



SHENANDOAH™
UNIVERSITY

Division of Occupational Therapy

**Shenandoah University Division of Occupational Therapy
Fieldwork Education
&
Doctoral Capstone Experience Handbook
AY2023-2024**



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NOTE: Every effort has been made to ensure the accuracy and completeness of this handbook. The information included is accurate at the time of printing; however, Shenandoah University's Division of Occupational Therapy reserves the right to make necessary and desirable changes in policies, requirements, programs, and fees without advanced notice. Current and prospective students should check with departmental officials to verify current policies, requirements, programs, and fees.

SHENANDOAH UNIVERSITY FIELDWORK AND CAPSTONE TEAM

Academic Fieldwork and Capstone Coordinator - Faculty

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Shenandoah University values the unique and diverse perspectives of individuals and communities locally and globally and seeks to foster mutual understanding in an inviting community where individuals are welcome and respected. Shenandoah University will be nationally recognized for forward thinking programs that produce competitive and purposeful graduates in a wide variety of program offerings.

INTRODUCTION TO OCCUPATIONAL THERAPY FIELDWORK

Fieldwork is “...the life laboratory whereby educated students learn about the real day-to-day interactions with patients or clients and their families; of administration, policy, health care, and wear; and of the imposition of societal constraints.” (Costa, 2004). The fieldwork component of Shenandoah University’s Division of Occupational Therapy is considered to be at the “heart of the educational experience.” Fieldwork is clinical—it involves direct observation of the patient or client. The clinical placements are designed to promote personal and professional development and complement the integration of theoretical knowledge and didactic experiences of the student.

Experiences are structured to enable students to transition from the student role to that of a professional occupational therapist. During fieldwork experiences, clinical educators are expected to act as role models and consultants, to promote and evaluate the student’s clinical competence, and to allow the student to confidently integrate and apply the art and science of occupational therapy. During Level I rotations students are not expected to perform independently; however, during Level II Fieldwork experiences, the level of supervision should be in accordance with Accreditation Council for Occupational Therapy Education (ACOTE) Standards. Supervision during Level II rotations should provide protection of consumers and opportunities for appropriate role modeling of occupational therapy practice. Initially, supervision should be direct and then decrease to less direct supervision as is appropriate for the setting, the severity of the client’s condition, and the competence of the student.

Shenandoah University's Division of Occupational Therapy (SUDOT) encourages students to participate in both traditional (established) and non-traditional (innovative) fieldwork experiences. Specialization in a particular area of practice is not the goal of the required fieldwork rotations.

ACOTE Accreditation Information

ACOTE (c/o Accreditation Department)
American Occupational Therapy Association (AOTA)
6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929
(301) 652-6611
accred@aota.org

Fieldwork Placement Schedule

Course Name	Semester
OT 711 Level I Experience: Group Dynamics	Semester Two; Fall I
OT 721 Level I Experience: Community	Semester Three; Spring I
OT 741 Level I Experience: Assessments	Semester Four; Summer II
OT 801 Level I Experience: Specialization	Can be completed Semesters 3-7
OT 811 Level I Experience: Mental Health	Semester Five; Fall II
OT 821 Level I Experience: Pediatrics Fieldwork	Semester Five; Fall II
OT 831 Level I Experience: Adults	Semester Six; Spring II
All level one rotations are a minimum of 12 hours of active student participation.	

Course Name	Semester
OT 851 Level II Fieldwork A	Semester Seven; Summer III
OT 852 Level II Fieldwork B	Semester Eight; Fall III
Students complete a minimum of 24 weeks of level II experiences.	

Capstone/Research Schedule

Semester One – Summer I	1	OT 701	Experiential Learning and Professionalism
Semester Three – Spring I	2	OT 734	Occupation & Health: Population**
Semester Three – Spring I	1	OT 735	Research Project: Introduction
Semester Four – Summer II	2	OT 745	Research Project: Design
Semester Four – Summer II	2	OT 746	Doctoral Capstone: Introduction**
Semester Five – Fall II	2	OT 805	Research Project: Implementation
Semester Six – Spring II	2	OT 825	Research Project: Completion
Semester Six – Spring II	3	OT 847	Doctoral Capstone: Design

OT 858 Doctoral Capstone: Experience	Semester Nine; Spring III
OT 859 Doctoral Capstone: Dissemination	Semester Nine; Spring III
The doctoral capstone experience will be a minimum of 14 weeks (560 hours).	

1.0 Communication Systems

The Shenandoah University Division of Occupational Therapy will promote successful fieldwork experiences by maintaining effective communication with clinical educators and students throughout the program. As the designated contact person for the Division of Occupational Therapy, per the contractual agreement with the fieldwork/capstone site, the Academic Fieldwork Coordinator (AFWC) will be responsible for both verbal and written communications with Clinical Instructors (CI). Occupational therapy students are expected to contact the AFWC regarding fieldwork/capstone placement availability, reservations, schedules, interviews, and related issues.

The Division will utilize formal and informal communication systems to build partnerships with colleagues in the community. The Division will provide continuing educational opportunities to occupational therapy Clinical Instructors (CI) and encourage dialogue between Clinical Instructors (CI) and academicians.

The active participation of clinicians is essential to ensure the Division remains responsive to the needs of the community of occupational therapists. There will be a continuing commitment to inform, discuss, and evaluate the fieldwork element of the program during clinical visits and through the student evaluation process.

2.0 The Fieldwork Placement Requirement Process

Fieldwork placements are made in accordance with the Shenandoah University Graduate Catalog, and the Shenandoah University Division of Occupational Therapy Student Handbook.

As described in the [Shenandoah University Graduate Catalog](#) the program is delivered in hybrid format with much of the didactic content delivered online. This learning model requires students to think critically and act professionally in independent, interpersonal, and community-based problem-solving experiences. During the first six semesters, students attend classes on campus one day per week as well as engage in experiential learning an additional weekday. The final three semesters include full-time engagement in fieldwork and capstone experiential learning as a required component of the doctoral curriculum.

- Satisfactory completion of all course prerequisites before beginning coursework each semester.
- Satisfactory meetings with your advisor.
- Maintenance of health requirements, insurance, BLS, and American Occupational Therapy Association (AOTA) membership throughout the program.

- In order to be retained in the Division of Occupational Therapy, the student must achieve a cumulative Occupational Therapy GPA of 3.0 (no rounding) by the end of each semester to progress to the next semester.
- Payment of all university tuition and fees.
- Successful completion of two continuous 3-months fieldwork experiences (Level II fieldwork).

Either OT 851 or OT 852, Level II Fieldwork, **may be repeated once**. Students who fail Level II Fieldwork more than one time are dismissed from the program. Level II fieldwork must be completed **within 24 months of the didactic coursework completion**. No part of Level I fieldwork may be substituted for Level II fieldwork.

