OTA-OT CURRICULUM SIMILARITIES AND EXPECTATIONS IN FIELDWORK
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OBJECTIVES

• Articulate three differences between OTA and OT curricula.
• Identify one expectation of an OTA student that differs from that of an OT student.
• Identify one shared expectation of both an OTA student and an OT student.
• Articulate the differences between Level I and Level II fieldwork experiences.
• Identify supervision requirements for students on Level I/II fieldwork experiences.
• Identify resources to utilize in the development of FW objectives and site fieldwork planning.
• Develop methods to apply knowledge of expectations within one’s role as clinical fieldwork educator.

OT/OTA CURRICULUM DISCUSSION
OTA EDUCATIONAL REQUIREMENTS

• A graduate from an ACOTE-accredited associate degree OTA program must:
  • Gain a foundation in liberal arts and sciences.
  • Be educated as a generalist, exposed broadly to delivery models and systems used in various settings where OT practitioners work and where OT practice is emerging.
  • Achieved entry-level competency in both academic and fieldwork education.
  • Capable of articulating OT principles and intervention tools to achieve expected occupation-based outcomes.
  • Be prepared to articulate and apply the therapeutic use of occupations with individuals or groups to help people regain their roles in various settings.

OTA EDUCATIONAL REQUIREMENTS

• Become a lifelong learner, keeping current with best practice.
• Uphold ethical standards, values and attitudes of the profession.
• Understand the roles and responsibilities of the OT and OTA in the OT process.
• Be prepared to communicate and work interprofessionally.
• Be prepared to advocate as a professional for OT services.

ACOTE OTA Model Curriculum

• Includes courses:
  • Medical Terminology
  • General Education Courses
    • English Lang, A & P I and II, General Psych, Developmental Psych, Abnormal Psych, PS, Sociology, Information Technology, Math
  • Intro to OT
  • Occupational course(s)
  • Assistive Technology
  • Management
  • Professional Issues
  • Science course(s): Neuro and/or kinesiology
  • Intervention Courses:
    • Peds Psychiatric, and Physical Rehabilitation
ACOTE OTA Model Curriculum

• Generally, 5 semesters after pre-requisites are completed.
• Incorporation of EBP principles
  • Fieldworks:
    • 3 Level I fieldworks (generally 30-40 hours each)
      • Peds
      • Psychosocial/non-traditional
      • Physical Disabilities/adult rehabilitation
    • 2 Level II fieldworks (8 weeks each)
      • 5th and last semester of the program

OT EDUCATIONAL REQUIREMENTS

• Current entry level requirement is for OT programs: Masters degree
• ACOTE has developed standards for the OTD programs as well.

• Focus today will be on the Masters degree.

OT EDUCATIONAL REQUIREMENTS

• A graduate from an ACOTE-accredited master's degree level OT program must:
  • Acquired a breadth and depth of knowledge of liberal arts and sciences and issues related to diversity.
  • Be educated as a generalist, exposed broadly to delivery models and systems used in various settings where OT practitioners work and where OT practice is emerging.
  • Achieved entry-level competency in both academic and fieldwork education.
  • Capable of articulating OT principles and intervention tools to achieve expected occupation-based outcomes.
  • Be prepared to articulate and apply the therapeutic use of occupations with individuals or groups to help people regain their roles in various settings.
OT EDUCATIONAL REQUIREMENTS

• Become a lifelong learner, keeping current with best practice.
• Uphold ethical standards, values and attitudes of the profession.
• Understand the roles and responsibilities of the OT and OTA in the OT process.
• Be prepared to communicate and work interprofessionally.
• Be prepared to advocate as a professional for OT services.
• Be prepared to be an effective consumer of the latest research and knowledge bases that support practice and contribute to the growth and dissemination of research and knowledge.

OT FIELDWORK REQUIREMENTS

• Level I fieldworks
  • Generally 3 fieldworks, including at least one non-traditional level I FW
  • Level II fieldworks: (12 weeks each)
    • 2 fieldworks

SUMMARY OF CURRICULAR DIFFERENCES

• Many of the ACOTE educational requirements are similar between Masters OT and OTA programs with the primary differences being in the areas of:
  • General education and foundation requirements will have greater depth of knowledge in OT curricula.
  • Research and theory is more greatly emphasized in OT curricula
  • Evaluation is more greatly emphasized in OT curricula vs. OTA curricula
  • FW differences are primarily found in Level II fieldworks:
    • 8 weeks vs. 12 weeks
FIELDWORK PROCESS

