



# **OCCUPATIONAL THERAPY DEPARTMENT**

## **Graduate Student Fieldwork Handbook**

**2025 – 2026 Edition**



## **MASTER OF SCIENCE IN OCCUPATIONAL THERAPY**

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## OCCUPATIONAL THERAPY INTRODUCTION TO FIELDWORK

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**Purpose of Fieldwork** - The goal of fieldwork is to develop competent, entry level, generalist, occupational therapists. Fieldwork is integral to the MSOT program's curriculum and reinforces the didactic component of the curriculum. Students are exposed to a variety of practice settings and occupational therapy consumer populations.

**Fieldwork Handbook** - The fieldwork handbook is designed to be used as an MSOT student resource. Students are encouraged to consult the fieldwork handbook to guide their own approach to fieldwork experiences.

The Master of Science in Occupational Therapy Program at Davenport University has a carefully designed curriculum that incorporates practical, experiential learning throughout the curriculum. In addition to classroom activities such as practical application sessions in the Independent Living Suite, the Simulation Laboratory, and the community the MSOT program includes both Level – I and Level II Fieldwork experiences designed to enhance the student learning experience.

Level – I and Level - II Fieldwork experiences are developed to allow students the opportunity to take content they learned during their academic coursework and apply it in practice to enhance their skills in an occupational therapy practice setting. The goal of these multiple fieldwork experiences is to expose students to individuals across the lifespan, having diverse conditions, and who are receiving occupational therapy services in a variety of settings.

The ultimate objective of Fieldwork is to assist each Occupational Therapy student to successfully transition from the role of student to the role of competent occupational therapy practitioner.

The Occupational Therapy Fieldwork Handbook provides a description of fieldwork experiences, outlines policies and procedures relating to establishing fieldwork agreements, matching students with fieldwork sites, delineating student responsibilities, evaluating student performance, reporting fieldwork concerns, and other topics relevant to the student fieldwork experience.

The Occupational Therapy Fieldwork Handbook serves as a supplement to the Occupational Therapy section of the College of Health Professions Handbook and the University Graduate Catalog. All three handbooks include rules and regulations relevant to Occupational Therapy education. Students should be aware of and comply with all rules and regulations of all handbooks.

Please feel free to contact me if you have any questions or if I can be of any further assistance.

Sincerely,

Leon Camburn, MS, OTRL  
Academic Fieldwork Coordinator



**Occupational Therapy Department  
Acceptance of Fieldwork Rules & Regulations**

I, \_\_\_\_\_ (print name), have received and reviewed the current Davenport University *Occupational Therapy Graduate Student Fieldwork Handbook*. I understand that I am responsible for the information the handbook contains and keeping up to date of any changes to the policies and/or procedures while I am a student in the Occupational Therapy Program. I further understand it is my responsibility to contact the Occupational Therapy Department Academic Fieldwork Coordinator, or the Department Chair, if I have any questions or concerns regarding fieldwork.

I agree to abide by the requirements, rules, and regulations as stated in the *Occupational Therapy Graduate Student Fieldwork Handbook*. I understand that I must abide by the professional ethics and standards accepted by professionals in my career choice.

Confidentiality of medical information is mandatory. Dress code, personal conduct, and professional attitude are expected throughout my program and I understand that I will be expected to act ethically and professionally at all times.

---

Student's signature

Date

## **Master of Science in Occupational Therapy Academic Program**

### **Accreditation Status**

The entry-level Master of Science in Occupational Therapy degree at Davenport University is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The program initially received 7-year accreditation approval in 2016 which is granted to new programs that have demonstrated exceptional education quality. The program has maintained accreditation in all subsequent years. The next full ACOTE accreditation review is scheduled to occur during the 2029/2030 academic year.

Graduates of the Davenport University MSOT program are eligible to sit for the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this examination, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

The Occupational Therapy program at Davenport University adheres to all ACOTE requirements including timely notifications to ACOTE of changes within the MSOT program and/or Davenport University. The members of the Occupational Therapy Department are responsible for demonstrating honesty, integrity, and ethical conduct in all dealings with ACOTE consistent with policies and procedures for honest and ethical behavior.

For more information about accreditation contact:

Accreditation Council for Occupational Therapy Education  
7501 Wisconsin Avenue Suite 510E  
Bethesda MD, 20814  
Web address: [www.acoteonline.org](http://www.acoteonline.org)  
Phone 301-652-6611  
Email: [accred@aota.org](mailto:accred@aota.org)

Additional information regarding accreditation can be obtained from:

Davenport University Occupational Therapy Department  
Dr. Jennifer Bingman  
Interim Department Chair  
Room 033 Academic Building  
[jbingman@davenport.edu](mailto:jbingman@davenport.edu)  
(616) 871-6711



## **Important University Contacts**

### **Interim Department Chair**

Jennifer Bingman, OTD, OTRL  
Assistant Professor & Interim Department Chair  
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### **Academic Fieldwork Coordinator**

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### **Administrative Assistant, MSOT Program**

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### **Admission Representative**

TBD

### **Academic Advisor**

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Senior Advisor  
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(616) 871-6701

# MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

## Fieldwork Handbook

### I. FIELDWORK SEQUENCE AND SCOPE

#### **Introduction:**

Experiential learning is an integral part of the Occupational Therapy Program and reflects both the sequence and the scope of the curriculum. The placement and sequence of the experiential courses within the curriculum are intentional and support the progressive challenge of the program. Each experiential learning course builds upon previous courses and is reinforced by content provided in concurrent courses.

#### **Curricular Threads:**

Curricular threads of the program are emphasized in both the classroom and the field, strengthening the ties between didactic and experiential learning. Practical experiences are well aligned with curricular threads by providing students opportunities to strengthen and demonstrate:

- \* professional identity
- \* professional and social responsibility
- \* exemplary and effective practice skills
- \* knowledge-driven and reasoned decision making

In the Occupational Therapy program at Davenport University, experiential learning is provided through community labs, service learning, Level-I Fieldwork, and Level-II Fieldwork.

#### **Community Labs**

Community labs utilize the local community and its resources to provide real world experiences of occupational therapy practice. Students go into the local community and apply knowledge and skills from the classroom setting. Community labs occur under the supervision of and with instruction from MSOT faculty in a given environment relevant to student learning outcomes. Community labs are one time, project specific experiential learning activities that occur throughout the MSOT program.

#### **Academic Service Learning**

Academic Service Learning (ASL) occurs throughout the program. During a service learning component of a course, students practice communication and interaction skills by gathering information through discussions, interviews, and/or occupational profiles with diverse populations. Students provide occupational therapy services relevant to the population and consistent with skills attained during the program up to the point of the service learning experience. Service learning prepares students for future occupational therapy practice through the provision of services to occupational therapy consumers in multiple contexts and establishing communication and interaction skills, which are critical components of exemplary and effective practice.

