed CUKC FW sites will be able to provide reservations for each student cohort. The AFWC will ensure that students have experiences with individuals and/or groups with a variety of occupational performance needs requiring skilled occupational therapy, across the lifespan, in a variety of practice settings, and experiencing both traditional and emerging roles.

Due to unforeseen circumstances, a FW site may have to cancel a student’s reservation. This may happen at the last minute and a student will need to be prepared to make last minute changes related to travel, relocation, or scheduling. Should a cancellation occur, the AFWC will make every effort to secure an alternative placement as soon as possible. Cancellations may result in the student completing the fieldwork rotation at a later time than planned, which may result in delayed graduation.

Students are not allowed to contact FW sites or FWE to set up FW experiences. If a student has an interest in a facility or site, practice area, or geographic location, not currently offered through CUKC, the student must discuss this with the AFWC prior to taking any action.

Fieldwork Placements

The AFWC assigns each student to Level I FW and Level II FW experiences. In order to plan for a successful learning experience, the AFWC gathers information and input from a variety of sources, including the student. Students will be informed of the Level I FW experience placements approximately one (1) month before the FW experience is scheduled to begin. Students will be informed of the Level II FW experience placements approximately two (2) months before the FW experience is scheduled to begin.

Once informed of the placements, students are expected to contact their FWE to confirm the placement, dates, prerequisites, dress code, and expectations. While most of this information will be available to the student, it is important for the student to confirm the details, in writing, with the FWE just prior to the placement. Students are to inform the AFWC, in writing, of their confirmation communications with the FWE. The purpose of this feedback loop is to ensure communication is successful and avoid last minute issues that start with, “but I haven’t heard from.”

Employment during Fieldwork

Level I FW and Level II FW experiences are generally full-time experiences requiring preparation and follow-up and may include assignments. It is therefore strongly recommended that students do not work when enrolled in FW courses. Should it be necessary to work while enrolled in Level I FW and Level II FW experiences, FW is considered to be a priority over work. Inform the AFWC of work plans and include questions and concerns regarding work issues with the AFWC when planning for FW experiences.

Attendance for Fieldwork

Attendance

Students are expected to be in attendance each scheduled day for all FW experiences. All excused absences (see University catalog for *Extenuating circumstances in Attendance Policy) from FW experiences must be
made up and approved by the AFWC and FWE. Please note that FW sites are not obligated to allow a student continue beyond the scheduled FW dates. Make up opportunities are at the discretion of the FWE, FW site, and AFWC. Unexcused absences are not allowed during FW experiences and will result in immediate failure of the FW course. **Students must complete all Level I FW hours in order to be eligible for Level II FW.**

**Reporting absences**

- The student must first contact the AFWC to discuss absences with the AFWC prior to contacting their FWE.
- After discussing with the AFWC, the student will be responsible for contacting the FWE or FW site.
- Students are required to provide documentation (such as a doctor’s note) for any absence.

**Dress Code and Professional Appearance Standards**

The Occupational Therapy Assistant program is a professional program and students are expected to present themselves in a neat, clean, and professional manner at all times. Please see the University Catalog for appropriate dress code while on campus. The OTA program maintains a firm dress code with regard to fieldwork/clinical situations including field trips, observations, presentations, and Level I and Level II fieldwork. Professional appearance required in fieldwork/clinical settings should be observed: conventional hair color/style and conservative use of jewelry and make-up.

During Level I and Level II Fieldwork (see appropriate Fieldwork section), students should adhere to the established dress code and professional appearance standards at the site. The following are general guidelines for professional dress and appearance:

**Student ID badge**

Students will receive an ID badge from the University. Student ID badges should be worn at all times in plain view at chest level at chest level while in the community representing CUKC.

**Footwear**

Closed toe, closed heel shoes with nonskid soles, no heels

**Clothing**

- Clean, neat and appropriate fit
- No athletic wear, shorts, leggings, or jeans
- No t-shirts, low-cut shirts/blouses, or tank tops/spaghetti straps
- No revealing clothing or visible undergarments
- No scarves or other flowing clothing

**Jewelry/Body art**

- No more than two studded earrings per ear, no dangling/hoop earrings
- No exposed tattoos or facial/body piercings

**Other**

- Natural occurring hair color
- Long hair tied/pulled back away from face
- Facial hair neat/trimmed
- No artificial or acrylic nails, nails cleaned cut to appropriate length, no nail polish
Conservative makeup

Students are representatives of CUKC, the fieldwork site, and the occupational therapy profession to patient/clients, family members, other professionals, and potential employers. Thus, students will be responsible for adhering to the professional appearance standards and dress code set by the program and FW sites. FW sites may have professional appearance standards and dress codes that are specific to the site and more stringent than the program or the University. Dress code information from FW sites may be found in the fieldwork tracking system and students will need to confirm this information in the communication with the FWE prior to each FW experience. Failure to comply with the dress code may result in being dismissed from the site. Time missed from fieldwork will contribute to the attendance policy and will result in disciplinary action at the discretion of the AFWC and/or the program director.