FW process
- Fieldwork development process for Level I vs Level II
- Purpose of fieldwork
- Supervisor qualifications
- Developing site objectives
- Collaboration between school and site

Level I Fieldwork
- Purpose of Level I Fieldwork:
  - Introduction to the fieldwork experience
  - Develop a basic comfort level with an understanding of the needs of clients
- Students will:
  - Experience select aspects of OT process
  - Not develop independent performance
  - Enrich didactic coursework

Level II Fieldwork

- Objectives are designed to:
  - Promote clinical reasoning and reflective practice,
  - Support ethical practice
  - Communicate and model professionalism
  - Expand knowledge and application of a repertoire of occupational therapy assessments and interventions

- Outcome
  - Learn to apply theoretical and scientific principles learned in the didactic portion of the academic program to address actual client needs and
  - Develop a professional identity as an occupational therapy practitioner within an interdisciplinary context.

Level I Supervisor qualifications

- May include, but are not limited to,
  - Academic or fieldwork educators,
  - Occupational therapy practitioners initially certified nationally,
  - Psychologists,
  - Physician assistants,
  - Teachers,
  - Social workers,
  - Nurses,
  - Physical therapists,
  - Others

- The supervisors must be knowledgeable about occupational therapy and cognizant of the goals and objectives of the Level I Fieldwork experience.

Level II Supervisor Qualifications

- Qualifications
  - State laws and state practice acts
  - Federal regulations such as Medicare
  - ACOTE Standards
    - Licensed/credentialed occupational therapy practitioners
    - with at least 1 year of experience and adequately prepared to serve as a FWE
    - Supervision –
      - Initially be direct, and then progress to less direct supervision
      - Demands of the FWE site, the complexity of the client’s condition, abilities of the student.

- The COE and COP recommends:
  - Supervision will be:
    - Quality and scope to ensure protection of consumers
    - Provide opportunities for appropriate role modeling and
    - Supervising OT and/or OTA must recognize:
      - When direct versus indirect supervision is needed and
      - Ensure that supervision supports the student’s current and developing levels of competence

http://www.aota.org/EducationCareers/Fieldwork/LevelI.aspx

http://www.aota.org/‐media/Corporate/Files/EducationCareers/Educators/Fieldwork/LevelII/COE%20Guidelines%20for%20an%20Occupational%20Therapy%20Fieldwork%20Experience%20%20‐‐%20Level%20II%20‐‐%20Final.pdf
Level I Objectives

• May vary significantly from one academic institution to another.
• Due to differences in missions, philosophical base, curriculum design and resources
• Academic institutions should provide information:
  • Specific didactic relationship
  • Objectives for the experience.
• Fieldwork educators should determine:
  • Resources of their facilities are adequate
  • Apply the objectives to the fieldwork setting.

http://www.aota.org/EducationCareers/Fieldwork/LevelI.aspx

Level II Objectives

• The student should demonstrate the attitudes and skills of an entry-level practitioner, including assumption of responsibility for independent learning.
• APWC and FWE collaborate to establish objectives, site requirements, and communication of student progress.

http://www.aota.org/Media/Corporate/Files/EducationCareers/Educators/Fieldwork/LevelII/COE%20Guidelines%20for%20an%20Occupational%20Therapy%20Fieldwork%20Experience-%20Level%20II-%20Final.pdf

FW SITE OBJECTIVES AND WEEKLY GOALS
1. Take initiative to maximize learning and exhibit curiosity and interest in OT and other disciplines.

2. Discuss the importance of professional relationships between OTs and COTAs, if applicable.

3. Discuss and practice concepts associated with documentation of services to insure accountability and to meet standards for reimbursement of services in practice settings across regulatory agencies.

Upon completing the course, the student will be able to:

1. Adhere to ethical and legal standards of practice. Articulate ethical considerations that affect justice, occupational deprivation and disparity in the receipt of services.

2. Establish rapport with client and/or families and focus on individualized needs. Comfortably initiate communication with the client in multiple situations and respond appropriately to the client's behaviors.

3. Demonstrate the ability to be flexible and handle stressful situations appropriately.

4. Examine current service operations for the client across the life span, including:
   a. use of time management - including scheduling and prioritizing workloads.
   b. maintenance and organization of treatment areas, equipment and supply inventory
   c. maintenance of records as required in the practice setting, by third party payers and regulatory agencies.

5. Use professional communication skills with fieldwork educators, client, families and other disciplines.

6. Effectively collaborate with the OTR and client to identify appropriate interventional techniques and participate in activities with appropriate supervision.

7. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and accountability and to meet standards for reimbursement of services in practice settings across regulatory agencies.

