



**SHENANDOAH<sup>®</sup>**  
U N I V E R S I T Y

*Division of Occupational Therapy*

**Shenandoah University Division of Occupational Therapy**  
**Master of Science in Occupational Therapy**  
2023-2024 Fieldwork Handbook

# OT Fieldwork





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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.

## INTRODUCTION TO OCCUPATIONAL THERAPY FIELDWORK

Fieldwork is "...the life laboratory whereby educated students learn about the real—the real of 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 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 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.

Fieldwork Placement Schedule:	
OT 628 Level I Fieldwork, 1 <sup>st</sup> Rotation – Summer/Fall	
	• <i>A minimum of 48 hours of active participation at the fieldwork site</i>
OT 638 Level I Fieldwork, 2 <sup>nd</sup> Rotation – Spring	
	• <i>A minimum of 48 hours of active participation at the fieldwork site</i>
OT 640 Level II Fieldwork, 1 <sup>st</sup> Rotation – Summer	
	• <i>12 weeks of active participation at the fieldwork site</i>
OT 641 Level II Fieldwork, 2 <sup>nd</sup> Rotation – Fall	
	• <i>12 weeks of active participation at the fieldwork site</i>



## 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 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 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 Instructor (CI's) 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 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*, “Full Time students must progress through the program within four years including fieldwork. This is the SUDOT policy and is required by ACOTE.” Student progression through the program is based on the following:

- Satisfactory completion of all course prerequisites before beginning coursework each semester
- Satisfactory Professional Development Plan evaluations each semester.
- Maintenance of health requirements, insurance, BLS, and 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
- Payment of all university tuition and fees
- Successful completion of two continuous 3-months fieldwork experiences Level II fieldwork).

Either OT 640 or OT 641, 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 academic coursework completion. No part of Level I fieldwork may be substituted for Level II fieldwork.

For additional information please refer to the following *Student Handbook* sections:

- Level One (Part Time) and Level Two (Full Time) Fieldwork Experiences
- Student Academic Progression, Academic Standing, and Retention
- Failure to Successfully Complete Coursework

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 Prism.

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. Students are to meet with the AFWC as needed throughout the fieldwork process.





### **3.0 LEVEL I FIELDWORK – 1<sup>ST</sup> AND 2<sup>ND</sup> ROTATION**

The AFWC will hold a Fieldwork Orientation prior to the first Level I Fieldwork experience. At this time a copy of the *Shenandoah University Division of Occupational Therapy Fieldwork Student Handbook* will be available in Exxat and Canvas for students.

An open line of communication between students and the AFWC is essential throughout the Fieldwork process. The student should check SU email daily and Canvas and Exxat weekly.

Students are required to update information in Exxat, if there is a change in name, living address, phone number, email address, medical information, etc. It is the student's responsibility to update. Students must also send an email to the AFWC updating them of any changes. Failure to do so may delay a fieldwork placement. Also, remember to send any name or address changes to the Registrar's Office.

To avoid poor placement choices, students should disclose pre-existing relationships at agencies and facilities to the AFWC. These relationships include pre-employment agreements and volunteer service experiences.

Typically, each Level I student is placed in a clinical site where there is an established fieldwork contract with Shenandoah University. The two Level I Fieldwork experiences should provide significantly different experiences. Variables include the age of population served, the facility type (e.g., hospital, school, day care center, or home health agency) and the nature of the services provided (e.g., mental health, physical dysfunction, wellness program). Only one fieldwork rotation can be completed internationally.

According to ACOTE Standard C.1.7. (Fieldwork in Behavioral Health or Psychological and Social Factors) at least one fieldwork experience (either Level I or Level II) has as its focus psychological and social factors that influence engagement in occupation.

After selecting and assigning Level I Fieldwork placements, the AFWC will contact the facility to confirm the placement. Upon confirmation of placement students must go into Exxat (located in Student Packet) and do the following before receiving the facility name, contact person, address, and phone number of their CI:

- Read the contract (located in Exxat) between Shenandoah University and the placement facility.
- Read the facility's Fieldwork Data Form (if available; located on Exxat)
- Read the facility's Fieldwork Objectives (if available; located on Exxat)
- Read the Standards of Practice for Occupational Therapy (located on Exxat)
- Read the American Occupational Therapy Code of Ethics (located on Exxat)
- Read the Effective Student versus Challenging Student Comparison (located in Exxat)

These documents will be available to the students in Exxat.

- After reading the documents noted above the student will need to complete, sign and upload into Exxat (as a PDF file) the Student Responsibility Acknowledgement for Fieldwork Education and the Guidelines on HIPAA Regulations and Social Networking.
- Students need to complete all site required documentation and upload into Exxat (PDF File).
- Students can then contact their CI to confirm specifics i.e., exact schedule, appropriate dress, site specific documentation, etc.

As outlined in the course syllabi, students must submit all assignments to the AFWC on dates assigned. Students should note the differences in the Level I Fieldwork - OT 628 and OT 638 assignments. The different assignments are designed to facilitate the student's progress in clinical reasoning, self-reflection, and collaboration.



The Level 1 Fieldwork Performance Evaluation and the Student Evaluation of the Fieldwork Experience (SEFWE) will be available on Exxat and Canvas. The student is responsible for providing to the CI and then uploading the completed form to Exxat and Canvas (PDF copy).

Students will be expected to keep track of their attendance/hours for each fieldwork rotation in Exxat.

#### **4.0 LEVEL II FIELDWORK – 1<sup>ST</sup> AND 2<sup>ND</sup> 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 Forms in Exxat.

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 has 1 year of experience in practice.

##### **4.1 The Planning Process**

When using Exxat, please complete the Wishlist as it becomes available. The Wishlist is only a resource tool and does not guarantee placement at the sites selected. The Wishlist gives the AFWC an idea of the area where you will be living and your areas of interest. Ultimately, the placements are decided by the AFWC. Students will meet 1:1 with the AFWC by the end of January in the second semester to convey their location and thoughts/wishes for Level I & II rotations. The AFWC will then use this information to place students within 90 miles of their address for each rotation.

Level I and II fieldwork rotation assignments will not be published or discussed until 16 weeks prior to the rotation start dates.

