

Misericordia University

**2009 Edition
Professional Entry Level**

Master of Science

In Occupational Therapy

Program Guide

For the Following Graduating Classes:

Weekday Class of 2014

Weekend Program: Class of 2012

August 2009

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COLLEGE OF HEALTH SCIENCES

PROFESSIONAL ENTRY LEVEL MASTER OF SCIENCE IN

OCCUPATIONAL THERAPY

PROGRAM GUIDE

This guide provides information about Misericordia University's professional entry-level Master of Science degree in occupational therapy. Part A of this program guide provides information relating to the program. Material herein is subject to change, and any change will be communicated in a timely manner. An up-to-date version is available on all Occupational Therapy Student Group Pages on the portal.

PREFACE

By accepting admission into the occupational therapy program, the student assumes the responsibility for all professional behaviors, policies, and procedures cited in this handbook, as well as those in the undergraduate and graduate catalogs and all other official university publications.

Accreditation Status: The Occupational Therapy Department has received full accreditation status for the professional entry-level Master of Science program by the Accreditation Council for Occupational Therapy Education through the 2009-2010 Academic School Year. The occupational therapy program at the university has been fully accredited since 1985, the year of the first graduating class in OT.

The program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), P.O. Box 31220, Bethesda, Maryland, 20824-1220. The phone number is (301) 652-6611.

Part A
General
Program Information

STATEMENT OF OCCUPATIONAL THERAPY PROGRAM CURRICULUM

Misericordia University Mission Statement

Misericordia University is a Catholic, liberal arts-based, co-educational university. It was founded in 1924 and it is sponsored by the Religious Sisters of Mercy. The university offers both undergraduate and graduate programs. In 1978, the board of trustees approved a mission statement that describes the nature and purpose of the university (formerly College Misericordia), and in 1994 it was revised as follows:

Misericordia University, a co-educational Catholic university sponsored by the Institute of the Sisters of Mercy of the Americas, is committed to providing quality education to its students and to shaping its educational programs and policies to express the founding Sisters' values and attitudes of mercy, service, justice, and hospitality. The university welcomes individuals of all faiths.

The academic development of each student at the undergraduate level is ensured by the university's commitment to provide a learning experience which cultivates higher-order thinking skills through the integration of liberal arts and professional studies. To emphasize academic excellence and to develop critical thinking, all undergraduate curricula provide a common liberal arts base, the objectives of which are further developed in the students' major areas of study. The students' educational programs prepare them for productive careers and continued personal and professional growth.

Graduate programs at Misericordia University emphasize intellectual discourse and focused academic growth. The cornerstone of each program is instruction and practice in methods of critical thinking which promote research and enhanced professional expertise.

As part of its comprehensive educational program, the university is committed to providing a wide range of spiritual, physical, recreational, social, and cultural activities in which all members of the university community can participate.

Misericordia University fosters a cooperative environment in which students, faculty, and staff demonstrate personal concern for each individual as a valued member of the university community.

Occupational Therapy Department Mission

The mission of the Occupational Therapy Department at Misericordia University is to provide an environment that reflects the values and attitudes of justice, mercy, service, and hospitality. The Trinity of Learning is exemplified by experiences in core courses in the liberal arts, the occupational therapy curriculum, and a variety of service-related experiences. We strive to provide quality education through high academic standards, an emphasis on understanding human occupation, and an emphasis on evidence-based practice; aim to offer outstanding professional preparation through specialty tracks and choices of undergraduate majors and minors directly related to the profession of occupational therapy; and work to serve others through an emphasis on volunteering and service learning experiences. We strive to provide educational opportunities in formats that are accessible to both entry level and post-professional students through our weekday, weekend, and post-professional programs. Our ultimate mission is to help students become competent, responsible, and involved professionals within their communities.

Occupational Therapy Department Philosophy

The individual is a holistic, dynamic system that consists of biological, psychological, sociocultural and spiritual dimensions in interaction with the environment. Occupations are the primary means for individuals to interact with their environment. Occupations are the organizing elements that influence our perceptions and actions in an individualistic and emergent fashion.

The individual possesses an innate drive to explore and accommodate to their environment that is essential to human existence, not only as a means of survival, but also as enabling the process of self actualization (AOTA, 2003). The drive toward action when channeled into occupation is fundamental to development, health, adaptation, and satisfaction.

Occupational performance reflects the individual's dynamic experience of engaging in daily occupations within the environment (Law & Baum, 1994). It includes the ability to adapt, cope with the challenges of daily living, and fulfill age specific life roles through goal directed meaningful occupations. The interpersonal relationships within an occupational context also influence performance. Dysfunction in occupational performance is an individually determined state of being defined at any one time by personal, social, and cultural variables (Fidler, 1996). Occupational therapy is the use and application of occupation and interventions to create a balanced lifestyle of occupational performance from the consumers' perspective. These interventions are based on a critical analysis of clinically relevant evidence and research literature. Occupational therapy prevents occupational dysfunction, and maintains, promotes and restores health and occupational performance through engagement in occupation and the use of compensatory, technological, and environmental adaptation and modification (Practice Framework, 2002). The therapeutic relationship between consumer and therapist enhances occupational performance.

The education of the occupational therapy student is guided by several beliefs. We believe that individuals construct knowledge based on their unique interpretation of meaningful experiences. Education is not a product to be delivered, but rather is a process to be facilitated with each student. Faculty can encourage the construction of knowledge by setting the stage for meaningful interactions, reflections, and experiences (Howard, et al, 2000), however students are the

architects of their own learning. The role of the student is to actively engage in occupations during the learning process, engage in self assessment and collaborate with other students in an increasingly self-directed manner. Involvement of the student in community based initiatives that reflect the values of mercy and service lead to the development of role emergent and creative professionals who are capable of taking the initiative to respond to the needs of their clients and communities. Engaging students in contributions that add to the profession's body of knowledge provides a means for them to be developers of knowledge rather than merely recipients of information. Through this guided process, the student develops the ability to critically think, develop professional behaviors, and integrate the skills necessary to become a life long learner.