8. Establish rapport with client and/or families and focus on individualized needs. Comfortably initiate communication with the client in multiple situations and respond appropriately to the client's behaviors.

9. Appropriately communicate therapeutic observations. Ask questions at appropriate times.

10. Self reflect on Level I fieldwork experiences. Seek feedback and modify behaviors as indicated. Admit mistakes in the appropriate setting and develop a plan of action.

11. Consistently display a professional attitude and professionalism.

12. Adhere to ethical and legal standards of practice. Articulate ethical considerations that affect justice, occupational deprivation and disparity in the receipt of services.

13. Demonstrate the ability to be flexible and handle stressful situations appropriately.

14. Demonstrate an understanding of basic OT terms, interventions, and process. Perform basic therapeutic activities and participate in activities with appropriate supervision.

15. Respond when client and/or staff assistance is needed and volunteer to help.

Suggested for free time during the first week:

- Week 1
  - 12:00-1:00pm - Lunch on your own
  - 10:00am-12:00pm - Treatment with Clinical Instructor
  - 1:00-6:00pm - Treatment with Clinical Instructor

- Week 2
  - 9:30-10:00am - Staff introductions, tour of facility, develop schedule

- Week 3
  - 10:00am-12:00pm - Review and sign attendance log
  - 12:00-1:00pm - Review Level I Performance Evaluation
  - 1:00-2:00pm - Co-lead a therapeutic activity during a treatment session
  - 2:00-3:00pm - Observe Speech Language Pathologist
  - 3:00-4:00pm - Explore an open treatment room and equipment

- Week 4
  - 9:30-10:00am - Review and sign attendance log
  - 10:00-11:00am - Suggest a therapeutic activity or exercise for treatment session
  - 11:00am-12:00pm - Review a specific client's chart prior to treatment session
  - 12:00-1:00pm - Review client charts
  - 1:00-6:00pm - Treatment with Clinical Instructor

- Week 5
  - 12:00-1:00pm - Lunch on your own
  - 1:00-6:00pm - Treatment with Clinical Instructor

- Week 6
  - 11:00am-12:00pm - Review and sign attendance log
  - 12:00-1:00pm - Co-lead a therapeutic activity during a treatment session

Lansdowne, VA 20176
19465 Deerfield Ave.
703-858-7620 (Voice/TDD)
703-858-7657 (fax)
www.speechhearing.org

Additional Comments

Name of Clinical Site Address with Zip code
College/University
Degree
Years of Experience
Years of Experience

OCT 190 - Clinical Fieldwork Level I
Northern Virginia Community College
OCT 190, Coordinated Internship (Pediatrics, Psychosocial, Physical Disabilities)
NOVA OTA Program

Schedule and Learning Objectives for Level 1 OTA Student
Upon completing the course, the student will be able to:

1. Function in the entry-level role of an occupational therapy assistant according to the Standards of Practice for Occupational Therapy and Ethics and Ethics Standards (2010).

2. Coordinate and deliver the occupational therapy process in collaboration with and under the direction of an Occupational Therapist at an entry level.

3. Utilize sound judgment and effective clinical reasoning in the provision of occupational therapy interventions consistently in a safe and effective manner.

4. Clearly communicate the values and beliefs of occupational therapy, occupation and the role of both the OT and OTA to others.

5. Utilize evidence-based practice in clinical decision making.

6. Accurately gather data and establish service competency in administration of assessments.

7. Accurately interpret assessment data and establishes goals in collaboration with the occupational therapist.


9. In collaboration with the occupational therapist, plan and modify the intervention plan according to the client's needs and sociocultural context.

10. Select and implement interventions effectively.

11. Utilize activity analysis to facilitate progress.

12. Effectively utilize therapeutic use of self with clients.

13. Clearly and effectively communicate verbally and in written form with clients, families/ significant others, colleagues, services providers, and the public.