### **Level-I Fieldwork**

Four Level-I Fieldwork experiences are integrated throughout the program. Each Level I Fieldwork experience provides students with the opportunity to further develop professional skills learned through classroom experiences. Each Level I Fieldwork experience requires approximately 40 hours of supervised occupational therapy services. The first Level-I Fieldwork experience (*OCTH 717 Level-I Fieldwork-A: Focus on the Occupational Therapy Processes*), occurring in the first semester, focuses on the client-centered evaluation component of the occupational therapy process. Concepts from all first semester courses are reinforced, specifically: information gathering, communication, assessment, and documentation. During this first Level-I experience, students are expected to explain the value of purposeful activity and meaningful occupation to patients/clients, care-providers, and members of the care provision team strengthening their professional identities as occupational therapists.

The second Level-I Fieldwork experience (*OCTH 745 Level-I Fieldwork-B: Behavioral and Mental Health*) occurs during Semester 2. Level-I Fieldwork-B focuses on psychosocial factors influencing participation and provides students with opportunities to engage therapeutically with persons who have cognitive, psychological, emotional, social, and/or behavioral difficulties. Level-I Fieldwork-B provides opportunities to master communication and interaction skills introduced earlier in the program and reinforces content in the concurrent course OCTH 738: Occupational Therapy in Behavioral and Mental Health. During Level-I Fieldwork B, students complete 8 hours of training in non-violent crisis intervention (CPI) and earn a CPI Blue Card. In the Level-I Fieldwork-B experience, students strengthen practice skills by assessing the needs of individual clients, synthesizing information to identify barriers to participation, and utilizing therapeutic relationships to encourage client participation.

In addition, students explore professional and social responsibility relating to the availability of services supporting behavioral and mental health.

The third Level-I Fieldwork experience (*OCTH 788 Level-I Fieldwork-D: Community Based Practice*) occurs during Semester 3 and focuses on assessment, documentation and occupational therapy intervention planning for persons with occupational performance barriers within a community setting.

The fourth and final Level-I Fieldwork experience, (*Level-I Fieldwork-C: Focus on Aging Adults*), occurs in the fourth semester. Level-I Fieldwork-C reinforces concepts covered in two concurrent courses (OCTH 777: Occupational Performance of Individuals with Central Nervous System Injury & Disorders and OCTH 787: Issues in Aging - Changes in Activities & Occupations). During this final Level-I experience, students have opportunities to observe the impact of aging on the occupations of older adults. This fieldwork experience supports, reinforces, and enriches didactic coursework through focused observation and supervised participation in providing occupational therapy services.

### **Level-II Fieldwork**

Students complete 2 Level – II Fieldwork experiences: OETH 795: Guided Practice and OETH 797: Transition to Independence occurring in semesters 5 and 6 respectively. In OETH 795 students apply previously acquired knowledge and skills to full time guided practice under the supervision of an occupational therapist. The first Level-II experience is specifically designed to foster professional identity, promote clinical reasoning, and further develop communication, evaluation, and interventions skills.

OETH 797 is designed to prepare students to assume greater responsibility; perform well in novel situations; and demonstrate advanced problem solving and clinical reasoning. The goal of this fieldwork experience is to develop competent, entry-level practitioners who will function as generalist occupational therapists.

## **II. ESTABLISHING FIELDWORK PARTNERSHIPS**

### **State Authorization**

States require institutions of higher learning to obtain approval for educational activities occurring in that state. Educational activities that require state authorization include online/distance education and fieldwork training.

### **NC SARA: National Council for State Authorization Reciprocity Agreement**

The National Council for State Authorization Reciprocity Agreement (NC-SARA) established reciprocity processes that are administered by four collaborating regional compacts:

- \* Midwestern Higher Education Compact
- \* New England Board of Higher Education
- \* Southern Regional Education Board
- \* Western Interstate Commission for Higher Education

The State of Michigan was approved as the tenth state to participate in the Midwestern Higher Education Compact on August 30, 2015. In December 2015, Davenport University was approved by the State of Michigan Department of Licensing and Regulatory Affairs (LARA) to participate in the National Council for State Authorization Reciprocity Agreements.

Therefore, following that time students may be placed in fieldwork in any state that participates in the National Council for State Authorization Reciprocity Agreements.

Note: State participation in NC SARA is subject to change. NC SARA participation must be reviewed by the Academic Fieldwork Coordinator prior to each individual FW placement.

### **Individual State Approvals**

In addition to NC SARA, Davenport University has established agreements in selected individual states for online courses and on-ground fieldwork education. In addition, some states do not require state authorization for occupational therapy fieldwork training. The Academic Fieldwork Coordinator is responsible for monitoring and confirming agreements with non-NC SARA states.

### **Identification of Fieldwork Sites in Approved States**

Identification of potential fieldwork sites occurs through various methods including, but not limited to, identification of sites by the Academic Fieldwork Coordinator and through collaboration with the Michigan Occupational Therapy Education Consortium (MOTEC). In addition, occupational therapy students may alert the Academic Fieldwork Coordinator to *potential* sites (see additional information under “First Contact” below).

## **III. AFFILIATION AGREEMENTS**

### **Affiliation Agreement Process**

Affiliation Agreements are mandatory. Students cannot begin a fieldwork placement until Affiliations Agreements are complete with all required documents and signatures, and on-file at both the fieldwork site and the University.

All fieldwork placements require a signed and confirmed Affiliation Agreement before a student may be placed at the fieldwork site. The process for initiating, completing, and monitoring Affiliation Agreements is managed by the Occupational Therapy Department and the College of Health Professions. Student involvement in identifying fieldwork opportunities is limited to providing an agency contact name to the MSOT Academic Fieldwork Coordinator.

### **First Contact**

The Academic Fieldwork Coordinator is responsible for making the first contact to fieldwork sites. Students (and others not officially representing the University) should not initiate arrangements with potential fieldwork sites without support from the Academic Fieldwork Coordinator. Unofficial contacts to a fieldwork site may jeopardize the establishment of Affiliation Agreements between the University and the fieldwork site resulting in exclusion of the facility as a potential fieldwork site and as a result, limit student opportunity.

### **Timelines**

Affiliation Agreements can require several months to one year to complete and fully establish. Students are advised that fieldwork cannot be confirmed (or started) until the Affiliation Agreement is complete and on file at both the University and the fieldwork site.

### **Responsibility**

The Academic Fieldwork Coordinator is responsible for initiating, completing, and monitoring Affiliation Agreements. In addition, the Academic Fieldwork Coordinator or is responsible for assuring the Affiliation Agreements are current and in-place prior to the start of fieldwork. Questions relating to Affiliation Agreements with any specific fieldwork site should be directed to the Academic Fieldwork Coordinator.

## **IV. FIELDWORK REQUIREMENTS**

### **Student Requirements**

- Level-I: The occupational therapy curriculum contains four Level-I Fieldwork experiences. Students must successfully complete all Level-I Fieldwork

courses to be eligible for Level II FW placement.