Goals and Objectives

1. Demonstrate skills necessary to participate in designing and implementing a beginning-level research project.
2. Describe the process an occupational therapist would use to engage in evidence based practice (EBP).
3. Demonstrate the usage of evidence based practice.
4. Recognize and respect the significance that incorporating EBP has for individual OT practitioners when interacting with their clients.
5. Demonstrate and analyze the role and importance of participation in occupation throughout the life span.
6. Assess client needs via an occupational profile and an occupational performance analysis.
7. Identify, analyze, and apply major tenets from the discipline of occupational science.
8. Plan and implement occupation-based occupational therapy intervention programs that are culturally relevant, reflective of current occupational therapy practice, and supported with appropriate theoretical perspectives.
9. Design and critique programs that promote access to occupational therapy and provide services for individuals, groups and populations, especially the underserved.
10. Demonstrate management and leadership skills that are applicable to a variety of practice settings.
11. Design creative and entrepreneurial ideas for occupational therapy services.

12. Demonstrate skilled collaboration and consultation when dealing with others in the community.
13. Evaluate the process for securing potential funding for pilot, start-up, and on-going programs for occupational therapy.
14. Discuss and evaluate ongoing professional development to ensure a level of practice consistent with current and accepted standards.
15. Discuss major historical events and their influence on occupational therapy theory, models, and practice.

CURRICULUM DESIGN

The Design

A liberal arts education provides the essential academic foundation for Occupational Therapy education at Misericordia University. Within the Occupational Therapy curriculum, our students learn to analyze situations critically, think logically, employ scientific methodology appropriately, express themselves clearly and persuasively in both oral and written media, consider the numerous dimensions of the person during intervention including the physical, psychological, social, cultural, historical, and spiritual components, appreciate the arts and use them in their work, and follow a standard of ethical conduct in their personal and professional lives. These abilities are critical for laying the foundation for the student for transition to an entry level OT practitioner. As students progress through the five-year educational process, they are also socialized into the profession. This involves actively participating in professional organizations, becoming advocates for consumers, and developing a commitment to lifelong learning.

The manner in which the Occupational Therapy curriculum is delivered is complex. The curriculum design reflects both the mission and philosophy of the Occupational Therapy Department and University as well as the philosophy of the profession.

This curriculum is designed on beliefs the Occupational Therapy faculty hold in regard to professional education. We hold that these beliefs are in accordance with our philosophy and reflect the program mission and are well incorporated into learning modules and program objectives. These include the following concepts:

- A solid foundation in the liberal arts and in normal growth and development allows for a thorough understanding of the dimensions of human performance.
- The development of knowledge occurs in a sequential process beginning with basic concepts and techniques and progressing to increasingly more complex constructs and application of these concepts and constructs in practice.
- Individuals construct knowledge based on their unique interpretation of meaningful experiences. Faculty can encourage the construction of knowledge by setting the stage for meaningful interactions, reflections, and experiences (Howard et al., 2000), however students are the architects of their own learning.
- Skills of inquiry, critical reasoning, and problem solving are essential professional behaviors for practicing occupational therapists.
- Continuous examination and definition of one's own values and attitudes are critical steps in the growth and development of professional behaviors and ethical practice.
- Development of interpersonal skills and an appreciation of the value of collaboration must be integral to all learning experiences.

The Occupational Therapy curriculum is designed in such a way as to reflect the values and intent of the profession. Students enter the program at two levels, each based on whether the student applies to the weekday five-year program or the three and a half year weekend program (WEP). Upon entry to the professional sequence of coursework, students follow a structured, integrated sequence of learning experiences that will prepare them to become entry-level

occupational therapists. Based upon the profession's philosophy, the University and Program mission, the educational outcome goals of the curriculum, which includes both didactic and fieldwork components (Level I and Level II), provide a learning experience such that: Graduates of the Misericordia University Occupational Therapy Program will meet the following:

Occupational Therapy Program Curricular Goals

1. Demonstrate skills necessary to participate in designing and implementing a beginning-level research project.
2. Describe the process an occupational therapist would use to engage in evidence based practice (EBP).
3. Demonstrate the usage of evidence based practice.
4. Recognize and respect the significance that incorporating EBP has for individual OT practitioners when interacting with their clients.
5. Demonstrate and analyze the role and importance of participation in occupation throughout the life span.
6. Assess client needs via an occupational profile and an occupational performance analysis.
7. Identify, analyze, and apply major tenets from the discipline of occupational science.
8. Plan and implement occupation-based occupational therapy intervention programs that are culturally relevant, reflective of current occupational therapy practice, and supported with appropriate theoretical perspectives.
9. Design and critique programs that promote access to occupational therapy and provide services for individuals, groups, and populations, especially the underserved.
10. Demonstrate management and leadership skills that are applicable to a variety of practice settings.
11. Design creative and entrepreneurial ideas for occupational therapy services.
12. Demonstrate skilled collaboration and consultation when dealing with others in the community.
13. Evaluate the process for securing potential funding for pilot, start-up and on-going programs for occupational therapy.
14. Discuss and evaluate ongoing professional development to ensure a level of practice consistent with current and accepted standards.
15. Discuss major historical events and their influence on occupational therapy theory, models, and practice.