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.

This is what a student is allowed to ask: "Do you take students? Can you provide me with a name and contact information, so I can provide it to my AFWC?"

If the AFWC is made aware one time that you have set up your own fieldwork placement, you will immediately be put on a Performance Improvement Plan (PIP).

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). 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 New Contracts**

Students will begin meeting with the AFWC during their first year to discuss fieldwork placement. The AFWC will approve new contracts only if the facility meets the specific Accreditation Council for Occupational Therapy Education (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; by providing a name and contact. 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 (contract) 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.

#### **4.3 Placement Environment**

To ensure that qualified personnel supervise Level I fieldwork, SUDOT created a section in Exxat, which requires the student to provide the CI's contact information, as well as the years of experience, a license number, and the state the CI is licensed in.

Shenandoah University's Division of Occupational Therapy is currently utilizing 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. Role-emerging fieldwork sites are those at which the provision of occupational therapy services is being developed. The occupational therapy practitioner developing the services may be employed by the agency as a consultant or may be employed by the academic program.



9. 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.

To properly assess student progress in achieving their stated fieldwork objectives, it is highly suggested that CIs complete the Weekly Fieldwork Performance Evaluation which assesses the AOTA performance areas as well as assist the clinical educator and student with communication 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 Accreditation Council for Occupational Therapy Education (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 640/OT 641) the fieldwork course may be repeated but only one time.

Students are expected to request fieldwork placements at 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 of the facility specific fieldwork objectives. Students are expected to schedule specific days and hours with his or her CI. In no way can any part of the Level I Fieldwork be substituted as any part of the Level II fieldwork.

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. Students will follow full time hours at each facility to comply with ACOTE guidelines. Students will be required to make-up missed days/hours (i.e., illness, personal family emergency, snow days, car troubles, etc.) in order to ensure Full Time status. The student will notify the Fieldwork Coordinator of his/her need to make-up days/hours via email or phone and completion of the weekly timesheet. Prolonged absences for any reason may result in termination of the Fieldwork placement.

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 would 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.

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 do the following before receiving the facility name, contact person, address, and phone number of his /her CI:

- Read the contract (located in Exxat) between Shenandoah University and the placement facility.
- Read the facility's Fieldwork Data Form (if available; located on Exxat)
- Read the facility's Fieldwork Objectives (if available; located on Exxat)
- Read the Standards of Practice for Occupational Therapy (located on Exxat)
- Read the American Occupational Therapy Code of Ethics (located on Exxat)
- Read the Effective Student versus Challenging Student Comparison (located in Exxat)

After reading the documents noted above the student will need to complete a Student Responsibility Form for all of their Fieldwork rotations. The Guidelines on HIPAA Regulations and Social Networking only needs to be completed once prior to starting the first Level 1 rotation. These forms are available in Exxat. Students then need to upload the completed forms and site required documents into Exxat by the due date listed in Exxat and BEFORE starting the first fieldwork rotation. Students will then be given the contact information for their CI to confirm specifics i.e., exact schedule, appropriate dress etc.

#### **4.4 Forfeiture of Placement**

If a student finds that they need to forfeit a confirmed Fieldwork placement, that student is required to fill out a Forfeiture Request Form, write a letter explaining why the forfeiture and submit both the form and letter to the AFWC. The AFWC will present the form and letter to the 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.

#### **4.5 Evaluation of Fieldwork**

Level II Fieldwork students are evaluated by their CIs using *AOTA's Fieldwork Performance Evaluation for the Occupational Therapy Student*. The link to this form will be emailed to the site coordinator to pass along to the CI with the student's contact information prior to the start of Fieldwork. In addition to the Discussion Board postings which are required for Level II Fieldwork, students may contact the AFWC with questions or concerns at any time.



#### **4.6 Communication**

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

If a student is NOT passing at the Midterm Review for either OT 640 or OT 641 (i.e., a score of 73 or below on the *Fieldwork Performance Evaluation for the Occupational Therapy Student*), students may request that the AFWC do a site visit.

At the end of each Level II Fieldwork, students are required to complete the *AOTA's Student Evaluation of Fieldwork Experience Evaluation - SEFWE* posted in Exxat. The student is then required to upload a signed, single file PDF copy into Exxat.

#### **5.0 EVALUATION PROCEDURE**

Fieldwork 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.

Students who fail Level I (OT 628 and OT 638) or Level II (OT 640 and OT 641) fieldwork may repeat the failed course one time only. Level I fieldwork is graded by the stated criteria and yields a letter grade. Level II fieldwork is graded on a pass/fail basis by the instructor of record. Details pertaining to the grading of fieldwork may be found in the fieldwork handbook.

Students must submit a Student Evaluation of Level I Fieldwork Form after completing each Level I Fieldwork rotation.

Students must submit a AOTA's Student Evaluation of Fieldwork Experience Form - SEFWE (see Appendix) after completing each Level II Fieldwork rotation.

#### **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. 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 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, drug screening, background checks, personal protective equipment (PPE), health insurance and these immunizations will be the student's responsibility.

Documentation must be provided no later than August 1 (for fall enrollment) to the Wilkins Wellness Center at 1460 University Drive, Winchester, Virginia.

- a. **Two Separate** TB skin tests and readings with the second test and reading 7-21 days from the first test **or** QuantiFERON TB Gold test within the last year (T Spot Tests ARE NOT Acceptable).  
NOTE: Positive TB skin test from exposure, latent TB or BCG vaccination, the radiology report for a chest x-ray within the last 12 months and Statement of Treatment Form completed and signed by primary care provider. Radiological report and Statement of Treatment Form must be submitted with Wilkins Health Form.
- b. Three Hepatitis B vaccinations or a positive titer (blood test to prove immunity).
- c. COVID-19 vaccination(s) that are up to date with CDC guidelines. Summer/Fall 2022- Two full vaccines and one booster.
- d. Two Measles, Mumps, Rubella (MMR) vaccines or a positive titer.
- e. Polio - show the last date in series or a positive titer.
- f. Flu vaccination after September 1<sup>st</sup> for current flu and academic year.
- g. Adult Tdap- tetanus, diphtheria & pertussis within the last 10 years regardless of last Tdap vaccination. TD (tetanus/diphtheria vaccination) will not be accepted.
- h. Two Varicella (Chicken Pox) vaccination of a positive titer.
- i. Meningitis ACWY within the last five years or signed exemption form.
- j. Two or three meningitis B vaccinations (number of doses dependent on manufacturer) or signed exemption form.
- k. Physical Examination in the past year.
- l. 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."