- Level II: A minimum of 24 weeks of full-time Level II Fieldwork experience is required, and scheduled in two distinctly different practice settings for 12 weeks in each setting.

Note: Level I Fieldwork experiences cannot be used to satisfy any part of the Level II Fieldwork requirement.

The student is responsible for providing his/her own transportation and lodging for all learning experiences associated with the fieldwork component of the curriculum (both Level-I and Level-II fieldwork placements).

Student should not schedule personal plans e.g. vacation/travel during scheduled FW I and FW II. Release time for events cannot be guaranteed. Examples include: vacations and travel. Fieldwork educators expect students to maintain a schedule consistent with the established schedule of the fieldwork site and fieldwork educator.

#### **Fieldwork Site Requirements**

- An adequate number of fieldwork educators must be present to provide quality student supervision, safety in patient care, and quality patient services provided by the student.
- Fieldwork sites must demonstrate a willingness to collaborate with the academic program in developing educational objectives that meet student learning objectives.
- Student learning objectives, developed cooperatively by the University and the fieldwork site, must be clearly stated and available to stakeholders (students, fieldwork educators, and the academic program).

#### **Fieldwork Educator Requirements**

- Level-I Fieldwork educators must be licensed or otherwise regulated. Examples include: occupational therapists, occupational therapy assistants, psychologists, physician assistants, teachers, and therapeutic recreations specialists.
- Level-II Fieldwork educators must be registered occupational therapists who are licensed (or otherwise regulated) by the state agency that regulates and governs practice in that state.
- Level-II Fieldwork educators must have a minimum of one year of clinical practice experience (or equivalent) prior to assuming primary responsibility for supervision of fieldwork students.

- Fieldwork sites where no occupational therapy services are established must have a documented plan for student supervision (established by the University). The fieldwork student must be supervised by a licensed or otherwise regulated occupational therapist with a minimum of 3 years of clinical experience (or equivalent).

Supervision requirements include:

- a minimum of 8 hours of direct (in line of sight) supervision each week by the assigned occupational therapist,
- the assigned occupational therapist must be available to the student (through a variety of contact measures) during all working hours, and
- an on-site licensed (or otherwise regulated) designee must be identified and available to the student when the assigned occupational therapist is off-site.

### **Composition of Experiences**

The composite of Level I & Level II Fieldwork should provide students experiences with a variety of:

- service delivery models
- diagnoses and occupational performance challenges
- assessments
- ages and life stages

### **Timely Completion**

All fieldwork experiences must be completed within 18 months of completion of didactic courses. Alterations to this timeline must be reviewed by the Fieldwork Review Committee and approved by the Occupational Therapy Department Chair.

## **V. COLLABORATION**

### **Michigan Occupational Therapy Education Consortium (MOTEC)**

Davenport University is an active member of the Michigan Occupational Therapy Education Consortium (MOTEC) which is a collaborative organization. Michigan occupational therapy and occupational therapy assistant programs comprise the membership of MOTEC. The Academic Fieldwork Coordinator from Davenport University attends meetings throughout the year and participates in the development and implementation of state-wide events focusing on needs of Michigan fieldwork educators. MOTEC has established procedures/timelines which facilitate fieldwork cooperation among the Michigan OT and OTA programs. Adherence with the MOTEC procedures contributes to fairness and equal opportunity to on-site clinical education throughout the state of Michigan.

### **Fieldwork Sites**

Student learning objectives are developed in collaboration with individual fieldwork educators, the student, and the University prior to the start of fieldwork. To ensure collaboration and documentation of appropriate supervision, each student and fieldwork educator completes the ACOTE Fieldwork Collaboration Form which is maintained by the

## **VI. ROLES AND RESPONSIBILITIES**

### **University Academic Fieldwork Coordinator**

Responsibilities include, but not limited to:

- Oversight of program compliance with the ACOTE fieldwork accreditation requirements.
- Working collaboratively with the department to establish a fieldwork program that supports curricular goals.
- Establishing Affiliation Agreements between the University and the fieldwork site and abiding by rules, requirements, and regulations of the University, the fieldwork site, and the Accreditation Council for Occupational Therapy Education.
- Ensuring fieldwork sites are sufficient in number to allow for completion of the program within a timely manner.
- Monitoring fieldwork sites for quality and scope of practice.
- Ensuring adherence to fieldwork accreditation requirements.
- Ensuring that supervision of each student in fieldwork is adequate in quantity and quality.
- Arranging student placements.
- Informing students of requirements, responsibilities, and rights (including appeal processes: see the MSOT student handbook for specific details).
- Monitoring and enforcing program policies related to fieldwork.
- Ongoing monitoring of student progress during fieldwork.
- Assisting with resolution of problems associated with the fieldwork experience.
- Assigning student grades for fieldwork experiences.
- Reviewing the fieldwork program as part of ongoing evaluation of the curriculum.

### **Fieldwork Site**

Responsibilities of the fieldwork site include, but not limited to:

- Collaborating with the University Academic Fieldwork Coordinator in the development of the fieldwork program.
- Providing updated information about the fieldwork site to the University (including onboarding requirements such as immunizations, infectious disease screening, and recent criminal background check/drug screening requirements).
- Reviewing requests for placements from the University and confirming fieldwork placement reservations based on availability.
- Notifying the University in a timely manner if the fieldwork site must cancel a previously confirmed placement.

### **Fieldwork Educator**

Responsibilities of the fieldwork educator include, but not limited to:

- Providing orientation to the student regarding the fieldwork site including clinical department policies and procedures.
- Assigning fieldwork experiences that facilitate student learning.
- Assuming responsibility for fieldwork education abiding by supervision requirements established by the clinical site, regulatory agencies, and ACOTE.
- Meeting routinely with the fieldwork student throughout the fieldwork placement to



- provide ongoing feedback on student performance.
- Discussing areas of concern with the fieldwork student in a timely manner.
- Contacting the Academic Fieldwork Coordinator if concerns arise regarding student performance in fieldwork.
- Meeting with the student and providing formal feedback at the mid-point and at the end of the placement.
- Returning the formal evaluations (signed by both the fieldwork educator and student) to the University Academic Fieldwork Coordinator within one week of the final evaluation.

### **Student**

Responsibilities of the occupational therapy fieldwork student include, but not limited to:

- Professional communication with the University Academic Fieldwork Coordinator, fieldwork supervisors, and fieldwork agencies.
- Timely submission of all required paperwork before, during, and at completion of fieldwork experiences. Untimely submission will delay the start of FW or submission of the final grade for FW.
- Adherence to policies and procedures of the fieldwork placement including HIPPA, universal precautions, and other safety measures.
- Active engagement in self-directed learning.
- Active participation in the supervisory process.
- Adherence to all DU MSOT program policies and procedures relevant to fieldwork.
- Students should plan for housing and transportation to FW II assignments.
- Students are expected to maintain a schedule consistent with the established schedule of the fieldwork site and fieldwork educator. Students are expected to schedule any personal plans/events outside of the established fieldwork schedule.
- Students are responsible for paying for costs incurred for additional tests/lab expenses required by the FW placement.