Three themes provide the overarching structure to the curriculum design. These themes were developed by the faculty following a full curricular review considering years of student feedback, program outcomes, and consideration of the new standards and centennial vision. These themes are:

Occupation Focused Practice

Features of occupation focused practice include the ability to collaboratively determine the meaning and purpose of an individual's occupational profile, identify needs and priorities, and construct a plan of motivating therapeutic activities. This process, infused with occupations, reflects best practice and results in a more meaningful lifestyle.

Our curriculum is developed to foster an understanding and appreciation of:

- a) the role of occupation throughout the life span
- b) how occupation is used as a means and an end in occupational therapy practice
- c) the value of occupation based assessment and intervention
- d) how the focus on occupational performance improves therapeutic outcomes

Evidence Based Practice

Evidence based practice is a collaborative process between therapist and client in which the best available research evidence, in combination with the therapist's clinical experience, is reviewed to determine the most appropriate therapeutic options that support the client's occupational goals. Essential to this is the therapist's ability to recognize and respect the significance that EBP will have for the profession, as well as for the client.

Community Initiative

Community initiatives help to increase access to occupational therapy services for all individuals, groups and populations, especially those underserved. We prepare students to work in emerging practice areas and community settings as well as weekday settings. We desire to instill in our students leadership characteristics for service to the community, including an entrepreneurial spirit, skilled interdisciplinary collaboration and the ability to identify funding resources.

In order to meet our curricular goals, the sequence of coursework is delivered using a progressive approach. This sequence covers five areas: Liberal Arts & Foundational Knowledge, Individual Development and Occupation, Professional & Community Initiatives, Clinical Performance, Reasoning & Application, and Research & EBP: Strengthening our Knowledge Base. The five interwoven sequences of education are described in more detail below.

Sequence I Liberal Arts and Foundational Knowledge (Core, Cognate, OT 312, OT 313)

Students establish the foundation of knowledge through the completion of all liberal arts core courses, BIO 211 and 212:Anatomy and Physiology, OT 312 Functional Anatomy, and OT 313 Applied Neuroscience. The science foundation provides a basis for clinical expertise regarding knowledge of body structures and functions. The liberal arts provide a broad foundation upon which to build the student's professional education. Required courses in psychology and psychopathology provide a further basis from which the student can begin to understand the interaction between the individual, their environment, and occupation.

Sequence II Individual Development , Environment and Occupation (OT 205, 220, 221, 275, 320, 330, 335)

Students are introduced to the concepts of human growth and development through the two-course sequence exploring Human Development (OT 220 and OT 221) and concurrently the theories and analysis of Occupations from the perspective of self and other (OT 205, 275). OT 335 provides a thorough investigation of the influences that the environment may have on occupational performance, and OT 330 introduces the students to the many models and frames of reference that may be used to guide the development of a comprehensive and holistic approach

to the client. OT 320 promotes students' understanding of impairments and disabilities and their potential influences on occupational performance.

Sequence III Professional and Community Initiatives (OT 103, OT 410, 411, 412, 570, 630)

Students learn the importance of developing professional behaviors and the application of these behaviors to develop individual therapeutic relationships and leadership skills in the community. Professional Behaviors are introduced in OT 103, where broad issues about the profession, such as its' standards, ethics and vision for the future are discussed. The Community Based Practice Series (OT 410,411,412) provides less structured opportunities for students to create occupational opportunities in non-weekday settings, and to take an active role in the development of their learning. OT 570 assists the student in acquiring the weekday management and supervisory skills necessary in many of today's practice environments, as well as the leadership capacities for entrepreneurial work. OT 630, as a culminating course, requires students to investigate the professional Issues and Trends in the profession that will challenge and motivate them as they enter into practice as entry level therapists.

Sequence IV Clinical Performance, Reasoning and Application (OT 405, 407, 510, 511, 512, 601, 602)

The development of clinical skills begins in OT 405 and OT 407 where students acquire general competencies in conducting an occupation centered evaluation and assessment process and attain the entry-level clinical skills that are required to progress through the intervention series in upcoming semesters. The Intervention Series, OT 510, 511 and 512, provide the students with opportunities to integrate prior levels of learning to construct intervention for a variety of clients with an occupation and evidence based approach derived from theoretical principles. The final application of this sequence occurs during the student's Level II FW experiences (OT 601 and 602).

Sequence V Research and EBP – Strengthening our Knowledge Base (OT 520, 433, 633)

While basic bibliographic, search and information literacy are introduced early throughout the curriculum, the essence of the research series begins in OT 520 where students learn about qualitative and quantitative research designs, grants, and the research process. OT 690 and OT 695 require them to develop a research proposal from start to finish, design a study, collect data, and analyze and present results. OT 433 begins the evidence based practice components, where students complete an individual EBP review throughout the semester. These skills are later applied at the graduate level, in OT 633, where students work individually, but collaborate online to share resources while they are on Level II fieldwork. This final EBP course results in a project to be shared with the fieldwork site.