Fieldwork assignments and grading procedures are outlined in the Level I and Level II Fieldwork course syllabi. These documents will be available to students in Exxat and Canvas. Shenandoah University Division of Occupational Therapy utilizes fieldwork placement software called Exxat Student Training and Education Placement System. Exxat is a clinical education management system that streamlines handling data, documents, and relationships between students, AFWC, and clinical sites.

Students are required to read the course syllabus before each fieldwork begins and if necessary, request an individual meeting with the AFWC to review any questions/concerns regarding the fieldwork requirements outlined in the syllabus. In addition, students are to meet with the AFWC as needed throughout the fieldwork process.

3.0 Level I Fieldwork

The AFWC will hold a Fieldwork Orientation prior to the end of the third semester. At the time of the orientation an updated copy of the Shenandoah University Division of Occupational Therapy Fieldwork Student Handbook is available to students both within the Exxat and Canvas systems. Students are required to review the handbook and sign/upload the **Student Fieldwork Handbook Signature Page and HIPPA Regulations/Social Networking forms into Exxat**.

Students will be required to complete the Specialized Level I Fieldwork Wishlist. On the Wishlist, students will inform the AFWC their preference for the semester in which they intend to complete their specialization rotation and the setting.

An open line of communication between students and the AFWC is essential throughout the Fieldwork process. Students are expected to regularly check their university SU email, Canvas, and Exxat for communication updates that may pertain to their curriculum coursework or fieldwork.

Students are required to provide any personal updates of their information in the Exxat system. This information includes but is not limited to, a change in their name, their physical address, phone number, email address, etc. It is the **responsibility of the student** to update this information within the Exxat

system. Failure to do so can delay a fieldwork placement. Separate from the Exxat system, it is also the responsibility of the student to provide any personal changes to the Registrar's Office.

To avoid poor placement choices, students are required to disclose all pre-existing relationships or conflicts of interests that they may have at potential agencies and facilities to the AFWC. These relationships include but are not limited to pre-employment agreements and volunteer service experiences.

Each Fieldwork Level I experience (with the exception OT 801) will be faculty led and maybe held on a non-class day. The Level I Fieldwork experience will provide the student with significantly different experiences in different areas of practice. Variables include the age of population served and the nature of the services provided (e.g., mental health, physical dysfunction, wellness program). Only one fieldwork rotation can be internationally.

After selecting and assigning Level I Fieldwork placements for OT 801, the AFWC will contact the facility to confirm the placement. Upon confirmation of placement, students **must** complete the following (5) items below. These documents will be available to the students within the Exxat system.

1. Read the contract between Shenandoah University and the specific placement site.
2. Read the facility's Fieldwork Data Form (when available).
3. Read the facility's Fieldwork Objectives.
4. Read the [Standards of Practice for Occupational Therapy](#)
5. Read the [American Occupational Therapy Code of Ethics](#)

As outlined in the course syllabi, students must submit all assignments in Canvas/Exxat on the dates assigned. Assignments are designed to facilitate the student's progress in clinical reasoning, self-reflection, and collaboration. At the conclusion of each Level I experience; the clinical instructor will complete the [Level I Fieldwork Performance Evaluation](#). After OT 801, students are required to complete a [Student Evaluation of Level I Fieldwork](#) and [Attendance Log](#), which is also available on Exxat. The completed Evaluations and Attendance Log need to be uploaded as a PDF file, into Exxat for review and approval. And each multiple page document must be uploaded as a single PDF file. Level I fieldwork is graded by the stated criteria and yields a letter grade. **Level I fieldwork is NOT substituted for any part of Level II fieldwork.**

4.0 Level II Fieldwork – 1st and 2nd Rotation

Students are expected to participate in the selection of Level II Fieldwork placements. Students have access to a list of potential Fieldwork placement sites, student evaluations and the [AOTA Data Form](#) in Exxat. Level II Fieldwork is a natural continuation of our curriculum and its primary purpose is to provide students with the opportunities to integrate the theory and skills learned in the classroom within the clinical setting. Students receive site-specific assignments as well as multiple reflective online assignments to ensure congruence of their experiences with their academic preparation.

International Fieldwork experiences are rare, and in order to even be considered, the facility must meet ACOTE standards and be able to provide the student with supervision by an occupational therapist that graduated from a program approved by the World Federation of Occupational Therapists and in addition has one (1) year of experience in practice.

4.1 The Planning Process

Students must review the available information on sites that they are interested in, and then set up a meeting with the AFWC to review/discuss their “specific interests” for Fieldwork placements. During this initial “planning meeting,” the AFWC will note the student’s “Preferences” for Level II Fieldwork placements. The objective of Level 2 fieldwork is to gain the competencies of an entry therapist, not to explore future living arrangements after graduation. Every attempt will be made to place students in facilities that he/she is interested in; however, confirmation of fieldwork rotations is dependent upon the site’s availability. It is important to understand that students may need to participate in several meetings with the AFWC in order to confirm their Level II Fieldwork placements.

Students **may not** arrange their own fieldwork nor solicit their own sites. Attempting to arrange your own affiliation may jeopardize your chances of placement. Typically, students are not permitted to do fieldwork placements at facilities where they have been previously employed by the Occupational Therapy, Rehabilitation, or related department. Considerations for the final placement decision includes student’s preferences (personal preferences, economic constraints, educational goals), student’s abilities and strengths as perceived by the AFWC and faculty, and facility requirements (objectives, system for supervision, administrative constraints, availability for placement). Once a potential match has been made, the AFWC will provide the student with the person to contact at the facility. Students should not contact the facilities until the AFWC advises them to do so. Students may not change or trade their assigned fieldwork site.

4.2 Meeting with the Academic Fieldwork Coordinator (AFWC)

All students are encouraged to meet with the AFWC early in the process and may submit their Level II requests prior to this date. Students who fail to meet in person or over the phone/zoom with the AFWC may jeopardize available openings within specific facilities and delay their fieldwork placements.

4.3 Contracts

SUDOT has approximately 700 existing contacts in Exxat for fieldwork rotations. Requests for new contracts, including international placements, must be approved by the faculty. The AFWC will approve new contracts only if the facility meets the specific ACOTE requirements for Fieldwork and is consistent with Shenandoah University’s curriculum design. Students should make requests for new contracts as soon as possible, as contract negotiation is a legal process and involves the time and effort of many individuals.

Developing new sites for fieldwork is an ongoing responsibility of the AFWC. Potential sites are identified by the AFWC through direct mailings, articles in professional publications, presentations and

participation in professional conferences and meetings, and word-of-mouth. The AFWC is continually seeking new and varied fieldwork experiences for students. Sometimes, students have knowledge of facilities such as sites near their homes, or where relatives or friends work in which the AFWC is not aware. The AFWC encourages students to suggest potential fieldwork sites; however, it is not appropriate for students to contact such sites directly. Fieldwork site development is a lengthy and complex process that involves both evaluation of the site for the potential to provide SU students with good learning experiences, and the negotiation of a Memorandum of Agreement (MOA) between the University and the Facility.