Release of Information

Prior to beginning FW experiences, students will be asked to sign a release of information form. This form is necessary for the AFWC to discuss and provide academic, personal, and fieldwork information with the FWE and FW site. The AFWC will document the specific information shared with the FWE. The information is not shared with other students.

HIPAA for Fieldwork

Refer to the Program Standard Procedures in the CUKC OTA Academic Policy and Procedure Handbook for information on HIPAA and Confidentiality. These policies are to be followed while at any and all FW sites. Some of these procedures will vary from site to site. Students are to review site information on the fieldwork tracking system and review them with their FWE at the beginning of each FW experience.

Students are not to share HIPAA protected FW information on social media, with friends or family, or in classes and labs. Violations of policies such as HIPAA, confidentiality, safety, and ethics are grounds for immediate removal from FW sites and dismissal from the program.

Communication

Communication about and during any FW experience is critical to a student’s successful completion of the OTA program. Students are expected to contact the AFWC any questions, concerns, problems, and potential problems related to FW experiences. While on Level I FW experiences, students may also want to contact course instructors for questions related to patient/client treatment.

In person communication

Students may meet with the AFWC during office hours or make an appointment to meet at other times. The AFWC will be in contact with each student at least once during Level II FW experiences.

Fieldwork tracking system

Students and faculty will use this program to share information regarding class, assignments, FW sites, grading, and other information. Details about this program and its use will be reviewed during classes and FW meetings.

Email

Students are required to check and acknowledge their CUKC emails at least once every 24 during Level II FW experiences. A full response is required within 48 hours.

Cell phones and texting

During FW experiences, students are not permitted to carry cell phones during patient/client interactions. Students will be given the AFWC’s personal cell phone number for URGENT calls and/or texts related to FW
experiences.

**Emergency and/or urgent communications**

In case of the need to be available for emergency and/or urgent contact to meet family responsibilities, students may have a phone on vibrate during FW classes and meetings. Emergency and/or urgent contact while on FW experiences should be addressed with the FWE before arrival at the FW site.

**Resolving Fieldwork Problems**

It is important to identify FW problems immediately and resolve them quickly. If a student even suspects he/she may be experiencing a problem, he/she should contact the AFWC immediately. A small problem, if not resolved, can turn into a larger conflict. It is better to address problems head on rather than hope that they will resolve on their own. Do not rely on periodic check-ins or site visits conducted by the AFWC to address concerns.

Steps to identifying and resolving problems:

- Identify the problem and explore what events/issues may have led to the problem
- List possible solutions
- Analyze each to determine possible outcomes
- Decide which possible outcome and actions will work the best for the given situation, include a follow up plan to determine if the resolution is successful
- Discuss and obtain feedback regarding the problem and possible solutions with the AFWC, FWE, and possibly the course instructor
- Put the plan in writing, share with all involved, and take action
- Follow up to determine if the plan was successfully resolved

**Failure of, termination of, or withdrawal from Level II Fieldwork placements**

Immediate removal from FW by AFWC and/or FWE with a failing grade may occur when a student exhibits inappropriate, unethical, unprofessional behavior on a FW experience and/or does not meet objectives. Should this occur, the student would fail the FW course and be dismissed from the program.

A FW site may terminate a FW experience at any time for any reason. This situation is unlikely but possible. If the termination is at the request of the FW site and through no “fault” of the student, the AFWC will reassign the student.

Voluntary withdrawal due to extenuating life circumstances should follow the course withdrawal policy outlined in the University catalog. Students may be reassigned at the discretion of AFWC/program director at a later time, pending availability.

**Evaluation of Student Performance/FW Course Grading**

The evaluation of student performance for FW experiences and courses is an ongoing process that includes the FWE, AFWC, and content course instructor(faculty). The AFWC is the instructor of record for all FW experiences and courses. The AFWC has the responsibility to determine FW grades.

Level I FW – Letter grades are assigned. Objectives, criteria, assignments, and forms are reviewed at the start of each FW I course. Input and assignments from FW educators and course instructors are considered by the AFWC when assigning grades. Level I FW evaluations will be shorter, modified versions of the FWPE.