REQUIRED SEQUENCE: FIVE YEAR ENTRY LEVEL WEEKDAY BS/MS PROGRAM June 29 2009

Freshman Year			
MTH Bank I (Core)	3	MTH 115 Statistics (Core)	3
Core	3	Core	3
PHY 117 Physics Introduction I (Core)	4	PHY 118 Physics Introduction II (Core)	4
PSY 123 Intro to Psychology (Core)	3	SOC 101 Comparative Sociology (Core)	3
Core	3	OT 103 Introduction to OT	3
OT 1XX FW Prof. Development (S/U)	0	OT 1XX FW Prof. Development (S/U)	0
	16		16
An additional 3 credits must be completed during a Summer Session . While it is recommended that this be done after the freshman year, it may occur after the sophomore or junior year if necessary.			
Sophomore Year			
OT 220 Human Development I	3	OT 221 Human Development II	3
OT 205 Occupations I	3	OT 275 Occupations II	3
Core	3	OT 335 Context and Environment	3
BIO 211 Anatomy & Physiology I	4	BIO 212 Anatomy & Physiology II	4
OT 320 Impairments & Disabilities Influencing Occupational Performance	3	PSY 290 Psychopathology	3
OT 2XX FW Prof. Development (S/U)	0	OT 2XX FW Prof. Development (S/U)	0
	16		16
Junior Year			
OT 312 Functional Anatomy	4	OT 313 Applied Neuroscience	4
OT 330 Conceptual Foundations	3	OT 520 Research Design in OT	3
OT 405 Occupational Performance Analysis	3	OT 510 Pediatric- Occupational Performance Interventions I	4
Elective	3	Core	3
OT 407 Clinical Skills	3	Core	3
OT 3XX FW Prof. Development (S/U)	0	OT 3XX FW Prof. Development (S/U)	0
	16		17
Senior Year			
OT 511 Adult- Occupational Performance Interventions II	4	OT 512 Geriatric- Occupational Performance Interventions III	4
OT 690 Research Project I	3	OT 433 EBP in OT I	2
OT 410 Community Based Practice I	2	Core	3
Core	3	Core	3
Elective	3	OT 411 Community Based Practice II	2
		Elective	3
OT 4XX FW Prof. Development (S/U)	0	OT 4XX FW Prof. Development (S/U)	0
	15		17
Fifth Year			
OT 601 Level II Fieldwork I	6	OT 695 Research Project II	3
OT 602 Level II Fieldwork II	6	OT 630 Issues & Trends	2
OT 633 Evidence Based Practice II (online)	2	OT 570 Management and Entrepreneurship in Occupational Therapy	3
		OT 990 NBCOT Practice Exams (S/U)	0
		Elective	3
		Elective	3
	14	(May take optional graduate elective, resulting in 17 credits.)	14

Total Undergraduate Credits: 120 Total Graduate Credits: 40 Total Curriculum: 160

REQUIRED SEQUENCE: THREE YEAR ENTRY-LEVEL BS TO MS WEEKEND PROGRAM

This program is specifically designed for individuals who possess a baccalaureate degree in another discipline. COTA's may meet the requirements for a bachelor's degree in Health Sciences by completing the pre-requisite year and the first year of the professional curriculum.

PREREQUISITE AND CORE COURSES For Associate Degree Students (COTAs)**Pre OT Year**

Fall	Spring	Summer
Bio I 211 (A&P I) 4	Bio II 212 (A&P II) 4	MTH 115 (Statistics) 3
PSY 290 (Psychopathology) 3	Philosophy 3	Physics 117 4
English 3	Religion 3	Fine Arts 3
History 3		
13 Credits	10 Credits	10 Credits

Associate Degree students (COTAs): After admission to the program: first year consists of completing prerequisite courses (Physics, API, APII, Stats, Psychopathology and all required core (English, History, PHL, FA, English) courses. Core courses (English, History, Philosophy, Fine Arts and Religion) must be taken at Misericordia University. Core courses cannot be transferred from another school. See policy below regarding prerequisite courses.

Bachelor Degree Students and Associate Degree Students start the OT curriculum once all prerequisite courses have been completed. Associate Degree students must complete the first year of core and prerequisite courses (outlined above).

OT CURRICULUM					
Fall		Spring		Summer	
OT 103 Intro to OT**	3	OT 205 Occupations I	3	OT 275 Occupations II	3
OT 220 Human Development **	3	OT 221 Human Development II **	3		
OT 320 Impairments & Disabilities **	3	OT 330 Conceptual Foundations	3	OT 312 Functional Anatomy	4
OT 1XX FW Prof. Development (S/U)	0	OT 1XX FW Prof. Development (S/U)	0	OT 2XX FW Prof. Development (S/U)	0
	9		9		7
Fall		Spring		Summer	
OT 313 Applied Neuroscience	4	OT 510 Pediatric Occupational Performance Interventions I	4	OT 511 Adult Occupational Performance Interventions II	4
OT 405 Occupational Performance Analysis	3	OT 520 Research Design in OT **	3	OT 410 Community Based Practice I	2
OT 407 Clinical Skills	3	OT 690 Research Project I **	3	OT 335 Context and Environment **	3
OT 2XX FW Prof. Development (S/U)	0	OT 3XX FW Prof. Development (S/U)	0	OT 3XX FW Prof. Development (S/U)	0
	10		10		9
Fall		Spring		Summer	
OT 411 Community Based Practice II	2	OT 601 Level II Fieldwork I	6	OT 630 Issues/Trends **	2
OT 512 Geriatric Occupational Performance Interventions III	4	OT 602 Level II Fieldwork II	6	OT 570 Management and Entrepreneurship in OT **	3
OT 433 Evidence Based Practice I **	2	OT 633 Evidence Based Practice II (online)	2	OT 990 NBCOT Practice Exams (S/U)	0
OT 695 Research Project II **	3				
OT 4XX FW Prof. Development (S/U)	0	OT 4XX FW Prof. Development (S/U)	0		0
	11		14		5

Please Note: Classes meet on-campus for eight weekend sessions during the fall and spring semesters and seven weekend sessions during the summer session. Some courses include the use of Blackboard as a distance learning component, with reduced face-to-face meeting time. An **asterisk indicates that courses will have a reduced number of on-campus sessions.