## **6.2 Medical Exemption**

Shenandoah University ("SU") may grant medical exemptions to one or more of the above requirements. Students in the Health Care Programs or any other SU program that requires clinical or experiential training, including musical therapy ("Clinical/ Experiential Programs"), should be aware that if SU grants the student's request, it cannot guarantee SU will be able to secure the clinical/experiential assignments necessary for the student to graduate with a degree, or to obtain a licensed position, in their field.

Student process for requesting a medical exemption can be found at: <https://www.su.edu/health-wellness/wilkins-wellness-center/health-forms/request-a-vaccine-exemption/>



### **6.3 Religious Exemption**

(Updated 7-6-22)

Shenandoah University may grant a religious exemption from one or more of the vaccination or test requirements listed below to any Shenandoah student who makes an approved request, although students in any programs within the School of Health Professions should be aware that if the University grants the student's request, it cannot guarantee the student will be able to secure the clinical/experiential assignments necessary to graduate with a degree, or to obtain a licensed position, in their field. In addition, Shenandoah may, in its discretion, make the student responsible for securing clinical/experiential assignments at clinical/experiential sites acceptable to their program.

If the University approves a request for a religious exemption from the vaccination requirement for the diseases or medical conditions listed below, the student will not have the protections afforded by the vaccine(s). Therefore, students must acknowledge that they knowingly and voluntarily agree to assume the risks associated with being a student at the University, and participating in University activities, without the vaccine(s).

Students granted exemptions must also understand that in the event of an outbreak, potential epidemic or epidemic of a vaccine-preventable disease, the University or the State Health Commissioner or their designee may order their exclusion from the University (or restrict participation in University activities), for their own protection and/or the protection of others, until the danger has passed.

- COVID-19
- MMR
- Polio
- Adult TDAP
- Varicella
- Meningitis
- Hepatitis B
- Flu

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

### **6.4 Submission of medical documentation/records**

All medical documentation/records must be submitted to the Wilkins Wellness Center (WWC) Student Health Portal and upload into Exxat Compliance Section. 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 student's typed name on each page of the electronic record; handwritten name is not acceptable. Unless Wilkins request original documents, only send copies to Wilkins. Keep originals in a safe and secure place.

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



## **6.5 CPR Requirements**

Students must complete the Basic Cardiac Life Support for Healthcare Providers (BLS) program through the American Heart Association\*. Upon completion of this BLS instructor led training students must upload a copy of their BLS CPR card into Exxat. The student must maintain current CPR certification throughout the SUOT program. Proof of this biannual renewal process must be uploaded into Exxat. Wilkins Wellness center does NOT require a copy of this certification. This certification must be uploaded in Exxat only.

*\*Blended Learning HeartCode® BLS or Classroom BLS from AHA are acceptable. There must be a hands-on skills session with an AHA instructor.*

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 – [AHA CPR BLS Certification](#)

*\*Please be advised that SU can only accept BLS Provider training from American Heart Association (AHA). We cannot accept Heartsaver, First Aid, CPR, AED, or other training that is not full BLS Provider training by AHA.*

## **6.6 Educational Requirements**

OSHA/ Bloodborne Pathogens/ Universal Precautions training certification provided by SUDOT. Contact the OT Office Manager to access the test and paperwork.

Students must meet all of the requirements outlined on the facility's agreement/contract between Shenandoah University Division of Occupational Therapy and the specific Fieldwork site requirement 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, 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 eight 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 a 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 fieldwork evaluations and site-specific paperwork prior to beginning fieldwork.

Students must complete all paperwork required by the specific 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 must be uploaded into Exxat. 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 rejected and 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.

Students are responsible for driving to and from the fieldwork sites.

### **6.7 HIPAA Guidelines**

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. Additional HIPAA training provided by SUDOT. Contact the OT Office Manager to access the test and paperwork.

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 required to stay current with all Social Networking policies before beginning fieldwork. Students should not put posts or photos on social networks about fieldwork experiences (including location, clients, diagnosis, treatment, CIs and staff, etc.)

You should only use your official SU e-mail address for professional correspondence for 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 Behavior**

Students are responsible for presenting themselves professionally and expected to comply with fieldwork site standards for dress, cleanliness, jewelry, body piercing and related safety considerations. Both males and females are directed to comply with all of the standards and with specific gender related issues as appropriate.

Personal appearance, cleanliness and grooming convey a sense of professionalism along with demeanor, attitude and behavior which impact patient/client rapport and intervention outcomes. Therefore, be professional, conservative in appearance and well groomed.

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



### **6.10 Clothing**

- Neat and tailored long pants are usually preferable to skirts/dresses.
- If 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.
- Socks/knee highs or pantyhose should always be worn with any attire.
- 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 Jewelry**

- 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.
- Facial piercing should be eliminated, and ear piercing should be minimized.
- Tattoos should be covered.
- No slogan buttons are to be worn unless with professional insignia or institution related.

### **6.12 Grooming**

- 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 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.

Students must submit a Student Evaluation of Level I Fieldwork Form (OT-F7) after completing each Level I Fieldwork rotation.

Students must submit the *AOTA's Student Evaluation of Fieldwork Experience Form* – SEFWE (see Appendix) following completion of each Level II Fieldwork rotation.



## **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 SPECIAL ACCOMMODATIONS**

A student with a disability may request reasonable accommodations from a Fieldwork placement facility. Faculty members do not have the right to discuss any student's disability with a placement site's "Clinical Education Coordinator" without the student's consent. The American with Disabilities Act official on campus is the Director of the Academic Enrichment

Center and can be reached at 540-6654928 to help a student with these arrangements if needed. The SUDOT AFWC will work in collaboration with the Director of the Academic Enrichment Center to make arrangements for a student on an individual basis.