## **VII. STUDENT INSURANCE**

**Practice Insurance.** Students are insured for practice issues through University course fees. Arrangements for practice insurance are made annually by the Occupational Therapy Department and are managed by of University Risk Management.

**Health Insurance.** Health insurance (which is strongly recommended) is the responsibility of each individual student.

## **VIII. ASSIGNING LEVEL II FIELDWORK PLACEMENTS**

### **Eligibility for Level II FW Placement**

Students who have successfully met all MSOT program progression criteria are eligible for Level II fieldwork placement.

### **MSOT Program Progression Overview**

The sequence of the Occupational Therapy Plan of Study is intentional. Each academic term in the program is dependent upon successful completion of all required coursework in all prior academic terms. Therefore, failure of one course within a term results in the inability to

progress within the program. In order to maintain good academic standing in the Occupational Therapy Program, a student must:

- Achieve a grade of ‘B minus’ or better in all program courses (OCTH courses), except OCTH 789 and OCTH 799. In these courses, the student must achieve a grade of “B” or better to progress.
- Achieve a grade of ‘C’ or better in out-of-program courses (BIOL and HCMG).
- Maintain a cumulative grade point average (GPA) of 3.00 throughout the program.

The MSOT program requires that all component co-requisites must be repeated if a failing grade is received in any one of the them. The lecture and lab components of each OCTH course must be successfully completed with a B-or better during the same semester.

### **Fieldwork Placement Process**

The MSOT Academic Fieldwork Coordinator may meet with students individually and also, as a cohort on a routine basis beginning in the first semester of the program. Fieldwork placements are assigned using a modified matching format utilizing student input. Students are professionally mentored by the Academic Fieldwork Coordinator in order to match students with the demands of the placement and meet student priorities. Fieldwork placements are based on the availability of occupational therapy practice sites and qualified fieldwork educators.

### **Fieldwork Site Location**

Fieldwork placements are based on availability of occupational therapy practice sites as well as the availability of fieldwork educators. While best efforts for recommendations for placements are made in the mentoring process, students enrolled in the program cannot be guaranteed fieldwork placements in any specific location or practice setting. Level I Fieldwork-A (the one-month immersion placement) and Level II Fieldwork (A and B) may include out-of-state placements as well as in-state placements that require greater than a one-hour drive (each way). The DU MSOT Fieldwork Review Committee will review student fieldwork placements and award final approval of all student fieldwork placements.

### **Alterations to Assigned Fieldwork placements:**

Students who propose a change to the initial fieldwork assignment must submit a “Change Request” form to the Academic Fieldwork Coordinator who will convene a meeting of the Fieldwork Review Committee.

Start dates are established by the fieldwork site in collaboration with the Academic Fieldwork Coordinator. Any changes to the original fieldwork assignment including start dates, must be approved by the Fieldwork Review Committee and signed by the MSOT Program Chair.

### **Fieldwork Review Committee**

The purpose of the DU MSOT Fieldwork Review committee is to ensure that each student is assigned fieldwork placements that fulfill the mission of the DU MSOT program as well as ensure ACOTE requirements for fieldwork placements are being met. Specifically that students are assigned to Level II fieldwork placements that reflect more than one practice area. The Fieldwork Review Committee is scheduled to meet a minimum of once each semester to review student placements. The Academic Fieldwork Coordinator may request

additional meetings throughout the semester on an “as needed” basis to address fieldwork concerns.

#### **Cancellations by the Fieldwork Site**

- If a fieldwork site must cancel a previously confirmed placement, as much notice as possible should be given to the University to allow time for the student to be assigned to another placement.
- If previously confirmed fieldwork is cancelled by the fieldwork site there is no guarantee of the practice area, location, and/or start date of the rescheduled fieldwork. Rescheduled fieldwork is based on fieldwork site availability.
- Students should be aware that in the event of placement cancellations that completion of the, fieldwork requirements for graduation may be delayed and thus, sitting for the national certification examination may be postponed.

#### **Declines or Cancellations of Fieldwork Placements by the MSOT Student**

- If a student declines or cancels a fieldwork placement offered by the Academic Fieldwork Coordinator, there is no guarantee of timely reassignment, the practice area, location, start date, and/or semester of the subsequent fieldwork offer. Fieldwork placements are based on fieldwork site availability.
- In the event that placements are declined or cancelled by the student, fieldwork requirements for graduation may be delayed and sitting for the national certification examination will be delayed based on NBCOT requirements.

## **IX. BACKGROUND CHECKS – IMPACT ON ELIGIBILITY**

### **Criminal Background Check and Drug Screening Requirements**

All students in the Davenport University College of Health Professions are required to consent to criminal background checks, child abuse/neglect registry reviews, and drug screenings. The results of the checks/screenings, which remain confidential, are used to determine a student’s eligibility for continued enrollment in the College of Health Professions and the Occupational Therapy Program. Students who refuse to consent to criminal background checks and/or drug testing will not be allowed to enroll in classes or participate in fieldwork and will be dismissed from the program. The cost of background checks, reviews, and drug screenings are part of course fees and are therefore the completion of requirements is the responsibility of the student. For additional information, see the Academic Program Requirements and Policies section (“Criminal Background Check and Drug Screening”) of the College of Health Professions Graduate Student Handbook.

### **Medical Marijuana Restrictions**

The Occupational Therapy Program complies with the College of Health Professions policy concerning use of medical marijuana as outlined in the College of Health Professions Graduate Student Handbook. For additional information see COHP handbook “Alcohol and Drug Free Environment” section.

### **Felony Convictions (potential impact on eligibility for certification)**

Persons who have been charged with or convicted of a felony may be barred from being certified by the National Board for Certification in Occupational Therapy (NBCOT). NBCOT certification must be successfully completed to practice as an occupational therapist.

Students with criminal record concerns are encouraged to review their specific situation with NBCOT. Questions should be directed to: Credentialing Services at NBCOT, 12 S. Summit Avenue, Suite 100, Gaithersburg, Maryland, 20877. Phone: (301) 990-7979; email: [character.review.nbcot.org](mailto:character.review.nbcot.org); web page: [www.nbcot.org](http://www.nbcot.org).

## **X. STUDENT RESPONSIBILITIES**

### **Accommodations (Americans with Disabilities Act)**

Students should inform the Academic Fieldwork Coordinator as soon as possible if requesting reasonable accommodations for fieldwork. Students seeking accommodations should also contact Student Access at Davenport University, which provides resources and support to students. Any student with a documented disability is eligible to request services by contacting the W.A. Lettinga Campus Student Access Coordinator.