A student interested in doing fieldwork at a site which SU does not have an agreement, must allow at least nine months prior to the desired start date for the AFWC to complete necessary negotiations. Students must also realize that the AFWC cannot guarantee that an agreement will be successfully negotiated. If students know of a site that we do not have a contract with, the student may contact the site, confirm presence of OT staffing, and then supply contact information to the AFWC. Contact information includes site contact's name, email address, phone number and physical address.

4.4 Placement Environment

SUDOT utilizes the following models:

1. 1:1 Model is the traditional model of one student to one fieldwork educator/clinical instructor, also known as the apprenticeship model.
2. 1:2 Model – one fieldwork educator/clinical instructor to two students.
3. 2:1 Model – two fieldwork educator/clinical instructor sharing one student.
4. Multiple sites – a model where one fieldwork educator/clinical instructor has a group of students spread out at several fieldwork sites, usually all the same type of setting.
5. Group – a model where one /clinical instructor has a group of students but maintains the traditional “fieldwork educator as expert” role.
6. Off-site/role-emerging – a fieldwork model in which occupational therapy services are in the process of being developed; the occupational therapy practitioner setting this up may be employed by the agency or the educational program.
7. Collaborative – a specific model of fieldwork education used with a group of students in which knowledge is constructed jointly between the /clinical instructor and the students.
8. International fieldwork occurs in another country and requires a great deal of advance planning from the academic program, student, and clinical instructor, as there are multiple issues involved. The AFWC should ensure that the clinical instructor and fieldwork site staff is conversant with and in compliance with current ACOTE standards and that regular formal and informal communication is maintained during the fieldwork experience.
9. Faculty-led model. A combination of any of the above models but led by a faculty member in a classroom or community setting.

To properly assess student progress in achieving their stated fieldwork objectives, CIs are encouraged to complete the [Weekly Fieldwork Performance Evaluation](#) which assesses the AOTA performance areas

as well as assist the clinical educator and student with communication between the student and CI to identify both strengths and areas of improvement.

Shenandoah University Occupational Therapy students are required to complete two Level II Fieldwork experiences in accordance with the ACOTE Standards for an Accredited Educational Program for the Occupational Therapist and must be completed within a specified time frame. If a student fails either Level II rotation (OT 851/OT 852) the fieldwork course may be repeated (1) one time only.

Students are expected to request fieldwork placements at (2) two significantly different sites. Variables include traditional and non-traditional fieldwork sites, age of the population served, services provided (e.g., mental health, rehabilitation, home health, acute care, or outpatient services), and business type (e.g., private practice, government, for-profit corporations, non-profit corporations).

Each Level II placement is scheduled for a twelve (12) week period on a full-time basis. Students who need to alter this schedule must send a written request to the AFWC. The request must include the rationale for the adjustment. Adjustments will be made subject to faculty and facility approval. The adjustments must still comply with all ACOTE standards for Fieldwork.

All students must complete a **minimum total of (24) weeks of full-time Level II Fieldwork** and meet all the facility specific fieldwork objectives. Students are expected to schedule specific days and hours with their assigned CI. **Level II fieldwork must be completed within 24 months of academic coursework completion. No part of Level 1 fieldwork may be substituted for FW2.**

Travel time to each clinical site can be up to 90 miles one way from residency. Travel could increase for those living in rural locations depending on selection of clinical sites in the area. Due to limited availability of mental health settings, the rotation focused on psychosocial factors could be outside the 90-mile radius and may be in the Winchester and/or Leesburg areas.

Students are required to comply with their Fieldwork placement's attendance policies and procedures for routine workday scheduling and absences. Students should clarify the facility's "call-in" policy (i.e., "Call your Educator in the OT Department 1 hr. prior to the time you are to be available if you are ill). Students should also be aware of the facility's return to work policy following an illness. Students need to be aware that there are **NO "official" sick days, vacation days or other forms of leave during the Level II Fieldwork rotations.** Each facility will set the way in which total hours/days are counted to comply with ACOTE guidelines. Students may be required to make-up missed days/hours if the facility determines it is necessary (i.e., illness, personal family emergency, snow days, car troubles, etc.). Prolonged absences for any reason may result in termination of the Fieldwork placement. Students need to complete and upload an [Attendance Log](#) for both level II rotations.

Due to the nature of the ever-changing fieldwork status, students are strongly encouraged to not schedule vacation before, between, or after the Level II rotations. Many situations could arise during your rotation, including but not limited to CI vacations, extension of fieldwork, etc... that could change

the rotation dates. The facility determines the days/times you are to be present and may not honor a previous travel engagement by the student.

If the facility determines that make-up days/hours are required, they will do the following:

- The CI will notify the student in writing of the make-up days/hours required.
- The student will notify the Fieldwork Coordinator of his/her need to make-up days/hours via email or phone.

Students needing to make-up days/hours are advised of the following:

- Extending the first Level II fieldwork may impact the beginning date of the second Level II fieldwork.
- Extending the second Level II fieldwork may impact a student's graduation date.

The Shenandoah University academic calendar **is not** followed during Level II fieldwork. For example, students engaged in Level II fieldwork during the week of Thanksgiving **DO NOT** have the week off as students on campus.

Upon confirmation of placement, students **must** complete the following (6) items below. These documents will be available to the students within the Exxat system.

1. Read the contract between Shenandoah University and the placement facility.
2. Read the facility's Fieldwork Data Form
3. Read the facility's Fieldwork Objectives.
4. Read the [Standards of Practice for Occupational Therapy](#)
5. Read the [American Occupational Therapy Code of Ethics](#)
6. Read the Effective Student versus Challenging Student Comparison located in Exxat under the student packet information.

After reading the documents noted above the student will need to complete and sign the [Student Responsibility Acknowledgement for Fieldwork Education](#). Students need to upload the completed form in Exxat (as one PDF file) **BEFORE** receiving the facility's contact information.

4.5 Fieldwork Supervision Where No OT Services Exist

As per SU policy, Fieldwork supervision where no OT services exist and there is no OT on site, will require direct supervision by an OT to supervise the student at a minimum of 8 hours per week. The OT clinical instructor will be available during all working hours and another professional will be designated as a supervisor while the student is on site. Objectives will be defined for the student and supervisor and in accordance with traditional SU OT FW policy and communication with the AFWC will also be handled according to regular practice.

The AFWC verifies that the occupational therapy supervisor has been in practice a minimum of three years. Additionally, the AFWC meets with the sites regularly to ensure that a minimum of eight hours of supervision occurs via telephone, email, Zoom, etc. To improve supervision and communication, the

Fieldwork Educator is available to students via email, text, and phone during all business hours. The Fieldwork Educator designates a supervisor of another profession while the occupational therapy supervisor is off site. Additionally, the AFWC is listed for emergency contact, during all working hours.