## **9.0 OUTSTANDING FIELDWORK EDUCATOR AWARD**

### **9.1 Policy**

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.

### **9.2 Procedure**

The FW Educator Award Criteria, the Outstanding Fieldwork Educator Award Rating Form, and the Outstanding Fieldwork Educator Statement Form are all 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:

### **9.3 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.



---

**9.4 Outstanding Fieldwork Educator/Clinical Instructor Award Rating Form**

Please rate your clinical educator using a scale of **1** (Strongly Disagree) to **5** (Strongly agree)

Clinical Educator's Name: \_\_\_\_\_

**Teaching Ability:**

This clinical educator:

Planned effective learning experiences

\_\_\_\_\_ Helped me define specific goals for the fieldwork experience, followed up and assured that I had opportunities to meet the goals \_\_\_\_\_

Questioned/coached in a way to facilitate my learning \_\_\_\_\_

\_\_\_\_\_ Observed my performance in a discrete manner; treated me with respect at all times \_\_\_\_\_

Scheduled regular meetings with me; was available for consultation as needed \_\_\_\_\_

**Interpersonal Relations/Attributes:**

This clinical educator:

Established an environment in which I felt comfortable

\_\_\_\_\_ Provided appropriate support for my concerns, frustrations, anxieties \_\_\_\_\_

Demonstrated empathy; was genuinely concerned for clients \_\_\_\_\_

Demonstrated positive regard for me as a person \_\_\_\_\_

**Communication Skills:**

This clinical educator: Provided useful feedback

\_\_\_\_\_ Was an active listener; open to discussing issues with me \_\_\_\_\_

Provided feedback in private \_\_\_\_\_

Made himself/herself understood \_\_\_\_\_

Taught in an interactive way; encouraged dialogue \_\_\_\_\_

Communicated in non-threatening manner \_\_\_\_\_

**Professional Skills:**

This clinical educator: Demonstrated professional behavior as a member of the team \_\_\_\_\_

Demonstrated systematic approach to problem-solving with clients \_\_\_\_\_

Was a good role model for OT in this setting \_\_\_\_\_

Demonstrated clinical skills that are current and competent \_\_\_\_\_

Explained reasoning behind specific evaluation and intervention choices \_\_\_\_\_

Total Score: \_\_\_\_\_



**9.5 Outstanding Fieldwork Educator/Clinical Instructor Award - Statement Form**

Name of Nominee: \_\_\_\_\_

Name of Facility: \_\_\_\_\_

Please write a short statement explaining why you feel that your Fieldwork Educator/Clinical Instructor deserves this award. The statement will be used by the faculty in conjunction with the rating form to make the final decision for this award. Thank you for taking the time to recognize the hard work clinical educators put into your fieldwork experience.

*References Costa, D. M. (2004). The essential guide to occupational therapy fieldwork education resources for today's educators and practitioners. Bethesda, MD: American Occupational Therapy Association.*



## 10. ACCREDITATION

Shenandoah University is accredited by the Southern Associate of Colleges and School Commission on Colleges (SACSCOC). This accreditation is reviewed every ten years. Shenandoah University is approved to grant Bachelor's, Master's and Doctoral degrees. The Division of Occupational Therapy, Master's of Science Program at Scholar Plaza Loudoun was awarded full accreditation from the Accreditation Council for Occupational Therapy Education (ACOTE) in 2021.

ACOTE (c/o Accreditation Department)
American Occupational Therapy Association (AOTA)
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
(301) 652-2682 or 301-652-AOTA
<a href="https://www.aota.org/">https://www.aota.org/</a>

## 11. APPENDIX



Shenandoah University

Division of Occupational Therapy

**OT-F1: Guidelines on HIPPA Regulations and Social Networking\***

Being a health care professional, you now need to consider the following social networking guidelines to ensure you are not unintentionally non-compliant with HIPPA regulations.

- When speaking with your peers while on fieldwork, you must also recognize you cannot share any specific patient information of Facebook, Twitter, etc.
- It is a HIPPA violation if you mention a client/patient with enough information that the person might be identified, even if you avoid PHI. The consequences for violations, as you know, are severe. For more information go to the following link:  
<http://www.aota.org/Educate/EdRes/Fieldwork/Supervisor/HIPAA/39884.aspx>
- Names of supervisors, comments and/or criticism about sites or information about what is happening at site are not appropriate on public social network sites.
- Students should not put posts or photos on social networks about fieldwork experiences (including location, clients, diagnosis, treatment, fieldwork educators and staff, etc).
- Stating where you are on fieldwork is up to you, but there are problems with you being identified. Consider if you want privacy from clients, patients and staff.
- Use your official SU e-mail address for all professional correspondence needed via e-mail for all fieldwork related issues.
- Do not ask your supervisor to “friend” you while on fieldwork. This puts your supervisor and yourself in an awkward situation with personal information about each other. If you mutually decide to do this after the fieldwork experience, this is your personal choice.
- If there is any question or you are unsure of something regarding social networking, call your direct Fieldwork Educator or Academic Fieldwork Coordinator for advice.
- If you are attached to your cell phone and have to look at it constantly, it is advised you leave your cell phone in your car in the office so you are not tempted to pull it out while you are with a patient, caregivers, Fieldwork Educators, etc.
- Consider what you post on any social networking site. Many potential employers go to these sites to see what you have posted and often determine if they are interested in having you as an employee. Consider searching your name to discover what in is in cyberspace that others can see about you.

I, \_\_\_\_\_ have read and agree to follow the above Social Networking Guidelines.  
(print name)

\_\_\_\_\_  
(Signature - must be handwritten; typing name is not acceptable)

\_\_\_\_\_  
(Date)

\*Adapted from: Occupational Therapy Program, College of Health Sciences, The University of Texas at El Paso, Policy on Social Networking.



Shenandoah University  
Division of Occupational Therapy

**OT-F2: Student Responsibility Acknowledgement for Fieldwork Education**

(This form must be completed prior to engaging in fieldwork rotation)

Name of Student: \_\_\_\_\_

Fieldwork Facility: \_\_\_\_\_

Dates of Placement: \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_  
Month / Day / Year      Month / Day / Year

Contractual Agreement between Shenandoah University and

\_\_\_\_\_  
(Name of Facility)

The Fieldwork Data Form (if available) is dated: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Month / Year

I understand that I must abide by all information in SU OT Program & Fieldwork Manual.