### **Preparation for Fieldwork Experience**

The responsibilities of the student include:

- Successfully complete all didactic course work.
- Reviewing and adhering to student responsibilities/requirements outlined in the College of Health Professions Graduate Student Handbook and the MSOT Fieldwork Student Handbook.
- Attending group and individual fieldwork information and mentoring meetings with the Academic Fieldwork Coordinator.
- Timely completion of all medical tests, procedures, and other specific requirements of the fieldwork site (including interviews, CPR certification, immunizations, and health assessments). Untimely completion of all requirements may jeopardize the fieldwork placement. Medical tests, procedures and other requirements specific to, and required by, the fieldwork site is the responsibility of the student.
- Untimely submission of the required fieldwork documents will delay the start of FW and/or submission of the final grade for FW.

### **Transportation and Housing**

The student is responsible for providing his/her own transportation and lodging for all learning experiences associated with the fieldwork component of the curriculum (both Level-I and Level-II fieldwork placements).

### **Dress Requirements**

During all fieldwork experiences, students are representing Davenport University and the profession of occupational therapy. Students are expected to wear the approved Davenport University Occupational Therapy polo with light colored slacks the first day of fieldwork unless otherwise directed by the fieldwork site. After the first day, students are expected to follow the professional dress code as established by the fieldwork site. For additional guidelines for dress and appearance, see the

### **Name Badges**

Name badges, provided by the University, must be worn at all times while at the fieldwork site. If the fieldwork site provides an identifying name badge, this name badge can be worn in lieu of the name badge provided by Davenport University.

### **Attendance Requirements**

- Unless other arrangements are made and approved the University and the fieldwork site, fieldwork attendance is expected to be full time, as defined by the fieldwork site (typically 40 hours per week) for:
  - All Level I Fieldwork (Variable)
  - Both Level II Fieldwork (full time\*, 12 weeks) for both placements

\*Full time status is determined by the fieldwork placement.

- Students are responsible for being on-time at the start of the fieldwork day; being on-time for meetings and appointments; completing the fieldwork day; and completing all attendance requirements as established by the University and the fieldwork site. Students are expected to follow the work schedule of the FW educator or their designee, including evenings, weekends, and holidays as determined by the fieldwork site regardless of the University's academic calendar or schedule.
- Students should not schedule personal plans e.g. vacation/travel during scheduled FW I and FW II. Release time for events cannot be guaranteed. Examples include: vacations and travel. Fieldwork educators expect students to maintain a schedule consistent with the established schedule of the fieldwork site and fieldwork educator. The fieldwork student is expected to follow the work schedule of the fieldwork educator regarding hours of work, days of work, weekend work, and holidays.

### **Absences**

- The ACOTE standard requires all students complete 24 weeks of full-time Level II fieldwork. Therefore, all absences are required to be made up. The makeup schedule should equate to the number of days missed with the schedule at the discretion of the fieldwork educator. The fieldwork site has no obligation to approve an extended absence. Extended absences from fieldwork may jeopardize the fieldwork placement and ultimately delay student graduation.
- Absences due to illness must be reported to the fieldwork educator prior to the start of the work day or at the earliest possible time. All absences should also be reported to the Academic Fieldwork Coordinator at the earliest possible time and documented on the student attendance tracker document.
- Time away from fieldwork requires prior approval from the Academic Fieldwork Coordinator, the Department Chair, and the Fieldwork Educator at the fieldwork site. Approval is based on extenuating and unavoidable circumstances. The Academic Fieldwork Coordinator should be alerted as soon as possible that the student may be requesting extended time away during a fieldwork semester.

- Absences totaling more than 5 days for any reason may require repeating the Level II fieldwork rotation.

### **Conduct During Fieldwork**

- All students must comply with AOTA code of ethics, regulations, policies, and procedures established by the fieldwork site, the Occupational Therapy Department, the College of Health Professions, and Davenport University.
- Students must demonstrate and comply with socially appropriate and professional behaviors as defined by the fieldwork site, the Occupational Therapy Department, the College of Health Professions, Davenport University, and the AOTA Code of Ethics.
- Failure to comply may result in:
  - Verbal or written reprimand,
  - Dismissal from fieldwork with subsequent failing grade for the fieldwork,
  - Dismissal from the Occupational Therapy program,
  - Investigation and disciplinary action by Davenport University as outlined in the current Student Code of Conduct, and/or
  - Potential legal consequences both criminally and civilly.

For additional information see the COHP graduate student handbook section “Dismissal from the College of Health Professions”.

### **Social Media**

Students must abide by social media restrictions as outlined in the College of Health Professions Graduate Student Handbook.

## **XI. REQUIRED DOCUMENTS – LEVEL II FIELDWORK**

The following documents are required prior to start of Level-I and updated for Level-II Fieldwork.

### **Resume**

Students must provide an up-to-date resume prior to the start of Level II fieldwork.

### **Potential Training Expectations from Fieldwork Site:**

- CPR
- Bloodborne pathogens
- Universal precautions
- HIPAA
- Other expectations as defined by the Academic Fieldwork Coordinator or manager, the FW data form and/or the FW student collaboration with the fieldwork educator.

### **Health Documentation:**

Fieldwork sites may require specific health documentation and/or records. Students are expected to maintain their own health records and provide those record to the fieldwork sites as required. Health records may include, *but are not limited to*:

- Immunizations
- Mantoux (TB) testing
- Hepatitis B vaccine

- COVID – 19 vaccination
- Annual Flu shot
- Other health assessment required by the fieldwork site. Students are responsible for paying for costs incurred for additional tests/lab expenses required by the FW placement.

### **Criminal Background Checks and Drug Screening**

The MSOT program conducts criminal background checks and drug screens at prescribed times during the programs. Costs associated with CBC/DS are covered through course fees.

Students should be advised that some fieldwork sites may require additional criminal background checks/drug screens just prior to the start of fieldwork. Students will be responsible for costs associated with additional testing and other requirements specific to the fieldwork setting.

Untimely completion of the criminal background check and drug screening, and required site specific health records will delay the student's ability to begin FW. Untimely completion of FW will delay graduation.

## **XII. EVALUATION OF STUDENT PERFORMANCE ON FIELDWORK**

### **Level I Fieldwork – formal evaluation of student performance**

Student performance in Level I Fieldwork will be evaluated by fieldwork educators using program-developed assessments. Level I evaluations of student performance are based on the program's four program curricular threads: professional identity; personal and professional responsibility; effective and exemplary practice; and knowledge driven clinical reasoning. Students will be formally evaluated at the end of the fieldwork experience.

The fieldwork educator is responsible for returning the formal evaluation (signed by both the fieldwork educator and student) to the University Academic Fieldwork Coordinator within one week of the end of the placement. The Academic Fieldwork Coordinator is responsible for assigning the grade and submitting the grade to the University through the Central Registrar Office.