4.6 Forfeiture of Placement

If a student finds that they need to forfeit an assigned FW placement, the student requesting the forfeiture of the FW placement, is required to complete a [Forfeiture Request Form](#), along with a written letter addressed to the SUDOT AFWC faculty. The letter needs to detail why they are requesting the forfeiture of placement and then both the letter and **Forfeiture Request Form** need to be submitted to the AFWC for review. The AFWC will present the form and letter to the OT faculty for consideration. The faculty will discuss the request and vote. Only those circumstances that are **extreme** will receive affirmative votes. The result of the vote will be shared with the student by the AFWC. If the vote is for approval, the student will work with the AFWC to find and confirm a new placement. As indicated on the form, depending on the time of year of the forfeiture and the availability of sites, it is possible that a replacement will not be found in time to allow the student to graduate with their class.

4.7 Evaluation of Fieldwork

Level II Fieldwork students are evaluated by their CIs using [AOTA's Fieldwork Performance Evaluation for the Occupational Therapy Student](#). This form will be emailed directly to the CI prior to the midterm and final week of Fieldwork. **Each student is required to contact the AFWC at midterm to discuss his/her progress.** In addition to assignments required for Level II Fieldwork, students may contact the AFWC with questions or concerns at any time.

Students are also required to complete the [Student Evaluation of Fieldwork Experience](#) at the end of each rotation.

4.8 Communication During Fieldwork Rotations

The students first line of communication during their Fieldwork rotations is with their CI. Any questions or concerns they may encounter during their Fieldwork rotations should be discussed directly with their immediate CI. The only exception would be if the specific concerns pertain directly to the student's CI, at which time, the student is to contact the AFWC directly.

If a student is NOT passing at the Midterm review for either OT 851 or OT 852, students may request that the AFWC do a site visit to their placement.

4.9 Fieldwork Student Placement Interview

Some level II fieldwork sites require and even prefer an interview with the potential candidate (face-to-face or via phone) as part of their decision-making process in selecting a level II student. The interview serves as a tool to better understand the student's interest, as well as determine if the student is a good fit for the facility. Upon completion of the interview, and as a part of professional etiquette, it is strongly encouraged for the student to write a handwritten thank you note to the interviewer(s).

As future professionals, students should present themselves appropriately and professionally and be prepared for their interview. Students who do not complete the required interview will not be considered for placement at that site.

Examples of frequently asked Level II fieldwork questions can be found below:

- What are your expectations of this fieldwork?
- What do you hope to learn in this placement?
- How do you learn best?
- Why did you choose occupational therapy as a profession?
- What are your long-term career goals?
- Identify your professional interests.
- What has been your academic and/or fieldwork experience?
- Identify some theories or frames of reference that you are studying that might be relevant to occupational therapy practice in this setting.
- Identify your strengths and areas for growth.
- What are you looking for in regards to supervision?
- Identify past experiences that may be relevant to the fieldwork experience.
- How do you spend your leisure time?
- How do you handle stress?
- What motivates you?
- How do you best orient and familiarize yourself when entering a new system?
- Is there anything that might interfere with your ability to perform the tasks required on this fieldwork?

Students should also be prepared to ask questions of their prospective site/supervisor. It is strongly encouraged that students do their research beforehand and come prepared to their interview. Students can do this by checking out the site file in the Exxat database, the facility site website, checking with prior student's experiences, etc.

Examples of sample questions for students to ask the site can be found below:

- What are agency/site/patient/client needs in this setting?
- Describe a "typical day" on the job.
- How can students best prepare for this experience? (readings, theories/models, most common diagnostic conditions, etc.)
- What are the characteristics of successful students in this setting?
- What are the greatest rewards and challenges of being an occupational therapist/health care provider in this setting?
- Are there any medical clearances/requirements that need to be completed prior to starting my placement?

5.0 Evaluation Process

Fieldwork is considered an integral part of Shenandoah University's academic program. Therefore, the ultimate responsibility for grading is that of Shenandoah University. Students should review the policy on Formal Academic Appeals Procedure and Complaints in the [Student Handbook](#) for more information. Level II fieldwork is graded on a pass/fail basis.

6.0 Student Responsibilities

Students are required to maintain their SUDOT's Health and Education Requirements throughout their Level I and Level II Fieldwork rotations. All students admitted to the School of Nursing and Division of Respiratory Care, School of Pharmacy, School of Health Professions (Physician Assistant Studies, Physical Therapy, Occupational Therapy, and Athletic Training) (collectively, "Health Professions") must provide evidence of specific immunizations prior to the applicable date set forth on the Health and Insurance Requirements for Health Professions Students form. Students who fail to provide these documents before the deadline may have their admission revoked, or be suspended or dismissed from SU, and will not be allowed to attend classes, laboratory sessions, or clinical rotations. As a result of public health considerations, students admitted to a Health Professions program are not eligible for a Religious Exemption to the immunization requirements. Students are responsible for updating immunizations and for providing an updated copy (keep original documentation on file) to the fieldwork site upon request. Specific TB testing may be required within a designated period of time.

6.1 Health and Education Requirements

The Shenandoah University Health and Insurance Requirements for Health Professions and Pharmacy Students health record form (found on the SU website) must be completed and returned to the Wilkins Wellness Center prior to the start of the first semester of enrollment. The health requirements include a physical examination, record of health insurance, and immunizations listed below. The student will not be allowed to attend COURSES until the completed health record is on file. No exceptions will be made. Absence due to an incomplete health record is an unexcused absence. The cost of the physical examination, health insurance and these immunizations will be the student's responsibility.

[Wilkin's Health Record Form](#)

6.2 Health Requirements

With the exception of CPR certifications, all documentation must be on file with the Wilkins Wellness Center at 1460 University Drive, Winchester, Virginia. This includes but not limited to:

- A. Current Tuberculosis test (PPD) within 12 months of the previous TB test.
Note: All fieldwork sites require annual TB tests and certain sites will require 2 steps or a TB test every six months or 30 days before rotation start date.
- B. Hepatitis B Inoculations-Documentation for three shots.
- C. Measles, Mumps, Rubella (MMR) titer.
- D. Polio (show the last date in series).

- E. Tetanus/Diphtheria (within 10 years).
- F. Tdap (if Td is greater than 2 years old)
- G. Varicella/Chicken Pox (two dates are required for the Varicella/Chicken Pox.)
- H. Meningitis (only for those planning to live in the residence halls)
- I. Physical Examination-Physician's report of results, done before starting the OT program.
- J. Personal Health Insurance card.

“In the case when a student may not have completed immunizations due to religious or medical reasons, Shenandoah University and the Division of Occupational Therapy complies with the Code of Virginia, § 22.1-271.2. Immunization requirements, which provides that, “No certificate of immunization shall be required for the admission to school of any student if (i) the student or his parent submits an affidavit to the admitting official stating that the administration of immunizing agents conflicts with the student's religious tenets or practices; or (ii) the school has written certification from a licensed physician, licensed nurse practitioner, or local health department that one or more of the required immunizations may be detrimental to the student’s health, indicating the specific nature and probable duration of the medical condition or circumstance that contraindicates immunization.”