I understand that it is my responsibility to provide transportation to each clinical site, up to 3 hours roundtrip driving distance.

I understand that I must meet the requested requirements (i.e., drug test, interview, background checks, physical, immunization records, etc.) of each fieldwork site that I am assigned to, prior to the beginning of each fieldwork experience. If these have not been met SUOT will NOT sign off on fieldwork placement.

I have obtained, and will maintain, personal health insurance through all fieldwork placements. I will provide a copy of coverage upon request.

I understand that it is my responsibility to follow all policies & procedures of the fieldwork site while completing the fieldwork experience at each facility.

I acknowledge my responsibility under HIPAA to keep confidential any information regarding patients, as well as all confidential information about the facility. I agree not to reveal any person(s) except authorized staff and associated personnel, any specific information regarding any client and further agree not reveal to any third party any confidential information of the facility, except as required by law or authorized. I understand the following:

Although the Academic Fieldwork Coordinator (AFWC) will consider each student's interests and geographical location with respect to fieldwork placements, the AFWC cannot guarantee that student requests will be granted. Fieldwork assignments will be determined by the AFWC and will be based upon the availability of experiences, the program's desire to provide a variety of different practice-based experiences, and each student's abilities or needs.

I confirm to have read both the Contractual Agreement and the Fieldwork Data Form (if available) for my placement. I understand it is my responsibility as an occupational therapy fieldwork student to meet the Health and general requirements, as outlined in the Contractual Agreement.

I have reviewed the Standards of Practice for Occupational Therapy and the AOTA Code of Ethics in preparation for my fieldwork experiences.

\_\_\_\_\_  
\*Student's Signature (signature must be handwritten; typing name is not acceptable)

\_\_\_\_\_  
Date

(OT - F2)





Shenandoah University  
Division of Occupational Therapy

**OT-F3: Forfeiture Request Form**

Re: OT ☐ 640 Scheduled for \_\_\_\_\_

OT ☐ 641 Scheduled for \_\_\_\_\_

I \_\_\_\_\_, hereby request the cancellation of my confirmed Level II fieldwork  
(Student's name)

placement at \_\_\_\_\_, \_\_\_\_\_ in the area of  
(Name of Site) (State)

\_\_\_\_\_  
(Physical dysfunction, mental health, pediatrics, geriatrics, home health, or other)

This request is submitted for approval by the Division of Occupational Therapy faculty members. I am choosing to decline the confirmed fieldwork placement for the following reason(s)

\_\_\_\_\_

\_\_\_\_\_

In doing so, I take responsibility for the consequences of this decision. (Consequences may include but are not limited to - delay in my fieldwork placement, inability to be placed in a setting I want, and delay in graduation). If this request is granted, I will hold Shenandoah University and the Academic Fieldwork Coordinator harmless from actions regarding this matter.

I further understand that I must follow the procedures for Level II placement as outlined in the Occupational Therapy Division Fieldwork Handbook.

\_\_\_\_\_  
\*Student's Signature

\_\_\_\_\_  
Date of Request

\_\_\_\_\_  
Submission accepted by

\_\_\_\_\_  
Date of Acceptance

\*All signatures must be handwritten; typing name is not acceptable.

(OT-F3)



**OT-F4: AOTA Level I Fieldwork Evaluation for OT and OTA Students**

**AOTA**

**LEVEL I FIELDWORK COMPETENCY EVALUATION FOR OT AND OTA STUDENTS**

**Introduction**

The purpose of Level I fieldwork is to provide experiential opportunities for students to gain the performance competency and confidence for progressing successfully in the academic program, including successive Level I and Level II fieldwork.

The *Level I Fieldwork Competency Evaluation for OT and OTA Students* complements the *AOTA Fieldwork Performance Evaluation for the OT Student* and for the *OTA Student*. It is designed to assess performance skills that build a foundation for successful completion of Level II fieldwork.

This tool is divided into five sections:

- I. Fundamentals of Practice
- II. Foundations of Occupational Therapy
- III. Professional Behaviors
- IV. Screening and Evaluation
- V. Intervention

The first 3 sections are identified as mandatory, as they are applicable to all practice settings and assess basic skills. The last 2 sections are *optional*, allowing an OT/OTA academic program to select relevant sections for a particular Level I experience in that program. The AFWC should make this clear to the FWEd. The criterion for satisfactory performance is determined by the OT/OTA academic program.

**Directions**

This tool is to be completed by the identified FWEd for the Level I experience.

The rating scale ranges from

U	Unacceptable	Performance is weak in most required tasks and activities. Work is frequently unacceptable.
B	Below Standards	Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.
M	Meets Standards	Carries out required tasks and activities. This rating represents good, solid performance and should be used most often.
E	Exceeds Standards	Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
O	Outstanding	Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

**COMMENT REQUIRED FOR ALL ITEMS SCORED "B" or "U."**

(OT-F4)

**AOTA**  
**LEVEL I FIELDWORK COMPETENCY EVALUATION FOR OT AND OTA STUDENTS**

<b>STUDENT INFORMATION:</b>			
Student Name: _____			Date: _____
_____	First	Middle	Last
Site Name: _____			Semester: _____
Student ID: _____			Practice Setting: _____
Student's School: _____			Course Number: _____
Hours Completed: _____			FW Sequence: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>

<b>PRIMARY FWEd INFORMATION</b>			
FWEd Name: _____		Past Experience: _____	
_____	First	Last	Credentials
FWEd License #: _____		FWEd Credentials: <input type="checkbox"/> OT: _____	
Years of Experience: _____		<input type="checkbox"/> Other: _____	
Have you attended the AOTA FWEd Certificate Course? <input type="checkbox"/> Yes <input type="checkbox"/> No		If other: _____	

Indicate the student's level of performance using the scale below.