### **Level II Fieldwork – formal evaluation of student performance**

Student performance in Level II Fieldwork will be evaluated by fieldwork educators using the Fieldwork Performance Evaluation for the Occupational Therapist (FWPE) as required by AOTA. Students will be formally evaluated at mid-point and the end of the 12-week fieldwork experience for each Level II Fieldwork experience

The fieldwork educator is responsible for submitting the signed formal evaluations to Formstack within one week of the final evaluation. The Academic Fieldwork Coordinator is responsible for assigning the grade and submitting the grade to the University through the Central Registrar Office. It is recommended that students retain a copy of the fieldwork evaluation for their own records.

### **Ongoing Feedback Regarding Student Performance**

Throughout the fieldwork experience (Level I and Level II), fieldwork educators should hold routine meetings with the student to provide feedback regarding performance and provide mentoring/guidance. In the event that a student identifies a concern regarding the progression of the FW experience, the student should contact the Academic Fieldwork Coordinator as soon as possible.

### **Records of Student Fieldwork Performance**

Electronic scans of formal midpoint and final fieldwork evaluations (Level I and Level II) will be kept in the student's electronic student record.

## **XIII. EVALUATION OF FIELDWORK EXPERIENCE BY STUDENT**

### **Level II Fieldwork – Formal Evaluation by Student (Student Responsibilities)**

#### ***Student Responsibilities***

The evaluation of the fieldwork experience by the student utilizes the template designed by AOTA (SEFWE: Student Evaluation of the Fieldwork Experience) which has been customized by Davenport University.

The evaluation of the student by the fieldwork educator (FWE) should be reviewed first, followed by the student's evaluation of the fieldwork experience (SEFWE). This sequence reassures students that their feedback can be candid

- Prior to the final meeting with their fieldwork educator, students should evaluate the Level II Fieldwork experience using the Student Evaluation of Fieldwork (SEFWE) document. Feedback provided should be honest, professional, and constructive.
- Students should review the student feedback with the fieldwork educator – both the student and the fieldwork educator should sign and date the form at the end of the meeting. This meeting should occur *after* the student receives their final evaluation.
- A copy of the signed/dated SEFWE should be provided to the fieldwork site.
- A signed copy of the SEFWE is submitted to the University Academic Fieldwork Coordinator. It is the responsibility of the student to submit the signed/dated Student SEFWE to the University Academic Fieldwork Coordinator before the final grade is assigned by the Academic Fieldwork Coordinator and submitted to the registrar.
- Note: Student feedback regarding the fieldwork experience may be viewed by future students.

### **Level II Fieldwork – Formal Evaluation by Student (AFWC Responsibilities)**

- The Academic Fieldwork Coordinator (AFWC) and MSOT department chair reviews the students' SEFWE as part of the Annual Program Evaluation Review.
- The SEFWE is scanned and kept electronically in the Fieldwork Site folder and the student record.
- The student will not receive a grade for the fieldwork experience until the SEFWE is returned to the AFWC.



## **XIV. FIELDWORK GRADES**

### **Grade Options**

All fieldwork (Level I and Level II) are graded as either: Pass, Incomplete, Withdrawal, or Fail. It is the responsibility of the University Academic Fieldwork Coordinator, (or other designated University representative) to assign and record grades with the Registrar Office by the grade entry date established by the University.

Considerations in assigning grades may include, but are not limited to:

- Rating and narrative feedback from the fieldwork educator regarding student performance
- Completion of all attendance requirements (by the student)
- Completion and submission of all assignments from the fieldwork site and/or university
- Completion and submission of all mandated student documents
- Adherence to fieldwork site, department, college, and University policy and procedures

### **Pass (“P”)**

Students who pass fieldwork will receive a passing grade and a “P” will be assigned and recorded with the University Central Registrar Office by the grade entry date by the Academic Fieldwork Coordinator (or other designated University representative).

### **Incomplete (“I”)**

- Students who do not complete fieldwork requirements by the grade entry date established by the University will receive a grade of “Incomplete” for the fieldwork experience.
- Students must have completed 70% of the fieldwork requirements in order for a grade of “Incomplete” to be considered – documentation may be required.
- It is the responsibility of the Academic Fieldwork Coordinator (or other designated University representative) to submit the grade of “Incomplete” to the University by the grade entry date.
- Students who have an “Incomplete” must complete their fieldwork experience within 30 business days after the start of the subsequent semester.
- If the student completes the fieldwork experience within 30 business days after the subsequent semester, the Academic Fieldwork Coordinator will assign and submit the grade (“Pass” or “Fail”).
- The student must be advised, that the option of “Incomplete” is dependent upon availability of the fieldwork site (supervision and resources) to allow the student to extend time or return to the fieldwork site to complete the placement. The student must meet the student learning objectives in order to successfully complete the placement.
- If the student does not successfully complete the fieldwork experience within 30 business days after the subsequent semester the “Incomplete” grade automatically becomes a “Fail” grade.

### **Withdrawal (“W”)**

A Level II FW placement may be failed by the student at any point during the 12-week placement. Situations may occur that will lead to withdrawal of a student from fieldwork. Situations may include, but are not limited to, student health concerns lasting longer than 5 fieldwork days, major changes at the fieldwork site (seriously disrupting the fieldwork experience), or irreconcilable conflicts between the fieldwork educator and the student. Students must be passing at the time of withdrawal in order to receive a “W” as the course

grade.

The Academic Fieldwork Coordinator (or other designated University representative) is responsible for reviewing a need for withdrawal, approving the withdrawal, and entering a grade of “W” with the University Central Registrar Office.

In the case of withdrawal, the University Academic Fieldwork Coordinator will make the best effort to reassign the student in a timely manner. However, there is no guarantee of the practice area, location, start date, or semester of the reassigned fieldwork. Students should be advised that a medical release or other documentation may be required in order to be reassigned to fieldwork.

Students will be responsible for tuition (and any other costs) associated with reassignment of the replacement fieldwork.

Students should be aware that in the event of withdrawal from a fieldwork placement that graduation will be delayed and sitting for the national certification examination will be postponed based on NBCOT regulations. In addition, students should be aware that financial aid could be impacted – both eligibility for financial aid and loan repayment responsibilities.

Students must be passing at the time of withdrawal in order to receive a “W” as the course grade. Students who withdraw from a fieldwork placement after failing FW, either prior to the final FW evaluation or based on the final FW evaluation will receive a failing grade (“F”) for the fieldwork course.

#### **Failing Fieldwork (“F”)**

A student who does not pass fieldwork will receive a failing grade and an “F” will be assigned and recorded with the University Central Registrar Office by the Academic Fieldwork Coordinator (or other designated University representative).

In the case of failed fieldwork, the University Academic Fieldwork Coordinator or will make the best effort to reassign the student in a timely manner. However, there is no guarantee of the practice area, location, start date, or semester of the reassigned fieldwork. Fieldwork placements are based on fieldwork site availability.