6.3 Religious Exemption

All students admitted to the School of Nursing and Division of Respiratory Care, School of Pharmacy, School of Health Professions (Physician Assistant Studies, Physical Therapy, Occupational Therapy, and Athletic Training), (collectively “Health Professions”) must provide evidence of specific immunizations prior to the applicable date set forth in the Health and Insurance Requirements for Health Professions Students form. Students who fail to provide these documents before the deadline may have their admissions revoked, or be suspended or dismissed from SU, and will not be allowed to attend classes, laboratory sessions, or clinical rotations. As a result of public health considerations, students admitted to a Health Professions program are not eligible for a Religious Exemption to the immunization requirements.

6.4 Medical Exemption

“If the administration of immunizing agents is detrimental to your medical condition, you can fill out the Immunization Medical Exemption Form. Filing for medical exemption means that you understand that in the case of an outbreak, potential pandemic, or epidemic of a vaccine preventable disease at Shenandoah University, the state health commissioner may order your exclusion from the University for your Own Protection until the danger has passed. Further, please see the important note below regarding clinical rotation requirements.”

"IMPORTANT NOTE: In order to complete the program, and sit for the NBCOT exam, students must complete their clinical rotations. The Division of Occupational Therapy cannot guarantee placement of non-immunized students in clinical sites as the large majority of clinical rotation sites require immunizations (in keeping with the Center for Disease Control’s guidelines regarding immunization of

healthcare workers). Therefore, non-immunized students, even if they pass the didactic portion of the program, are at risk for not graduating due to non-placement in their clinical rotations."

6.5 Submission of Medical Documentation/Records

All medical documentation/records must be submitted to the Wilkins Wellness Center (WWC). The documentation/records **MUST** have the student's full name, SU ID number and date of birth. Medical records printed from an electronic source must have the student's typed name on each page of the electronic record; handwritten name is not acceptable. Unless Wilkins requests original documents, only send copies to Wilkins. Keep originals in a safe and secure place. Only documents sent in a PDF format with the student information mentioned above will be accepted for review and processing. The Wilkins Wellness Center (WWC) no longer accepts screen shots and/or photos of documents. Updates can be emailed to wwcenter@su.edu. Be aware any sensitive information sent by email is not secure.

The only medical documentation that WWC does not need is CPR Certification. A PDF copy of the certification/card needs to be uploaded into Exxat.

6.6 CPR Education Requirements

Shenandoah University will **only accept** the following CPR Certification:

- A. Current Basic Cardiac Life Support for Healthcare Providers (BLS) program offered by the American Heart Association. The student is responsible to complete classroom training* and keep their CPR card updated plus upload documentation upon completion of this requirement, to the placement software, Exxat.

****100% classroom training means students are with an AHA instructor for their entire learning experience.***

BLS - Instructor-Led Training

The BLS Instructor-led course teaches both single-rescuer and team basic life support skills for application in both pre-hospital and in-facility environments, with a focus on High-Quality CPR and team dynamics.

American Heart Association (AHA) BLS details can be found at: <https://cpr.heart.org/en/cpr-courses-and-kits/healthcare-professional/basic-life-support-bls-training>

- B. OSHA/ Bloodborne Pathogens/ Universal Precautions training certification (training provided by SUDOT). Contact the OT Office Manager to access the test and paperwork.
- C. HIPAA training (training provided by SUDOT). Contact the OT Office Manger to access the test and paperwork.

Students are required to stay current with all HIPAA Regulations, which includes reading, signing and uploading into Exxat a PDF copy, the Guidelines on HIPAA Regulations and Social Networking (OT-F1) before beginning fieldwork.

Students are required to maintain their Shenandoah University ID badges for potential use at Level I and/or Level II Fieldwork sites.

Students must meet all of the requirements outlined in the facility's agreement/contract between Shenandoah University Division of Occupational Therapy and the specific Fieldwork site requirements listed in Exxat. Students should be aware that the clinical agreement is a legal contract. Generally, the agreement is between two parties—the University and the fieldwork site. Fieldwork agreements must be in writing and are enforceable by law. Students are advised to read the contract carefully.

After reading the facility contract, the Fieldwork Data Form (if available), the [Standards of Practice for Occupational Therapy](#), and the [AOTA Code of Ethics](#) and any additional documentation to meet the health and general requirements requested by the Fieldwork site, students must read and sign (handwritten signature) a Student Responsibility Form for **each** of the four fieldwork rotations and upload a PDF copy into Exxat for each rotation.

Students need to review the facility's contract carefully to make sure they are in compliance with specific facility requirements for criminal background checks, drug screens, immunizations, fingerprinting, internships fees, site onboarding fees, etc. which need to be completed prior to beginning fieldwork and can take up to six weeks to process. The cost for any of these requirements is the responsibility of the student. If a drug screening is required according to the contract, the process will be outlined in Exxat. If the site does not provide this process, the SU Admin will schedule and contact the student. Students will be responsible for all the fees associated with the drug screening(s). Review the Shenandoah University School of Health Professions Drug Screening Policy and Procedure located in the Appendix for more details.

Students are responsible for reviewing the SEFWE(s), site objectives and AOTA Data Form prior to each rotation. This information can be located in Exxat under the Map of Affiliation. Enter site name in the Search box, click Search. Then scroll down to locate the documentation.

Students must review and complete all onboarding paperwork required by the fieldwork site prior to beginning fieldwork. Students should review, in Exxat, the allotted time allowed by the site to complete and submit paperwork prior to start date. ALL documents uploaded into Exxat must be in a PDF format; jpeg formats are not acceptable. If a document has more than one page, upload a single PDF file with all the pages. Multiple PDF pages for a single document are not acceptable and will be deleted if uploaded into Exxat.

Fieldwork students must review the details of the Criminal Background Check Policy in the Shenandoah University Division of Occupational Therapy Student Handbook. Please note, a prior felony conviction may affect a graduate's ability to sit for the NBCOT Certification Exam or attain state licensure. Please also be aware that fieldwork placements may be limited or unattainable in out of state locations due to varying state restrictions.

The Fieldwork Coordinator will assist students in selecting appropriate fieldwork sites as close to the designated location as possible with respect to student's goals and interests. The final decision will be made by the Fieldwork Coordinator.

6.7 HIPAA Requirements

Each student must also comply with facility requirements for proof of specific education on patient confidentiality (HIPAA), first aid, immunization/vaccinations, and CPR Certification.

Students are required to maintain patient/client confidentiality when completing written assignments (i.e., logs, etc.). Patients/clients are never discussed outside of the appropriate clinical setting and never in public areas (i.e., elevators, hallways, etc.). Fieldwork sites may request students sign a confidentiality form.

6.8 Social Networking

Students are reminded that fieldwork experiences are designed to foster the transition from occupational therapy student to occupational therapy practitioner. It is therefore imperative that students maintain professional decorum while representing the SUDOT program at their fieldwork placement. Students will agree to **NOT** place posts or photos on social networks about their fieldwork experiences. This includes information pertaining to location, clients, diagnosis, treatment, CIs or facility staff, etc.