**STUDENT FEES
GENERAL INFORMATION REGARDING FEES AND BILLING**

WEEKEND STUDENT FEES:

Year 1 fee is \$55-connected to OT 220 (30)

This covers:

Basic AOTA membership (required of all students for duration of the program.)*

Year 2-fee is \$375-connected to OT 313 (30)

This covers:

Annual AOTA membership*

lab fees for OT 313 & OT 312

Liability insurance for FW

Name tag

Optional fee: additional \$35 for required CPR course if taken on campus

Year 3-fee is \$365-connected to OT 512 (30)

This covers:

The same items as year 2* minus the name tag.

Year 3 also includes an additional fee of \$150 for OT 990: NBCOT Practice Exams

*If you are already a member of AOTA, you must provide proof of current membership and the university fee will not apply.

WEEKDAY STUDENT FEES:

Year 1 fee is \$55

This covers:

Basic AOTA membership.

Year 2 fee is \$55 – connected to OT 205 (01, 02)

This covers:

Annual AOTA membership

Year 3 fee is \$365 – connected to OT 312 (01, 02)

This covers:

Annual AOTA membership, lab fees, liability insurance for FW, name tag

Optional fee: additional \$35 for required CPR course if taken on campus

Year 4 fee is \$365 - connected to OT 511 (01, 02)

This covers:

Same as year 3 minus the name tag

Year 5 fee is \$135 – connected to OT 602 (01, 02)

This covers:

Annual AOTA membership, liability insurance for FW and on-line practice examination for certification preparation

Year 5 also includes an additional fee of \$150 for OT 990: NBCOT Practice Exams

PRINCIPLES OF OCCUPATIONAL THERAPY ETHICS

The Occupational Therapy Department of Misericordia University is committed to facilitating an individual's ability to function at their potential within his or her total environment. In this role, occupational therapists serve and collaborate with consumers in all stages of health and illness, institutions, other professionals, colleagues, students, and the general public.

In order to further this commitment, the American Occupational Therapy Association has established the Principles of Occupational Therapy Ethics. These principles were intended for use by all occupational therapy practitioners, to include students. They were also intended to be action oriented, guiding and preventive as opposed to being reactive or disciplinary in nature.

The Principles were developed to be an integral part of the education of occupational therapists. In acknowledging the importance of a Code of Ethics to our students' professional growth, the AOTA's Principles of Occupational Therapy Ethics has been adopted as the basis of ethical behaviors among our students. The AOTA Code of Ethics was approved by the Representative Assembly of the American Occupational Therapy Association on April 1, 1997 and revised in 1980, 1994, 2000 and 2005. The current copy of the Code of Ethics can be found in the *American Journal of Occupational Therapy* 59(6): 2005, pages 639-642.

Issues of ethics are of primary concern within the profession of occupational therapy. The final responsibility of ethical behavior rests with the students. Students are encouraged to dialogue with instructors and/or the occupational therapy faculty regarding issues of ethics.

All reported student violations of the AOTA Code of Ethics will be brought before the Occupational Therapy faculty and Professional Behaviors Committee. This includes, but may not be limited to, violations related to academic, classroom, and fieldwork performance. The Occupational Therapy faculty and Professional Behaviors Committee, in conjunction with the Occupational Therapy

Department Chair, may impose sanctions such as an ethical probation period or immediate dismissal from the Occupational Therapy Program.

ACADEMIC INTEGRITY

Students are responsible for maintaining academic integrity and intellectual honesty. All students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examination or other assigned work requiring independent effort.

In submitting written materials, the writer takes full responsibility for the work. Except as properly noted by the use of citations, both the ideas and the language must be original. Failure to abide by the rules of scholarship is academically dishonest.

It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty fundamentally violate the nature and purposes of an academic institution and will not be tolerated at Misericordia University. A student who has been found guilty of plagiarism will be dismissed from the University. **For a complete statement of the Undergraduate Academic Integrity Policy, please see the Student Handbook, department policy, and the course policy statements.**

In the Occupational Therapy Program, each syllabi notes penalties for violation of academic integrity, which can range from a zero on a course test or assignment to dismissal from the Occupational Therapy Program.

STATEMENT OF MISCONDUCT

Questions have arisen over behaviors outside of the classroom and their impact on one's career. The following represents some consequences which can occur as a result of being convicted of a summary offense, misdemeanors, etc.

1. Additional explanation sheets may need to be attached to some applications for employment and fieldwork, and even licensure in certain states. Failure to list any offenses may subject you to prosecution for falsification of the application. Only minor traffic violations qualify as not needing to be listed.
2. Faculty are often asked to complete forms, which attest to your "moral character". A common question is "Are you aware that this person has ever been convicted of the following?" We are obligated to answer such questions truthfully.
3. Faculty members may question your judgment, which can have impact on letters of recommendation.
4. Misericordia University, through the Dean of Students Office, may impose sanctions, which can affect all aspects of your college life (e.g. campus housing, privileges, etc.)
5. Violation of the Principles of Ethics (e.g. "moral turpitude") within the profession can result in sanction, which can include dismissal from the OT program.

6. Loss of driving privileges could impact your ability to do out of class projects, and especially attend Level I or II fieldwork placements. You may find yourself needing to drop back in the program until such privileges are restored.

The old adage “think before you do” is still appropriate. Think of yourself as a representative of the profession at all times. You should also check the NBCOT website information on how a previous criminal conviction can impact your ability to become a registered occupational therapist, and qualify to take the registry exam.