U	Unacceptable	Performance is weak in most required tasks and activities. Work is frequently unacceptable.
B	Below Standards	Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.
M	Meets Standards	Carries out required tasks and activities. This rating represents good, solid performance and should be used most often.
E	Exceeds Standards	Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
O	Outstanding	Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

**COMMENT REQUIRED FOR ALL ITEMS SCORED "B" or "U."**

**I. FUNDAMENTALS OF PRACTICE**

THE STUDENT:	U	B	M	E	O
<b>1. Adheres consistently to AOTA's <i>Occupational Therapy Code of Ethics</i>.</b> Follows ethical standards for FW setting. Abides by Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA). Respects privacy of client. COMMENTS:					
<b>2. Adheres consistently to safety regulations, and uses sound judgment to ensure safety.</b> Follows FW setting's policies and procedures for client safety. Demonstrates awareness of hazardous situations, and reports safety issues to supervisor. COMMENTS:					



## II. FOUNDATIONS OF OCCUPATIONAL THERAPY

THE STUDENT:	U B M E O
1. <b>Articulates values and beliefs of occupational therapy.</b> Verbalizes definition of occupational therapy as relevant to FW setting or audience. COMMENTS:	
2. <b>Utilizes relevant evidence to make informed practice decisions.</b> Connects class concepts to FW through inquiry or discussion. Articulates value of using evidence-based practice. Identifies and provides evidence that is relevant to setting or clients. COMMENTS:	

## III. PROFESSIONAL BEHAVIOR

	U B M E O
1. <b>Time management skills.</b> Consider student's ability to be prompt, arriving and completing assignments on time. COMMENTS:	
2. <b>Organization.</b> Consider student's ability to set priorities, be dependable, be organized, and follow through with responsibilities. COMMENTS:	
3. <b>Engagement in FW experience.</b> Consider student's apparent level of interest, level of active participation while on site, and investment in individuals and treatment outcomes. COMMENTS:	
4. <b>Self-directed learning.</b> Consider student's ability to take responsibility for own learning and to demonstrate motivation. COMMENTS:	
5. <b>Reasoning and problem solving.</b> Consider student's ability to use self-reflection; willingness to ask questions; ability to analyze, synthesize, and interpret information; and understand OT process. COMMENTS:	
6. <b>Written communication.</b> Consider student's ability to use proper grammar and spelling, legibility of work, successful completion of written assignments, and documentation skills. COMMENTS:	
7. <b>Initiative.</b> Consider student's initiative, ability to seek and acquire information from a variety of sources, and demonstrate flexibility as needed. COMMENTS:	
8. <b>Observation skills.</b> Consider student's ability to observe relevant behaviors related to occupational performance and client factors and to verbalize perceptions and observations. COMMENTS:	



<b>9. Participation in supervisory process.</b> Consider student's ability to give, receive, and respond to feedback; seek guidance when necessary; and follow proper channels of communication. COMMENTS:	
<b>10. Verbal communication and interpersonal skills with patients/clients, staff, and caregivers.</b> Consider student's ability to interact appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, use of authority, and so forth; degree and quality of verbal interactions; use of body language and non-verbal communication; and exhibition of confidence. COMMENTS:	
<b>11. Professional and personal boundaries.</b> Consider student's ability to recognize and handle personal and professional frustrations; balance personal and professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; and be responsive to social cues. COMMENTS:	
<b>12. Use of professional terminology.</b> Consider student's ability to respect confidentiality; appropriately apply professional terminology (e.g., <i>Occupational Therapy Practice Framework</i> terms and OT acronyms/abbreviations) in written and oral communication. COMMENTS:	

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#### IV. SCREENING AND EVALUATION (enter N/A = Not Applicable if not required on this placement)

THE STUDENT:	U B M E O N/A
<b>1. Contributes to screening/evaluation process.</b> Communicates observations. Identifies resources for evaluation process. Could include chart review. COMMENT:	
<b>2. Completes an interview and drafts an occupational profile.</b> COMMENT:	
<b>3. Identifies potential goals from evaluation process.</b> COMMENT:	
<b>4. Drafts documentation consistent with practice setting.</b> COMMENT:	

#### V. INTERVENTION (enter N/A = Not Applicable if not required on this placement)

THE STUDENT:	U B M E O N/A
<b>1. Contributes to intervention process.</b> Could include preparing clinic area and identifying resources and evidence. COMMENT:	
<b>2. Identifies interventions consistent with client evaluation and goals.</b> COMMENT:	
<b>3. Identifies (verbal or written) interventions consistent with client-centered approach, and provides clinical reasoning for interventions identified.</b> COMMENT:	



4. Engages in and values evidence-based practice by seeking evidence to support or negate intervention approach. COMMENT:	
5. Administers interventions that are occupation-based and client-centered within guidelines of facility. COMMENT:	
6. Recognizes (verbal, written, or demonstration) need to modify interventions on basis of client response. COMMENT:	
7. Recognizes (verbal, written, or demonstration) need to modify or terminate intervention plan on basis of client response. COMMENT:	
8. Drafts documentation for intervention using typical procedures used in FW practice setting. COMMENT:	

Summary:

Student Signature

Date:

FWEd Signature

Date:

Additional resources available at <https://www.aota.org/Education-Careers/Fieldwork.aspx>



**OT-F5: Student Evaluation of Level I Fieldwork**

SHENANDOAH UNIVERSITY DIVISION OF OCCUPATIONAL THERAPY  <u>OT-F5 Student Evaluation of Level I Fieldwork</u>	
STUDENT'S NAME: _____	
FACILITY NAME: _____	—
NAME and CREDENTIALS of SUPERVISOR: _____	
SUPERVISOR'S YEARS of EXPERIENCE: _____ year(s)	—
LEVEL I, 1 <sup>ST</sup> ROTATION _____      LEVEL I, 2 <sup>ND</sup> ROTATION _____	(Please check)
1= Strongly Disagree    2= Disagree    3= Neutral    4= Agree    5= Strongly Agree	

Please use the key above to rate the following:  
SUPERVISION

1. This was a well-planned FW I program.	1 2 3 4 5
2. Supervisor provided adequate orientation.	1 2 3 4 5
3. Supervisor effectively provided positive reinforcement.	1 2 3 4 5
4. Supervisor effectively provided constructive feedback.	1 2 3 4 5
Supervisor provided opportunities to review and discuss client/patient information.	1 2 3 4 5
Supervisor provided opportunities to discuss the clinical reasoning behind the OT process.	1 2 3 4 5

Please answer the following questions based on your experiences during this FW rotation.