You should only use your official SU e-mail address for professional correspondence of all fieldwork related issues.

Students should not ask the fieldwork supervisor to "friend" them while on fieldwork. This can create an unprofessional environment for you and your supervisor. Students should also use discretion on what to post on any social networking site. Students should contact the AFWC if unsure of guidelines for social networking.

6.9 Professional Behaviors

Students are responsible for presenting themselves professionally and are expected to comply with fieldwork site standards for dress, cleanliness, jewelry, body piercing and related safety considerations.

Students must maintain an appropriate standard of dress and personal appearance and should always conduct themselves in a professional manner both within their fieldwork placement and when representing the SUDOT program.

Personal appearance, cleanliness and grooming convey a sense of professionalism along with demeanor, attitude and behavior which impact patient/client rapport and intervention outcomes.

Below is a list of policies to follow in relation to appropriate attire, grooming and related safety.

6.10 Professional Attire

- Neat and tailored long pants are usually preferable to skirts/dresses.
- If a skirt/dress is worn, it should be approximately knee length or longer.
- Shoes with closed toes and backs (no straps), low or no heel should be worn for safety.
- Clean sneakers are acceptable; sandals are not acceptable footwear.
- Sweaters and tops should be loose fitting. It should be large enough to be unrestrictive. If you raise your arms and the top gets “stuck” on any part of you it is not appropriate for fieldwork (i.e., stomach shows when you raise your arms). Additionally, low cut shirts, sweaters, revealing midriffs are not to be worn.
- Shirts should have sleeves and should be void of inappropriate messages, logos, etc.
- Sleeveless tops require that a jacket be worn.
- Tee shirts, sweatshirts and hats are not to be worn.
- Sweatpants, denim jeans, spandex or legging pants, shorts are not to be worn.
- Pants should be worn at the waist and not too low or too baggy. To assess if pants are appropriate, bend and squat as if assisting a patient. Does your shirt pull out or are your undergarments showing? If so, these pants are not appropriate for fieldwork.

6.11 Accessories

- Jewelry is to be kept to a minimum (bracelets, rings, and necklaces).
- Dangling or large hoop earrings which could be caught on something or grabbed should be avoided.
- No slogan buttons are to be worn unless with professional insignia or institution related.

6.12 Professional Appearance

- Hair should be clean.
- Long hair should be pulled back and tied.
- Facial hair should be neatly trimmed or shaved as appropriate.
- Good body and oral hygiene should be maintained.
- Fingernails should be clean and maintained at an appropriate length for patient care and infection control. Nail polish is often prohibited at healthcare facilities. Check with the facility on their policy.
- Strong perfumes, colognes and after shave must be avoided.
- Makeup should be soft and complimentary, not bold, and heavy looking.

Students will be required to contact the fieldwork site in a timely manner to address issues such as site-specific dress codes, parking, hours of work, etc.

It is recommended that students write a thank you note upon completion of the fieldwork experiences and give to the fieldwork facility.

7.0 Student Expectations

The Fieldwork placement facility will meet its obligations, as specified in the contract between Shenandoah University Division of Occupational Therapy and the specific Fieldwork site.

The Shenandoah University Division of Occupational Therapy will meet its obligations, as specified in the contract between Shenandoah University Division of Occupational Therapy and the specific Fieldwork site.

The AFWC will confirm that the Fieldwork placement facility meets all applicable standards for Fieldwork education and provides a Fieldwork experience that is consistent with the Division of Occupational Therapy's curriculum design.

8.0 Site Initiated Cancellations

A fieldwork site may need to cancel a confirmed placement. This happens for a variety of reasons, including but not limited to staffing issues, inadequate supervision, and poor learning environment. Also, occasionally a facility closes or merges with another organization and the confirmation of placement cannot be honored. If a cancellation should occur, the procedure is as follows:

1. Student and/or AFWC is notified the Fieldwork placement has been cancelled by the site.
2. Communication with the student and AFWC to discuss replacement options.
3. AFWC will work closely with students to reschedule the experience.

9.0 Cost of Fieldwork

All students must be prepared financially to assume ALL costs that will accompany any fieldwork & Doctoral Capstone Experience (DCE). In addition to full tuition and fees, expenses may include transportation, travel, parking, housing, meals, as well as incidental costs such as materials for a special project, site-specific requirements, uniforms, or costs related to clearances/medical requirements. It is **STRONGLY** advised for a student to have access to a car during fieldwork in the event that public transportation is inadequate.

10.0 Housing, Transportation, and Food

Students are responsible for ALL housing needs relating to their clinical assignments. Therefore, it is important to plan accordingly to meet all financial obligations during fieldwork. Tuition as well as travel, living arrangements, commuting/parking costs, and day-to-day personal expenses may be greater than the expenses incurred during an academic semester. On site housing and food stipends are rarely available. Transportation and food are the sole responsibility of the student. Students are responsible for driving to and from the fieldwork sites. This includes transportation expenses to and from the sites as well as between sites. Many fieldwork sites require students to commute between multiple locations during the fieldwork; therefore, a car is often necessary. Whenever possible, commutes are limited to one hour, each way. Problems with transportation and housing are not acceptable reasons for requesting a change in fieldwork assignment as students are given placement information in advance, allowing time for appropriate arrangements to be made. Students can indicate their fieldwork site preferences prior to the fieldwork selection process. However, no fieldwork request can be guaranteed.

11.0 Employment During Fieldwork

With the expense of a graduate education, many students feel the need to work during the school year. Students are expected to prioritize their responsibilities: class attendance and fieldwork appointments are top priorities. Fieldwork & DCE are extensions of the classroom, and is a full-time clinical commitment, not unlike having a full-time job. With this understanding, full-time work is not realistic and can lead to decreased performance in the classroom/clinic, and/or health problems. Reasonable work hours can be incorporated into your schedule; however, you are expected to rearrange your work schedule to accommodate class and fieldwork requirements including allowing adequate time for study.

Students are **STRONGLY DISCOURAGED** from pursuing employment while they are completing full-time fieldwork experiences. It is common for fieldwork & DCE assignments to require additional time beyond the regular 40-hour work week, including evening hours and weekend shifts. The focus of fieldwork is on the integration of professional knowledge and behaviors and general clinical skills. In addition, outside readings, reports, studying and/or special projects are often required. Site hours for fieldwork education are not negotiable. The hours of the affiliation are set by the facility. The weekly schedule will be determined by each fieldwork educator and/or site. Some sites require evening or weekend hours. Or you may be expected to work 4 (10 hour) days as required by your fieldwork educator. Some fieldwork educators work different schedules such as Tuesday-Saturday. You are expected to maintain the same work schedule as your fieldwork educator. Any changes to the dates for the fieldwork experience must be approved and documented in writing by the Academic Fieldwork Education Coordinator AND the fieldwork educator / Site Mentor before the start of the fieldwork experience.