PROFESSIONAL BEHAVIORS

Misericordia University Occupational Therapy Department Student Professional Behaviors Policy and Procedures

Purpose of Professional Behavior Committee: To facilitate and monitor the academic and professional behavior growth and development of Misericordia University Occupational Therapy students and to take necessary disciplinary action when a student’s performance falls below acceptable levels. The Professional Behavior Committee consists of the Academic Fieldwork Coordinator, two members of the faculty, and Occupational Therapy Department Chair.

Faculty Roles and Responsibilities Regarding Student Professional Behaviors:

All faculty members are responsible for the assessment and documentation of Occupational Therapy students' professional behaviors.

Faculty advisors are responsible for compiling feedback regarding a student’s professional behaviors from occupational therapy instructors. Faculty advisors will review the information with their advisees at midterm each semester. Advisors may be involved in designing and monitoring intervention to correct negative professional behaviors in collaboration with the Professional Behavior Committee and Department Chair.

In the event of a significant violation, an instructor or staff member may submit a Professional Behaviors *Violation* Form and submit the report of the violation to the Professional Behavior Committee. **Depending on the situation, professional behavior issues may result in dismissal from the program or a delay in starting or participating in Level I or Level II Fieldwork.**

Potential Strategies to Address Professional Behavior Issues, Problems or Violations:

- Refer to Professional Behavior Committee and Occupational Therapy Department Chair.
- Referral to Learning Resource Center (LRC) or Writing Center when indicated. Advisor or instructor is responsible for referring a student to the LRC. The advisor or instructor should use an LRC form. The advisor may ask another faculty member to be present when meeting with a student.

In the event that a problem develops at the end of Intervention III, the Academic Fieldwork Coordinator will cancel the first Level II Fieldwork placement and implement the following intervention:

- An additional Level I Fieldwork Experience based on Recommendations from the Professional Behavior Committee:

**MISERICORDIA UNIVERSITY
OCCUPATIONAL THERAPY DEPARTMENT
PROFESSIONAL BEHAVIORS FORM**

Student Name: _____ **Class:** _____ **Weekday / WEC**

Faculty Completing Form: _____ **Semester:** _____

Please rate the student in each category using the scale below:

- 1=**Poor Performance
- 2=**Below Average Performance
- 3=**Average Performance
- 4=**Above Average Performance
- 5=**Not Applicable/No Opportunity to Observe

Section I

Weekday Students in years one and two and Weekend Students in year one are rated on Section I only.

Communication Skills ___/24

- Verbally communicates in a professional manner 1 2 3 4 5
- Nonverbally communicates using body language and affect in a professional manner 1 2 3 4 5
- Listens to others before responding to what is being said 1 2 3 4 5
- Respectfully expresses personal opinions and concerns 1 2 3 4 5
- Independently engages in mutual discussion 1 2 3 4 5
- Expresses self in writing professionally in assignments, correspondence and electronic mail 1 2 3 4 5
- ___No problems noted at this time
- Comments:

Dependability ___/20

- Punctual 1 2 3 4 5
- Consistent attendance in classes 1 2 3 4 5
- Utilizes the proper chain of command when unable to fulfill commitments/attendance 1 2 3 4 5
- Submits all work on designated due dates 1 2 3 4 5
- Seeks out appropriate assistance from student services when personally recognized or instructed by faculty 1 2 3 4 5
- ___No problems noted at this time
- Comments:

Responsibility ___/20

Follows through with all commitments 1 2 3 4 5

Recognizes limitations as a students and able to discuss and document them and work towards goals for improvement 1 2 3 4 5

Accepts personal responsibility for learning 1 2 3 4 5

Independently seeks out assistance when experiencing difficulty in classroom and test performances 1 2 3 4 5

Utilizes internal and external resources and references others' work 1 2 3 4 5

___No problems noted at this time

Comments:

Interpersonal Skills ___/16

Respects cultural and personal differences of others 1 2 3 4 5

Able to interact and work within a group 1 2 3 4 5

Able to demonstrate self initiative in all aspects of the learning process 1 2 3 4 5

Demonstrates the ability to consider other's needs 1 2 3 4 5

___No problems noted at this time

Comments:

Section II: Fieldwork and Community Based Experiences**Only Weekday Students in years three, four and five and Weekend Students years two and three are rated on Section II.****Professional Performance ___/28**

Demonstrates interest and respect for consumers of occupational therapy 1 2 3 4 5

Respects role of other healthcare professionals and support staff 1 2 3 4 5

Follows policies and procedures of the university and external agency 1 2 3 4 5

Completes all assignments according to due dates 1 2 3 4 5

Utilizes resources in conjunction with hands on learning 1 2 3 4 5

Participates in the therapy process through discussion and demonstration within skill level 1 2 3 4 5

Accepts and demonstrates personal responsibility for learning 1 2 3 4 5

___No problems noted at this time

Comments:

Supervisory Process ___/24

Communicates in a clear and concise professional manner 1 2 3 4 5

Able to accept constructive criticism, interpret and utilize the feedback 1 2 3 4 5

Demonstrate a positive attitude toward feedback 1 2 3 4 5

Asks for clarification and/or able to clarify one's position 1 2 3 4 5

Engages in non-judgmental, constructive problem solving discussion 1 2 3 4 5

Respects student supervisor relationship 1 2 3 4 5

___No problems noted at this time

Comments:

Section III: Clinical Reasoning and Performance ___/28

Clearly articulates observations to supervisor/instructor 1 2 3 4 5

Able to analyze, synthesize and interpret observations, information and interactions 1 2 3 4 5

Articulates reasoning for OT process with client to supervisor/instructor, client, caretaker and other healthcare staff 1 2 3 4 5

Asks accurate questions related to OT process with client when unable to identify reasons 1 2 3 4 5