1. What factors facilitated active student participation with actual clients/patients in your setting?

---



---



---

2. What factors limited active student participation with actual clients/patients in your setting?

---



---



---

3. I consider my fieldwork rotation overall to have been (Please circle):

- Very Satisfactory
- Satisfactory
- Somewhat unsatisfactory
- Significantly unsatisfactory

4. My fieldwork experiences overall were (Please circle) :

- Definitely compatible\* with the SUDOT curriculum
- Somewhat compatible with the SUDOT curriculum
- Somewhat incompatible with the SUDOT curriculum
- Definitely incompatible with the SUDOT curriculum

*\*Compatibility between fieldwork and curriculum implies that what was taught in your courses was reflected in your fieldwork activities.*

Please comment on your personal experiences during Fieldwork that you feel demonstrates compatibility or incompatibility between the practice at the Fieldwork site and what is being taught in the SUDOT curriculum (i.e. what did you see during your fieldwork rotations that reflected what you learned in your coursework)?

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Please comment on recommendations you would make to increase compatibility between the academic coursework and your Fieldwork experience.

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(OT-F5)

Please review the SUDOT Educational Goals below before answering question #5.

Division of Occupational Therapy Educational Goals

Occupational therapy graduates will demonstrate competence in executing the roles of a clinical scholar by

- i. Applying the principles of ethics, advocacy, civic responsibility professional engagement, and leadership within the individual to global continuum.
- ii. Providing evidenced-based, occupation-based, client-centered services ranging from individualized evaluations and interventions to prevention, consultation, and education within systems.
- iii. Synthesizing knowledge through the analysis of diverse sources of evidence to create new meaning as applied to occupational therapy practice. (Fall, 2009)

5. After reviewing the SUDOT Educational Goals, I feel that I am making progress in achieving SUDOT's goals.  
(Please circle)

- Definitely agree
- Somewhat agree
- Neither agree or disagree
- Somewhat disagree
- Definitely disagree

Other Comments:

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(OT-F5.)



FIELDWORK EXPERIENCES: In the following grid, place a rating (1-4) after each listed experience.

- 1 – Experience not applicable in this setting.
- 2 – Participation was mainly observation.
- 3 – Participation was primarily with FW supervisor, staff, or other students. 4 - Participation was primarily with actual patients/clients.

Please refer to the OTPF for examples of Areas of Occupation.

Scholarship of	Evaluation of:		Use of critical thinking	
	ADL's		Use of EBP	
	IADL's		Use of Reflection	
	Education		Engagement in research/data collection	
	Work		Desire for life-long learning	
	Social Participation			
	Leisure			
	Play			
	Interventions for:			
	ADL's			
	IADL's			
	Education		Engagement in a Professional Organization	
	Work		Participation in service organizations	
	Social Participation		Engagement in volunteer work	
	Leisure		Participation in "going the extra mile" for patient/client	
	Play			

Other comments:

**OT-F6: Student Evaluation of the Fieldwork Experience (SEFWE)**

Only electronic copy available through Exxat  
Paper copies no longer accepted

**Purpose:**

This evaluation serves as a tool for fieldwork sites, academic programs, and students. The main objectives of this evaluation are to:

Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to the supervisor and fieldwork setting;

- Enable academic programs, fieldwork sites, and Fieldwork Educator/Clinical Instructors to benefit from student feedback in order to develop and refine their Level II fieldwork programs;
- Ensure that all aspects of the fieldwork program reflect the sequence, depth, focus, and scope of content of the curriculum design;
- Provide objective information to students who are selecting sites for future Level II fieldwork; and
- Provide a means of evaluation to ensure that fieldwork is performed in settings that provide educational experiences applicable to the academic program.

This form is designed to offer each program the opportunity to gather meaningful and useful information.

Sections outlined with thick black double borders are designed to be customized by your program as needed.

Pages involving evaluation of individual Fieldwork Educator/Clinical Instructors have been positioned at the end of the form to allow academic programs to easily remove these pages before making them available for student review, if they choose to do so.

(OT-F6)



**OT-F7: Student Fieldwork Handbook Signature Page**

I \_\_\_\_\_ have read and fully understand the policies, procedures and health requirements outlined in the Occupational Therapy Student Fieldwork Handbook.

Trust and mutual respect are essential to an environment in which learning is fostered. To encourage and support such an environment, the University adopted an Honor Code based on the recommendations of the Student Government Association and the Faculty Assembly. This Honor Code covers off site projects including but not limited to fieldwork rotations.

Sign below to indicate you have read, understood, and agree to abide by the provisions of the SU Student Fieldwork Handbook and AOTA Code of Ethics.

*Printed Name:* \_\_\_\_\_

*\*Signature* \_\_\_\_\_

*Date:* \_\_\_\_\_

*\*Signature must be handwritten; typing name is not acceptable.*

(OT- F7)



Shenandoah University  
School of Health Professions

**OT-F8: Drug Screening Policy and Procedure**

*Background*

The purpose of this policy is to provide a safe working and learning environment for patients, students, clinical and institutional staff and property in the clinical programs of the Shenandoah University School of Health Professions (SUSHP). Healthcare accreditation organizations mandate that hospitals and other health care agencies require students who participate in the care of patients be subject to the same standards as their employees. Accordingly, submitting a negative urine drug screen is a condition for participation in some clinical/fieldwork components many of the School of Health Professions programs. Students in these programs are notified in advance of the potential requirement for urine drug screening through admissions informational materials (web and written forms), orientation sessions and student handbooks.