Level II FW – Letter grades are assigned. The AOTA Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Assistant Student score comprises the majority of the FW II course grade. Students will be
evaluated with the FWPE by the fieldwork educator. Course objectives, criteria, and forms are reviewed during Level II FW meetings. Site specific Level II FW objectives, criteria, assignments, and forms are reviewed at the beginning of each Level II FW experience. Level II FW students receive midterm and final evaluations using the FWPE.

- Midterm - a FWPE grade of < 54 at midterm places the student at risk for failure and a remediation/intervention/learning contract will be initiated at this time.
- Final - a FWPE grade of < 70 at final is a failing grade and/or receives score(s) of 2 at final for the Fundamentals of Practice section of the FWPE the student is dismissed from the OTA program.

**Evaluation of FW site and supervision**

In order to continually improve the quality of CUKC’s OTA fieldwork program, students will be required to provide feedback on their FW experiences. This information will be shared with the FWE, FW site, AFWC, and other students. Students are required to complete evaluations of each Level I FW and Level II FW experience in order to receive grades for FW courses. Forms and procedures will be reviewed during Level I FW courses and Level II FW meetings. Students will have opportunities to learn how to provide feedback during class and/or Level II FW meetings.

**Fieldwork Planning:**

**Priorities**

Planning for fieldwork experiences is completed collaboratively between the student, AFWC, and FW site. This process requires time and work outside of class. The priority is to match students to FW sites to provide the best learning experience available for the individual student. CUKC strives to provide exemplary fieldwork experiences and will develop and utilize FW sites that are committed to high-quality FW education. Students will be required to have at least one FW experience in a SNF/LTC (skilled nursing facility/long-term care) setting with older adults.

**Conflict of Interest**

In order to avoid any conflict of interest, students will not be placed at FW sites where the following situations exist:

- Is or has been employed in the department within the last year.
- Is or may be supervised by a relative, close friend, or mutual acquaintance of a family member or close friend.
- Is or has been a patient/client at the FW site within the last year.
- Has a scholarship, loan, or work commitment with a facility or company.

If a potential conflict of interest occurs during a FW experience, the student is to contact the AFWC immediately. The AFWC and Program Director will make a final decision regarding placement of placing the student at the site.

Conflicts of interest, whether actual or potential, must be disclosed in writing to the AFWC. If a student chooses not to disclose and begins an experience at the site, the student will be removed from the experience with a failing grade.

**Expectations of student for Fieldwork planning**

- Attend all scheduled group meetings
- Participate in at least two individual meetings with the AFWC
• Research information about the FW programs available to CUKC using the fieldwork tracking system and other resources as available

• Complete required forms and assignments in an open, honest manner, as this information will be used to match student to FW sites. Examples include but are not limited to the Fieldwork Interest Form, Student Learning preferences inventory, Checklist of skills/abilities, educational and professional objectives statement, and resume.

• Complete the Personal Data Form accurately and professionally. This form will be shared with the AFWC and FW sites.

Meetings

Students may have both individual and group FW planning meetings with the AFWC. These meetings typically occur outside of class time. Planning sessions for Level I FW experiences will begin during Semester 1. Planning for Level II FW experiences will begin during Semester 2. The specific dates, times, and locations will be communicated to students by email. Students will have the opportunity to view available CUKC site reservations through the fieldwork tracking system.

Interviews

Some FW sites will request to interview with the student before confirming a placement. Interviews allow the student to gather additional information about the site and expectations. The FWE will have the opportunity to learn about the students’ needs and goals for the FW placement. This process can be helpful in determining a good match between the site and student. When an interview is required, the AFWC will meet with the student to review expectations and preparation. If the FW site and/or AFWC decide it is not a good match, the student will be placed at a different site as soon as possible.

Level II FW Site Request

• Once FW planning meetings and related assignments have been completed, students will submit their requests for specific FW sites. Requests should be made based on CUKC available site reservations.

• Students will submit Level II FW site request information at the beginning of Semester 2, Module 1.

• The AFWC will then match the student to FW sites. There may be ongoing communications between the AFWC, students, and FW sites during this process. It is difficult to predict the length of this process. Students will be informed of their placement in a timely manner.

Placement Match Announcement

When the AFWC has matched and confirmed all students in a cohort, a placement match announcement date will be determined. The date will be communicated to students by email. Students can anticipate the placement match announcement to occur during Semester 3, Module 1. Placement match announcements will be made in writing to all students on the same day. If the student believes a mistake may have occurred, they need to inform the AFWC in writing within 24 hours of the placement match announcement.