14. Demonstrate professional behaviors including but not limited to: self-responsibility, response to feedback, work behaviors, time management, interpersonal skills, and cultural competence.
Suggestions for free time during the first week:

2:00-7:00pm - Treatment with Clinical Instructor
1:00-2:00pm - Team case discussions
12:00-1:00pm - Lunch on your own
10:30am-12:00pm - Orientation to client charts, paper work, resource closet, digital resources
10:00-10:30am - Staff introductions, tour of facility, review schedule, review required assignments

Day 1
• Review evaluation reports and observations of new clients
• Complete weekly review sheets
• Complete mid-term review form
• Select in-service to pick and date to present
• Select client for case study
• Observe other therapists
• Develop a caseload of 2-4 clients daily
• Complete weekly review sheets
• HE suggestions and present to parents
• Run treatment session(s) for 1 client each day
• Plan 5 treatment sessions and assist with implementation/colead
• Complete weekly review sheets
• Plan treatment activities and assist with implementation
• Design and grade activities for specific skill or client
• Pick a client and write a treatment note
• Bring in observations of one client from previous day
• Make list of questions/comments
• Explore an open treatment room and equipment
• Read literature and other resources related to client population and treatment
• Review Share Drive and documentation templates
• Review client charts

ABC Ability to effectively communicate both in writing and verbally, basic computer skills including word processing.

Knowledge of wide array of diagnostic occupational therapy protocols and clinical interventions for children and adults.

Certifications and state licenses.

Responsibilities/Accountabilities:

Position Summary:
This exempt position is responsible for the provision of treatment interventions with developmental delays, cognitive, physical disabilities, visual perceptual, diagnostic and therapeutic services for pediatric clients presenting with concerns.

Position Reports To:
Director of Therapeutic Services

Position Title:
Occupational Therapist

Blue Ridge Speech and Hearing Center
703-858-7620 (Voice/TDD) 703-858-7657 (Fax)
www.speechhearing.org

10/14/2015
Primary Purpose of the FWPEs

- Measures entry-level competence
- Provides student with accurate assessment of his/her competence for entry-level practice over time

Mid-term and final evaluations scores reflect development of students competency and growth

Content Layout of FWPEs

- Cover Page/Summary Sheet
- Overview of purpose/instructions/rating scales
- Organization of performance items
- Space for comments— midterm and final
- Performance Rating Summary Sheet
- Glossary
AOTA FWPE
Content Comparison of OT and OTA Evaluations

OTA
- Fundamentals of practice (3)
- Basic tenets (3)
- Evaluation/screening (5)
- Intervention (6)
- Communication (2)
- Professional behavior (6)
Total: 25 Performance Items

OT
- Fundamentals of practice (3)
- Basic tenets (4)
- Evaluation/screening (10)
- Intervention (6)
- Management of OT services (5)
- Communication (4)
- Professional behavior (7)
Total: 42 Performance Items

Rating Scale of FWPEs

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 = Exceeds Standards</td>
<td>Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.</td>
</tr>
<tr>
<td>3 = Meets Standards</td>
<td>Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.</td>
</tr>
<tr>
<td>2 = Needs Improvement</td>
<td>Performance is progressing but still needs improvement for entry-level practice. This is a realistic rating of performance at midterm and some ratings of 2 may be reasonable at the final.</td>
</tr>
<tr>
<td>1 = Unsatisfactory</td>
<td>Performance is below standards and requires development for entry-level practice. This rating is given when there is concern about performance.</td>
</tr>
</tbody>
</table>

Scoring System of FWPEs

- Each item must be scored
- Each item rating recorded on Performance Rating Summary Sheet
- All items summed up at midterm and final
- Score compared to rating scales provided

- Ethics and safety items must be scored at 3 or above on the final evaluation for the student to pass the fieldwork experience
Midterm and Final Scores of the FWPEs

**OTA**
- **Overall Midterm Score**
  - Satisfactory: 54 & above
  - Unsatisfactory: 53 & below
- **Overall Final Score**
  - Pass: 70 & above
  - No Pass: 69 & below

**OT**
- **Overall Midterm Score**
  - Satisfactory: 90 & above
  - Unsatisfactory: 89 & below
- **Overall Final Score**
  - Pass: 122 & above
  - No Pass: 121 & below

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**FWE EXPECTATIONS DISCUSSION**

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**REFERENCES**

FWE Resources

- AFWC – to set up programs, to set up objectives, to seek training on supervision etc, to work through student issues
- AOTA Fieldwork Educators Certificate Workshop
  - AOTA website
  - Roanoke, VA Nov. 7 and 8
- Virginia Occupational Therapy Fieldwork Council (VOTFWC)
  - Contact: Lauren Carter Smith at lcarter@shelteringarms.com or Kathi/Amanda
- AOTA Self Assessment Tool for Fieldwork Educator Competency
- Fieldwork Experience Assessment Tool (FEAT) – for use at midterm Level II
  - http://www.aota.org/

FWPE References

- American Occupational Therapy Association, 2002. Fieldwork Performance Evaluation for the Occupational Therapy Student
- AOTA, 2002. Fieldwork Performance Evaluation for the Occupational Therapy Student

CONTACT INFORMATION

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