Able to independently seek out information related to questions or new learning relevant to area of practice 1 2 3 4 5

Provides supervisor/instructor with more than one approach to a situation 1 2 3 4 5

Adheres to all safety procedures and uses sound judgment related to and during the treatment process/lab simulations 1 2 3 4 5

___No problems noted at this time

Comments:

ADHERES TO ETHICS:

___Adheres to all aspects of AOTA Code of Ethics

- Principle 1. Demonstrate a concern for the well-being of recipients of service
- Principle 2. Respect the rights of the recipient of service
- Principle 3. Achieve and continually maintain high standard of competence
- Principle 4. Comply with laws and Association policies guiding the profession
- Principle 5. Provide accurate information about services
- Principle 6. Treat colleagues and other professionals with fairness, discretion, and integrity

___Fulfills role of patient advocate

COMMENTS: _____

Instructor Signature and Date: _____

Academic Fieldwork Coordinator Signature and Date: _____

STUDENT RESPONSE:

Student Signature and Date: _____

PLAN OF ACTION:

- ___Forward to Department Chair
- ___Forward to Weekend Program Director
- ___Forward to Academic Coordinator of Fieldwork Education or Designated Second Party
- ___Forward to Student Retention Committee
- ___Forward to Student Advisor
- ___Forward to Vice President of Academic Affairs
- ___Other

Revised August 2006

Communication of Professional Behavior Feedback from Faculty to Students

Each semester, beginning in the fall of year 2 in the weekday program and in the fall of year 1 in the weekend program, there will be a scheduled meeting between the student's advisor and the student so feedback from instructors on professional behaviors can be shared. In this meeting, both positive feedback and constructive criticism will be shared in an environment that encourages professional behavior growth. If the advisor determines that the student would benefit from a specific professional behavioral intervention plan, the advisor presents the issues to the OT faculty and a plan is developed to encourage growth in professional behaviors. This plan is uniquely tailored to each student's situation, and can include a referral to the Learning Resource Center with specific requests for behaviors to be addressed; a peer mentoring program, clinician mentoring; community service with a learning contract; and other means to improve professional behaviors. If problems or issues remain, a student may not be allowed to proceed with either Level I or Level II fieldworks.

PROFESSIONAL BEHAVIORS INCIDENT PROCEDURES

Students are required to follow the Professional Behaviors as listed in the program guide. Students who breach any of the professional behaviors, either in the classroom or clinical site, may be subject to delay in completion of the program or dismissal. The procedure for a faculty member or the ACFWE to initiate written documentation per their judgment with a specific form addressing a violation of a professional behavior, affecting academic or clinical performance of self or with others, is as follows:

- Breach of a professional behavior, either in the classroom or clinical situations, will be recorded by the instructor on record or the ACFWE on the *Professional Behaviors Form*
- The instructor and ACFWE will review the incident with the student. When ACFWE is unavailable, other personnel from the OT department may act as a secondary party.
- The student will have an opportunity to discuss the situation. The student will also have the opportunity to write comments on the *Professional Behaviors Form* before signing and dating that the incident was reviewed with them.
- The instructor will place the signed *Professional Behaviors Form* in the student's Administrative file, ACFWE Student Fieldwork File and direct to other personnel as indicated on the *Professional Behaviors Incident Form*.
- Any breach of a professional behavior, whether incident one, two, or three may be referred to the ACFWE and Occupational Therapy Department Chair for action at the discretion of the instructor and second party. However, when a third professional behavior incident occurs, the student will automatically be referred to the ACFWE and the Occupational Therapy Department Chair. The ACFWE, Occupational Therapy Department Chair, and instructor, will review the third violation and a meeting will be established with the student and all above parties. Repercussions may include:
 - Refer for counseling evaluation
 - Delay in completion of the program
 - Dismissal from the program

COMPLAINT PROCESS

In the event of complaints concerning the Occupational Therapy Program, interested parties are encouraged to follow the procedure below:

1. Try to resolve the problem with those involved.
2. If the problem is not resolved, submit a written complaint to the Occupational Therapy Department Chair.
3. The Department Chair will look into the matter. This may involve questioning of students, staff and faculty involved.
4. The Department Chair will notify the O.T. faculty about the complaint and will consult with them in an effort to resolve the complaint.
5. All interested parties will be notified of the O.T. Departmental/faculty's decision regarding the complaint. If appropriate the Dean of the College of Health Sciences and the Vice President of Academic Affairs will be notified.
6. Written documentation of the complaint and resolution will be maintained in the O.T. Department.

STATEMENT ON PROFESSIONAL DRESS

All students are expected to dress professionally during graded classroom presentations and lab practical. Professional dress can be casual business attire such as khakis, but should not include jeans, low riding pants or short skirts. Clothing should be comfortable to allow for mobility while not allowing for exposure of skin at the waist, chest, etc. During lab practical, students should make sure that shoes are non-slip and provide appropriate support for transfers and lifting. Hats should not be worn and jewelry should not be worn that might interfere with any clinical activities.

STUDENT ORGANIZATIONS MISERICORDIA UNIVERSITY STUDENT OCCUPATIONAL THERAPY ASSOCIATION (MSOTA)

The purpose of this organization is to increase awareness of occupational therapy on campus and in the community, to increase cohesiveness among occupational therapy students, and to foster student awareness of the importance of involvement in a professional organization. MSOTA also serves to reduce costs for students who attend local, state, and national professional and educational meetings; provide service to campus and community; and provide a forum for exchanging ideas and information with other student allied health organizations.