12.0 Special Accommodations

Special accommodations will be made for students who, because of a disabling condition, require special accommodations in order to meet course requirements. Faculty members do not have the right to discuss any student's accommodations with a placement site's "Clinical Education Coordinator." If you need accommodations because of a disability, please register with the [Office of Learning Resources and Services](#) (located in the Academic Enrichment Center in Howe Hall, Room 204) at the beginning of each semester, or as soon as possible, so that arrangements can be made. Accommodations are granted on a case-by-case basis with the support of proper documentation. Please call the Office of Learning Resources and Services at 540-665-4298 or email dss@su.edu for information and/or to make an appointment to discuss your needs. You will find more information by visiting the [SU Office of Disability Services](#).

13.0 Outstanding Fieldwork Educator Award

Each year, Shenandoah University's Division of Occupational Therapy recognizes an Outstanding Occupational Therapy Fieldwork Educator/Clinical Instructor. The Division awards a Certificate of Recognition to one outstanding Occupational Therapy Level II Fieldwork Educator/Clinical Instructor. Students are encouraged to nominate fieldwork educators/clinical instructors who meet the criteria for the award.

13.1 Procedure

The FW Educator Award Criteria, the [Outstanding Fieldwork Educator Award Rating Form](#), and the [Outstanding Fieldwork Educator Statement Form](#) are available to the Level II Fieldwork students in Exxat. An email is sent out to each student as a reminder to nominate their Fieldwork Educator/Clinical Instructor, who they feel have been outstanding clinical instructors. The Fieldwork Educator Award Criteria, Award Rating Form, and Statement Form follow for your review:

13.2 Criteria – Sample of Email Reminder

Level II Fieldwork Students

Re: Outstanding Fieldwork Educator Award Criteria

Attached is a copy of the Outstanding Fieldwork Educator Award Rating Form and the Outstanding Fieldwork Statement Form. Make as many copies as you need. Before completing the 2 forms, please note the following minimal criteria must be met:

1. The award winner is an OTR who meets the minimum AOTA requirements for student supervision.
2. The award winner (a) supervised and (b) was nominated by one or more students on or before the due date for receipt of the nomination.
3. The award winner received an overall rating of 4.5-5 on the Outstanding Clinical Educator Award Rating Form.

14.0 Capstone and Curriculum Threads

The doctoral capstone consists of a 14-week OTD DCE where students are provided in-depth exposure to one or more focus areas and is integral to acquiring deeper-practice scholar competencies as reflected in the program's curriculum design. The DCE directly connects occupational therapy practice with scholarship via the creation, implementation & evaluation of a doctoral capstone project. Preparation for the doctoral capstone experience and project occur in multiple courses throughout the curriculum. These continuous, sustained, and in-depth learning experiences provide an avenue for display of professional values, clinical reasoning, professional performance skills and professional knowledge consistent with the curriculum framework of the SU OTD Program.

The goal of this DCE is to develop occupational therapists with in - depth skills (those beyond a generalist level, within a focused area), and it is integral to acquiring deeper practice-scholar competencies as reflected in the program's curriculum design. The DCE directly connects clinical practice with scholarship via the implementation of a doctoral capstone project.

The doctoral capstone experience reflects an in-depth knowledge in the student's selected area of interest while collaborating with both their faculty and site mentors. Aligning with the curriculum design, sequence of courses, and prior to starting the 14-week doctoral capstone experience; students work to complete a literature review, needs assessment, goals/objectives, and an evaluation plan for the capstone project.

To reinforce the connection of the program's curriculum design and threads to capstone, the SU OTD program uses a scaffolding approach that is organized to take the learner from the foundational level courses through the advanced application and design courses relating to capstone.

Within the first three semesters, the students engage in research and theory courses that provides the foundation for the capstone (OT 701, OT 734, and OT 735). Students focus on literature reviews and applying theoretical frameworks during this time within the curriculum.

Within semester four students begin in the active engagement of their research project (OT 745), which is organized to follow the doctoral capstone (OT 746) format including design, methods, results, and discussion. Semesters four through six is designed to guide the student learner through implementing and finally creating their selected doctoral capstone. Within semester six students begin the process of designing their capstone (OT 847) and by semester nine the students complete their experience (OT 858) and do a dissemination of their capstone (OT 859).

All faculty and site mentors are involved in guiding and mentoring some or all portions of this sequence of learning. In addition to courses designed specifically for research and capstone, all courses are designed with the intent of supporting the capstone whether they are knowledge-based course or advanced level coursework. Finally, students review their learning and professional development a minimum of one time per semester to support their unique needs and desires. Collectively, this provides a comprehensive in-depth preparation for the capstone experience

14.1 Timeline Requirements

The duration of the Doctoral Capstone Experience is a minimum of 14 weeks (560 hours). OTD students may complete this requirement on a part-time or full-time basis. Students will be offered a part-time option only upon request, availability of the site to accommodate the request and approval from the OTD Capstone Coordinator and/or Department Chair. No more than 20% of the 560 hours can be completed outside of the mentored practice setting. All students must successfully complete the required DCE experience within 12-months of completion of academic coursework. Failure to successfully complete the DCE within the 12-month period may result in dismissal from the program. Unforeseen circumstances may require a leave of absence or an extension to the doctoral capstone experience that may allow the 12-month time frame to be extended. The Capstone Coordinator, Academic Fieldwork Coordinator, and/or the Department Chair will determine the impact of a Leave of Absence or extension on the 12-month time frame for completion of the DCE experience.

14.2 Supervision Requirements

As stated in the ACOTE Standards (D.1.6), the OTD student should be mentored by an individual with expertise consistent with the OTD student's area of focus. Mentoring is defined as a relationship between two people in which one person (the mentor) is dedicated to the personal and professional growth of the other (the mentee). A mentor has more experience and knowledge than the mentee. The advanced placement site will provide supervision to OTD students on site by a qualified and competent (but not necessarily an occupational therapy practitioner) personnel. This individual assists the OTD student in applying knowledge to practical situations, developing problem solving skills, and learning practical competencies. This individual will be called the Site Mentor. The Site Mentor will instruct and orient the OTD Student as needed to perform specific negotiated learning activities consistent with the student's learning objectives. Many professionals are qualified to supervise (mentor) OTD students as they carry out advanced clinical skills, research, program development, advocacy, teaching, or policy work specific to their doctoral pursuits. The individual, who, on behalf of the residency site, is responsible for the direct instruction and supervision of the OTD student in the professional rotation setting. This individual supervises, directs, and facilitates the residency experience. They may be the clinical supervisor,

therapist, faculty member, or political or agency representative who acts on behalf of the site where the student is assigned for the rotation. The level and type of supervision will be customized to the type of setting, the student's learning objectives and focus of their doctoral capstone project.

Direct clinical practice activities performed by the OTD student should be supervised by a professional who meets the state and national requirements to perform the area of practice. When the most appropriate professional to supervise students performing direct clinical practice activities is an occupational therapist, then the supervising occupational therapist must meet the state regulations and have a minimum of one year practice experience post initial NBCOT certification.