Students should be aware that failing a fieldwork placement may delay graduation and delay sitting for the national certification examination. In addition, students should be aware that financial aid could be impacted – both eligibility for financial aid and loan repayment responsibilities.

**Note:** Not all students who fail fieldwork due to termination are eligible for fieldwork reassignment (see Section XVI: Fieldwork Concerns, Termination of Fieldwork).

For students who are eligible for fieldwork reassignment, the student will be responsible for tuition (and any other costs) associated with reassignment of the replacement fieldwork.

## **XV. FIELDWORK REASSIGNMENT**

### **Reassignment for Students Withdrawn from Fieldwork**

Students who were withdrawn from fieldwork may be reassigned to another fieldwork placement in order to progress in the program. The University Academic Fieldwork

Coordinator will make the best effort to reassign the student in a timely manner. However, there is no guarantee of location, practice area, or start date of the reassigned fieldwork since reassignment is based on fieldwork site availability.

Students should be aware that in the event of withdrawal from a fieldwork placement that the fieldwork requirements for graduation may be delayed and sitting for the national certification examination may be postponed.

### **Level I**

Students who withdraw from a Level I placement must repeat the placement. Depending upon the circumstances leading to withdrawal, the student may require a Fieldwork Support Plan. Students who are not able to make up the Level-I Fieldwork in the same semester, will need to successfully complete the placement the next time the fieldwork offered. This will delay progression in the program for up to one year.

Students are only allowed to withdraw from one Level I fieldwork experience. Students who withdraw from more than one Level I fieldwork may be dismissed from the program.

### **Level II**

Students who withdraw from a Level II placement must repeat the Level II placement. Students should be aware that there is no guarantee that the reassigned placement will be in the same practice area. Depending upon the circumstances leading to withdrawal, the student may require a Fieldwork Support Plan.

Students are only allowed to withdraw from one Level II fieldwork experience. Students who withdraw from more than one Level II fieldwork placement may be dismissed from the program.

### **Reassignment for Students with Failed Fieldwork**

Students who have failed a fieldwork placement (and have been deemed eligible to continue in the program) are required to make up the fieldwork experience in order to progress in the program. The University Academic Fieldwork Coordinator will make best efforts to reassign the student in a timely manner. However, there is no guarantee of location or start date of the reassigned fieldwork.

Students should be aware that in the event of failure of a fieldwork placement that the completion of fieldwork requirements for graduation may be delayed and sitting for the national certification examination may be postponed.

### **Level I**

Students who have failed one Level I placement are required to repeat the placement. Students who failed a Level I placement are required to have a Fieldwork Support Plan in place prior to beginning the reassigned placements. Students who are not able to make up the Level-I Fieldwork in the same semester, will need to successfully complete the placement the next time it is offered. This will delay progression in the program for up to one year.

Students are allowed to fail only one Level I fieldwork experience. Students who fail two Level I placements may be dismissed from the program.

### **Level II**

Students who have failed one Level II placement must repeat the Level II placement. Students should be aware that there is no guarantee that the reassigned placement will be in the same practice area. There is no guarantee of the location or start date of the reassigned fieldwork. Students who failed a Level II placement are required to have a Fieldwork Support Plan in place prior to the start of the reassigned fieldwork.

Students are only allowed to fail one Level II fieldwork experience. Students who fail two Level II placements will be dismissed from the program.

### **Reassignment for Students Who Decline a Fieldwork Placement**

Students who decline a fieldwork placement that has been arranged by the Academic Fieldwork Coordinator will need to be reassigned to another fieldwork placement in order to progress in the program. Twenty-four weeks of Level II fieldwork in two separate practice settings is a requirement for graduation. Decline of a fieldwork placement by the student should only occur under extenuating circumstances. Change in personal preference is not considered an extenuating circumstance.

The University Academic Fieldwork Coordinator will make the best effort to reassign the student in a timely manner. However, there is no guarantee of the practice area, location, start date, or semester of the reassigned fieldwork.

Students should be aware that declining a fieldwork placement may delay completion of fieldwork requirements for graduation and may delay eligibility for the national certification examination.

### **Timely Completion**

Students must successfully complete all Level II fieldwork requirements within 18 months of completion of academic coursework. The Academic Fieldwork Coordinator and the Department Chair must approve proposals that would extend fieldwork beyond this 18-month period. Under these circumstances, students should be advised that course work may need to be repeated prior to the start of fieldwork.

## **XVI. FIELDWORK CONCERNS**

### **Student Concerns**

Students who have concerns about their fieldwork assignments and experience should immediately contact the University Academic Fieldwork Coordinator. See page 7 for contact information as needed.

### **Changes to Fieldwork Assignments**

Changes to fieldwork assignments are based on extenuating circumstances as determined by the Fieldwork Review Committee. The Academic Fieldwork Coordinator should be informed

of all requests for changes to fieldwork assignments. Students are required to complete the Fieldwork Change Request form when requesting a change in fieldwork including but not limited to, change of location, change to start and end times and change of fieldwork educators.

Students will submit the Fieldwork Change Request form to the Academic Fieldwork Coordinator who will present the request to the Fieldwork Review Committee. The Fieldwork Review Committee will review the request and notify the student of the committee's determination within 5 business days of the submitted request. The decision of the Fieldwork Review Committee is final.

### **Fieldwork Educator Concerns**

- Fieldwork educators who have concerns beyond issues related to routine supervision should contact the University Academic Fieldwork Coordinator immediately.
- If a student is failing fieldwork at mid-term or at any time, the fieldwork educator should notify the student and the University Academic Fieldwork Coordinator immediately.

### **Actions**

Potential actions by the University Academic Fieldwork Coordinator responding to fieldwork concerns include: continued fieldwork with creation of a fieldwork support plan, arrangement for an extension to the fieldwork experience, or termination of the fieldwork.

#### **(1) Fieldwork Support Plans:**

- Students who are having difficulties during a fieldwork placement may receive a Fieldwork Support Plan (learning contract) to facilitate fieldwork progress.
- The Fieldwork Support Plan is developed collaboratively with the student, the fieldwork educator, the University Academic Fieldwork Coordinator, and other University Representatives as appropriate.
- The Fieldwork Support Plan should address identified problems, focus on outcome-oriented goals, include follow-up plans, outline time lines for completion, and specify criteria for successful completion.
- As part of the Fieldwork Support Plan, students may require additional instruction in didactic and/or technical skills to resolve performance deficits.
- Some Fieldwork Support Plans may also include recommendations for counselling, consultation, or health assessment.
- Students who do not successfully complete the Fieldwork Support Plan are at risk for failing the fieldwork placement.
- At the end of the timelines specified in the Fieldwork Support Plan, students who are not able to demonstrate passing performance in fieldwork will receive a failing grade for the fieldwork experience.