*Policy*

1. Applicability and timing. As noted above, submission of a negative drug screen is a requirement for admission to some clinical/fieldwork sites. Repeat testing may also be required. Failure of drug test (positive result for illicit substance), or refusal to cooperate with any aspect of this policy, or any health system policy on substance abuse, will result in disciplinary action up to and including dismissal, or denial of progression in the program of study. In no case will a student be reassigned to another clinical agency on the basis of refusal to participate in drug screening.
2. Cost. The student shall be responsible for paying any and all associated costs of urine drug screening. A School of Health Professions approved testing site will provide testing and students will be notified of the cost and procedure in advance by the Clinical Coordinator or other program representative.
3. Use and care of information on drug screening. Test results will be confidential with disclosure of results provided only to persons (generally the dean, director or clinical placement coordinator) involved in evaluating qualifications for clinical placement or the academic standing within the program of study. Negative results may be shared with clinical affiliate agencies in order to comply with their requirements for clinical placements. Because of the mandate to comply with health system policies, disciplinary actions (e.g., immediate suspension) may be imposed without the customary mechanisms of academic warning and probation period. Reports will be kept in confidential files at the Wilkins Wellness Center separate from the student's academic file. Students who wish to review a copy of their test results should contact the Wilkins Wellness Center. Wellness Center staff will communicate results to the Clinical Coordinator or designated representative in the student's program. It is not the policy of SU to report drug screen results to law enforcement agencies. However, this does not preclude the University officials to report behaviors that it determines are potentially unlawful.
4. Programs in the School of Health Professions reserve the right to request that a student submit to urine drug screening for documented behavioral issues or suspicion of drug abuse. In these cases, the cost will be borne by the University. Students refusing to submit to a urine drug screen may be subject to disciplinary sanctions and may be withheld from placement at clinical training site. If the result is positive, procedures outlined below will be followed.



5. Should a student have a diluted sample, the following procedures will generally be followed:\*\*
  - a. Students who have an initial dilute sample will be allowed to retest at their own expense. This retest must take place within one week of receiving the results that the initial sample was diluted. If the second retest also shows a diluted sample, the student will be notified by the Program Director or Clinical Education staff to report to an approved vendor site within 24 hours for a 3rd and final screen. If the 3rd screen returns as negative, then the student will be allowed to make up any missed class or clinic time, although an incomplete grade may be necessary. Should the student's 3rd drug screen return as positive or dilute, the School of Health Professions will follow the procedures as outlined for students with positive samples.
6. Students with positive samples
  - a. The student may be removed from the classroom immediately, at the discretion of the Program Director. If the student is in the clinical phase of the program, they will be removed from the clinic immediately.
  - b. The student may be recommended for probation, suspension, or dismissal from the University. At the discretion of the Director, the student may be permitted to request referral for treatment and return to the program upon successful completion of a treatment program.
  - c. Prior to returning from the suspension period, the student must successfully complete the following steps:
    - i. The student must see a licensed substance abuse counselor and create a care plan.
    - ii. After the initial meeting of the student and counselor, the licensed counselor must send a signed letter to the program director to verify that the counselor is licensed and to estimate the timeline for treatment plan completion.
    - iii. Once the treatment plan has been completed, a signed letter from the licensed counselor must be received by the Program Director indicating that the student has successfully completed all requirements of care.
    - iv. After each of the above steps has been accomplished, the student must both submit to and successfully pass a repeat drug test at an approved vendor site at the student's expense before requesting removal from probationary/suspended status. Re-enrollment is subject to other program requirements such as completion of an application, another drug screening test within 30 days of the proposed return date, and submission of a new criminal background check (CBC).
    - v. If a student returns to the educational program after treatment, periodic drug screen monitoring may be required.
7. Should an enrolled student test positive on three consecutive drug tests or have an initial dilute sample and choose not to be retested within one week, the student will be withdrawn from all classes or clinical rotations. The student will be recommended for dismissal from the program.

\*\*These procedures will be followed unless documentation of any medical reasons that account for these dilute samples is provided.

#### *Procedure*

1. Applicant's responsibilities: A consent form for drug screening will be sent to students assigned to a clinical site requiring drug screening prior to testing at an approved urine drug screen site. The form must be completed and returned to the School of Health Professions program in which the student is enrolled.



2. False or misleading statements: Any false information contained on any forms pertaining to this policy will be grounds for dismissal from the program of study.
3. Results: Students complete the urine drug screen at a site approved by the School of Health Professions. If confirmatory testing is not required (the sample is clearly negative in the screening procedure), a report will be sent to the Wilkins Wellness Center and entered into the Datatel system. A program representative, generally the clinical coordinator, will retrieve a copy of the report indicating that the test was negative. The results may be forwarded to the clinical site. No further action is required.

If the urine drug screen results are inconclusive, retesting will be required, which will be at the student's expense unless the testing agency is at fault.

In the case of a positive test, a Medical Review Officer (MRO) employed by the testing agency will be charged with interpreting the results and contacting applicant/student to disclose any prescription medications. If determined by the MRO that the further investigation proves a negative result, no further action is required, and the negative result will be sent to the School of Health Professions representative.

If further interpretation proves the results are positive, the MRO will notify the applicant/student and Director or Dean of the program in which the student is enrolled. The student will not be allowed to continue in the clinical phase of the program. The student may be recommended for probation, suspension, or dismissal from the University. At the discretion of the Director, the student may be permitted to request referral for treatment and return to the program upon successful completion of a treatment program. If a student returns to the educational program after treatment, periodic drug screen monitoring may be required.

Adapted with permission: University of Detroit, Mercy and University of Oklahoma

Rev: 6/20/17

(OT-F8)



**OT-F9: Consent to Disclose Personally Identifiable Information from  
Student Education Records to Clinical Facilities**

I understand clinical site personnel and preceptors may need certain personally identifiable information from my student education records to assist with my clinical rotation assignments. I hereby consent and authorize Shenandoah University, Inc. ("SU"), through its designee, to disclose any or all of the following information to any and all SU personnel SU deems necessary and to clinical sites at which I may be performing a clinical rotation: name, email address, phone number, date of birth, social security number, mailing address, academic status, immunization and other health records and results of criminal background checks, as well as any additional information that may be reasonably requested by a clinical site. This consent shall remain in effect until the earlier of the date on which I revoke it, or the date on which I complete my final clinical rotation for SU.

\*Student's Signature \_\_\_\_\_

Date \_\_\_\_\_

Student's Printed Name \_\_\_\_\_

Student ID# \_\_\_\_\_

\*Signature must be handwritten; typing name is not acceptable.

Revised 10-17-18