The student must be mentored by an individual with expertise consistent with the student's area of focus (e.g., if the student's focus is occupational therapy treatment for neonates – they must be mentored by a professional in the Neonatal Intensive Care Unit). The Site Mentor does not have to be an occupational therapist, thereby allowing for an inter-professional mentorship model. Depending on the DCE focus and/or setting, OTD students may have more than one Site Mentor. The external advisor (who has expertise consistent with the student's area of focus) and Site Mentor may be one in the same or two different individuals.

14.3 Evaluation Methods and Grading of the Doctoral Capstone Experience (DCE)

Students are expected to achieve specific goals established by the OTD student, the Site Mentor, and potentially the faculty mentor. OTD students will set at least 3 individualized learning objectives to customize the concentration of the experience to the learning needs of the OTD student. The [student-specific objectives](#) should be agreed upon by the OTD student, Site Mentor, and SU faculty mentor. Objectives will be reviewed and finalized with the Site Mentor within the first week of the experience.

Exactly how those objectives are met has been left to the site and Site Mentor with input and guidance from the Dept. of OT as needed.

Evaluation of the individualized objectives occurs under the supervision of a Site Mentor with expertise in the student's chosen area. Evaluation of performance is completed via the [Doctoral Capstone Experience Evaluation of the OTD Student Form](#), at midterm (~7 weeks) and at completion of the 14 week experience. Note that there is space provided for both the OTD student and the Site Mentor to add his/her own objectives. All objectives must be:

1. Relevant to the field experience setting.
2. Understandable to the student, site contact/preceptor, and faculty advisor.
3. Measurable.
4. Behavioral/observable.
5. Achievable within the specified timeframe.

The OTD student and Site Mentor will revisit the established learning goals at midterm and at final and re-sign as evidence of accomplishment. The student must successfully meet or exceed these objectives and assessment criteria.

The OTD student is required to complete the [Student Evaluation of Doctoral Capstone Experience](#) at completion of the 14-week experience. At the end of the DCE, the OTD student and the Site Mentor should then meet to discuss both evaluations. Signature of both the Site Mentor and OTD student is required on both evaluation

forms. The Site Mentor should mail/submit the original, signed evaluations at completion of the 14-week capstone experience. Evaluations without signatures of both parties will not be accepted.

Requirements for successful completion of the DCE include the following:

6. Satisfactory completion of the 14-week, (560 hours) full-time experience
7. Satisfactory completion and submission of all learning objectives, learning activities, and evidence via completion of the DCE Evaluation of the OTD Student Form
8. Satisfactory completion of all required assignments
9. Completion of the Student Evaluation of DCE Form

The DCE is considered part of Shenandoah University's academic program. Therefore, the ultimate responsibility for grading is that of Shenandoah University. Students should review policy Formal Academic Appeals Procedure and Complaints in the Student Handbook for more information. The DCE is graded on a pass/fail basis.

14.4 Failure of the Doctoral Capstone Experience (DCE)

Students who fail the DCE may be offered a second opportunity after a plan of remediation has been successfully completed and/or at discretion of the OTD Capstone Coordinator and Department Chair. If deemed eligible to continue, the OTD student must repeat the failed Doctoral Capstone Experience before continuation in the OTD program. In order to repeat the DCE, the OTD Student must re-register for the same course. The dates and location of the new DCE Placement are dependent on the availability of placement sites, potential Site Mentors, and match of student's needs.

Students can repeat only one failed DCE Placement. A "Fail" will be entered in the student's transcript, except by decision of the OTD Capstone Coordinator/Department Chair. After the course has been retaken & passed, a passing grade will be given and will reflect on the final transcript. Students who fail two DCE experiences will face dismissal from the program.

15.0 Post Graduation Information

To Apply Online to Take the NBCOT Certification Examination:

1. Go to www.nbcot.org and download the candidate handbook and READ IT! (40 pages – no need to print it). Pg. 7-10 in the candidate handbook (NBCOT) explains things in more detail. Be sure to READ the handbook prior to applying to sit for the exam.
2. To apply for the Certification Exam, log on to www.nbcot.org.
3. On the home page, select Certification Candidates from the left menu bar.
4. Select Online Examination Application from the drop-down menu.
5. Read through the opening instructions.
6. Click Setup New Account link.
7. Complete the Exam Application Account Set up page. Click Continue to Exam Application.
8. Partially completed applications cannot be saved in the online system. An exam Application must be completed in its entirety, including payment section, to be saved.
9. After the exam application has been submitted, a fee will be assessed for corrections made to the online exam application.
10. REMEMBER your username and password. They will charge extra if you set up two accounts!

To complete the Online Application:

- On the Application Welcome Page, click Continue.
- Proceed through each screen of the application, carefully following the on-screen instructions and providing the information required, using the drop-down boxes provided.
- An application is valid for one year from the date of submission.

NOTE: You will have the option, for an extra charge, to have NBCOT send verification letters to your home state, and other states, that you have registered for the exam and that you have passed it.

When NBCOT confirms your eligibility to examine, you will receive an Authorization to Test (ATT) Letter by email (or regular mail, if no e-mail address has been provided). The ATT Letter authorizes you to take the exam. The ATT Letter will be generated within 10 – 15 business days of receipt of all required documentation. The ATT Letter includes contact information for Prometric, so you can schedule an exam date; details on how to schedule an exam date with Prometric; and information on how to reschedule or cancel an exam if necessary. **Prometric cannot schedule an exam until you have received the ATT Letter; please do not contact Prometric until you have received the ATT Letter.**

The exam application is valid for 1 year from the date of submission. The ATT Letter is active for 90 days. If you do not take the exam within the 90-day period, you may choose to reactivate the ATT Letter for an additional 90 days. The ATT Letter can be reactivated as many times as necessary during the one-year period, but there will be a fee for each reactivation of the ATT Letter. After one year, a new exam application must be submitted.

A list of Prometric Test sites can be found online at www.prometric.com Candidates with an approved special testing accommodation MUST call Prometric to schedule their exam. All other candidates are encouraged to schedule their exam online.

You can take the exam anywhere in the country!

Important Note: The Shenandoah University Registrar Office will not be able to send your transcripts until after graduation, tuition, and other expenses have been rectified. (I.e., parking tickets etc.)

SHENANDOAH UNIVERSITY FIELDWORK AND CAPSTONE APPENDICES – FORMS

[Occupational Therapy Doctoral Capstone Experience Behavioral Objectives](#)

[Doctoral Capstone Experience \(DCE\) Action Plan to Achieve In-Depth Skills](#)

[Proposed Time-Line for the 14-Week Doctoral Experiential Component](#)

[Student Evaluation of Doctoral Capstone Experience](#)

[Doctoral Capstone Experience Evaluation of the OTD Student](#)

[Capstone Dissemination Form](#)