#### **(2) Extension to the Fieldwork Experience:**

Additional time beyond the typical 12-week placement (fieldwork extension) may be approved if the fieldwork site has:

- determined that the student shows potential to pass if provided additional time,
- personnel and resources are in place to provide adequate supervision to the student ensuring quality and safe care of patient/clients,

The University Academic Fieldwork Coordinator, the fieldwork educator, the student, and other University representatives (if appropriate) make extension decisions collaboratively.

Students who receive an extension must have a Fieldwork Support Plan in place.

Students should be advised that there is no guarantee that the student will receive a passing grade at the conclusion of the fieldwork extension.

### **(3) Termination of Fieldwork:**

- The fieldwork placement may be terminated by either party involved (fieldwork site or the University).
- Termination can be made without notice.
- The party terminating the placement should immediately make notification to the student and to the other party that the student's participation in fieldwork has been terminated.
- Situations leading to fieldwork termination may include, but is not limited to:
  - Failure to meet academic and performance requirements at any time during the fieldwork placement.
  - Excessive absences from fieldwork, chronic tardiness, and/or not attending to scheduled responsibilities.
  - Failure to comply with requirements of the Fieldwork Support Plan.
  - Failure at mid-term (or after) without evidence that the student has potential to progress to the expected level of performance required to pass.
  - Safety risks posed by the student.
  - ⊖ Professional behavior inconsistent with the AOTA Code of Ethics, Core Values of the profession and accepted practices in a health care setting.
  - Violation of privacy and confidentiality by the student.
  - Continuation of fieldwork being detrimental to the fieldwork site.
  - Failure to comply with policies and procedures of the fieldwork site, department, college, and/or University.
  - Illegal behavior by the student
- Additional information, review of policies, and/or consultation with appropriate University and clinical site representatives may be included as part of the termination decision.

- A student whose fieldwork is terminated will be officially notified in writing by the Department Chair or other designated representative.
- A student whose fieldwork is terminated will receive a failing grade for the fieldwork. The Academic Fieldwork Coordinator, or designated representative, is responsible for assigning and recording the grade with the University Central Registrar Office.
- If the termination was due to performance concerns an Incident Report may be filed with the University.
- If the termination was due to concerns regarding student conduct an Incident Report must be filed with the University.
- Students whose fieldwork has been terminated may be eligible for fieldwork reassignment or may be dismissed from the program (see “Fieldwork Continuation Decisions Following Termination”)

## **XVII. FIELDWORK CONTINUATION DECISIONS FOLLOWING TERMINATION**

Not all students who fail fieldwork due to termination are eligible for reassignment to a replacement fieldwork. The process leading to the decision regarding fieldwork continuation and continuation in fieldwork is outlined below.

### **Decision Process**

- The Fieldwork Review Team (Academic Fieldwork Coordinator, Department Chair, and other University representatives as appropriate) will evaluate the academic and fieldwork history of the student.
- The Fieldwork Review Team will determine the readiness of the student for fieldwork reassignment.
- The Department Chair (or designated University representative) will notify the student in writing of the decision.
- For students who are determined to have potential to return to fieldwork, a Fieldwork Support Plan must be developed prior to the start of the reassigned placement. The Academic Fieldwork Coordinator and the student will be responsible for the development of the Fieldwork Support Plan.
- The Fieldwork Support Plan may require additional instruction in didactic and/or technical skills prior to and/or throughout the new fieldwork placement to resolve performance deficits.
- The Academic Fieldwork Coordinator will be responsible for selection of the fieldwork placement that is best suited to meet the learning needs of the student.
- Students who lack the skills necessary to successfully complete fieldwork, or are unable to develop those skills in a timely manner, may not be allowed to continue in the Occupational Therapy program.
- Students who failed fieldwork due to conduct violations may not be allowed to continue in the Occupational Therapy program.

## **XVIII. FINANCIAL AID**

Delay in completion of fieldwork requirements may impact financial aid – both eligibility to receive financial aid and loan repayment responsibilities. Delay in completion of fieldwork requirements includes both postponement and repeated fieldwork. It is the student's responsibility to understand their individual financial aid package. Students are advised to contact their financial aid advisor to review their specific situation.

## **XIX. PROGRAM CONTINUATION DECISIONS**

Not all students whose fieldwork has been terminated will be allowed to continue in the Occupational Therapy Program.

- The Fieldwork Review Committee (Academic Fieldwork Coordinator, Department Chair, and other University representatives as appropriate) will evaluate the academic and fieldwork history of the student.
- Additional information, review of policies, and/or consultation with appropriate University and clinical site representatives may be included as part of the program continuation decision.
- Students with serious performance and/or conduct concerns will be dismissed from the Occupational Therapy Program.
- A student who is dismissed from the program will be officially notified in writing by the Department Chair or other designated University representative.
- A student who may have violated the University Student Code will have an Incident Report filed by the Occupational Therapy Department.
- Review of the Incident Report and the potential Student Code violation is conducted by the University. The University review is separate from and in addition to the review made by the Occupational Therapy Department.
- Students who are dismissed from the University following review by the Student Conduct Hearing Committee will have no opportunity to appeal dismissal from the Occupational Therapy program.
- Students who remain at the University following review by the Student Conduct Hearing Committee will subsequently will have an opportunity to appeal dismissal from the Occupational Therapy program.

## **XX. APPEALS**

If a student is not satisfied with program continuation decisions made by the Fieldwork Review Committee the student may reapply for reinstatement to the Occupational Therapy program.

Only students who have permission to remain at the University are eligible to reapply to the Occupational Therapy program.

### **Process:**

- Applications for reinstatement must be delivered to the Department Chair of the



- Occupational Therapy program within 30 business days of:
- decision from the Student Conduct Hearing Committee if the student's conduct is under review or
  - dismissal from the Occupational Therapy program if the student's conduct is not under review by the University.
- Reinstatement requests to the Occupational Therapy Department must include:
    - Request for reinstatement
    - Proposed timelines for re-entry to the program
    - Justification for reinstatement
    - Draft of a Fieldwork Support Plan indicating actions to be taken to facilitate fieldwork success
  - Reinstatement requests may include additional information from the student relevant to the review.
  - A Reinstatement Committee (typically comprised of three or more members including the Department Chair, the Academic Fieldwork Coordinator or manager, and other University representatives) will review the request for reinstatement within 14 business days of receipt of the request.
  - Additional information from the applicant may be requested which must be received by the Committee within 5 additional business days from the request.
  - The Reinstatement Committee may request and require a meeting with the applicant. This meeting with the student will be scheduled within 5 business days (extensions to this time frame may be needed due to availability of key participants). If the student does not attend the scheduled time, the meeting will proceed without the student.
  - The applicant will be notified of the decision (in writing) within 5 days of the meeting.
  - Decision of the Reinstatement Committee is final.

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