Students are expected to be active in professional organizations. MSOTA leadership positions of President, Vice President, Treasurer, Class Representatives, COE Representative, and ASCOTA Representative comprise the Executive Board and provide students with the opportunity to

develop leadership skills. Elections are held annually. General meetings are held at least once a month and all notices are posted.

PI THETA EPSILON

Pi Theta Epsilon, the National Occupational Therapy Honor Society, was formed to recognize and encourage scholarship and service involvement of occupational therapy students. Criteria for induction into the society are determined by the national association and can be acquired from the Pi Theta Epsilon Advisor.

A student will be invited to apply for membership in Pi Theta Epsilon if she or he meets the following eligibility requirements:

1. Is enrolled in an accredited, professional entry level occupational therapy program and has attained second semester junior standing in the occupational therapy program or completed nine semester hours in a professional master's program;
2. Has at least one entire semester remaining after initiation before she or he leaves for level II Fieldwork;
3. Is among the top 35% of the class calculated from the student's cumulative scholastic record and has a GPA of at least a 3.5 on a scale of 4.0 since entering the occupational therapy program.

If a student member's cumulative grade point average drops below the top 35% of the class or below 3.2 on a scale of 4.0, the student will be placed on a one semester probationary period. If by the end of the probationary period the student member has not regained the scholastic requirements, her or his name will be deleted from active membership.

Applicants will also present evidence of two or more of the following items:

1. Memberships in professional organizations.
2. Prior scholastic recognitions and awards.
3. Evidence that papers have been submitted and/or accepted to local and/or national meetings and publications.
4. Documented leadership, e.g., service organizations or community activities during the college years.

STUDENT ORGANIZATIONS PROFESSIONAL ORGANIZATIONS – STUDENT MEMBERSHIP

New students are required to become members of the American Occupational Therapy Association and are encouraged to join their state's Occupational Therapy Association. These organizations are vital to the growth and development of the profession. Special student rates are available. Membership applications are available to new students in the OT Department Main Office, room 335 McAuley Hall, or on-line at www.aota.org.

AOTA
American Occupational Therapy Association, Inc.
4720 Montgomery Lane
PO Box 31220
Bethesda, Maryland 20824-1220
(301) 652-2682

Benefits of AOTA membership include:

- | | |
|-------------------------------|--|
| * publications | * access to 1-800 line |
| * job placement service | * admittance to members only part of website |
| * library reference/resources | * consultation service |
| * continuing education | * research programs/statistics |
| * recognitions and awards | * annual conference |
| * seminars | * discount rate credit cards |
| * auto rental discounts | * professional networks |
| * direct mail service | * quality assurance |
| * public relations/OT program | * low-cost insurance |
| * loans/scholarships/grants | * lobbying and legal consultation |
| * product discounts | |

CREDENTIALING

Licensure

Students are responsible for obtaining application materials for temporary and permanent licenses directly from their respective state licensing board.

Eligibility for permanent licensure varies from state to state. Call or write to your state capital for the address and phone number. The address of the Pennsylvania Board is:

State Board of Occupational Therapy Education and Licensure
P.O. Box 2649
Harrisburg, PA 17105-2649
(570) 783-1389
www.dos.state.pa.us

Students who are eligible to graduate (see eligibility requirements in next section) may receive a temporary license from Pennsylvania under the revised regulations. Requests for verification of this eligibility must be addressed to the Misericordia University Occupational Therapy program director in writing. Please allow at least two weeks for processing. Information on licensure application is available on permanent reserve in the Misericordia University library.

In order to be eligible to sit for the certification examination, the National Board for Certification in Occupational Therapy (NBCOT) requires that the occupational therapy student must be eligible to graduate. Eligibility to graduate includes:

1. Successful completion of all academic requirements.
2. Successful completion of all fieldwork requirements.

3. Satisfaction of all financial obligations to the university.

The NBCOT (National Board for Certification in Occupational Therapy, Inc.) is the agency, which credentials graduates of entry-level education programs. Students eligible for the NBCOT examination will be instructed in the process of application approximately six months prior to the examination date. Candidates must request a handbook and application from NBCOT. Applications must be submitted and postmarked approximately three months prior to the exam date with an official transcript submitted approximately one month prior to the exam date. Information, including expenses, is available on the NBCOT WEB SITE: WWW.NBCOT.ORG.

Graduation Requirement: University-offered NBCOT certification examination preparation course

As a requirement for graduation, all weekday and weekend program occupational therapy students are required to successfully complete the university-offered NBCOT certification examination preparation course. Successful completion is determined by successful passing of the practice examination component of that course. The course is offered at least two times per year. Students may repeat the university-offered certification examination preparation course an unlimited number of times before they pass the practice examination; once they have passed the practice exam they may proceed to graduate if all other requirements are met. There is a fee associated with the course. Please be informed that while passing the practice exam is predictive of likely success on the actual NBCOT examination, it does not guarantee that a student will pass.

NBCOT Character Review Program:

The following information may be of particular importance to individuals with a history of felony conviction, license/registration/certification revocation or suspension, criminal record, or college/university suspension. Below is an excerpt from the National Board for Certification in Occupational Therapy's web page describing its Character Review Program. This is directly quoted from <http://www.nbcot.org/webarticles/anmviewer.asp?a=77>

"NBCOT®'s character review program serves the public interest by screening illegal, unethical, and incompetent behaviors of individuals who are yet to be certified by NBCOT®. To ensure that occupational therapy practitioners meet standards of professional conduct prior to entering the profession, all applicants for certification are required to provide information and documentation related to affirmative responses to character questions on the examination application.

Candidates applying for the NBCOT® Certification Examination for OCCUPATIONAL THERAPIST REGISTERED OTR® (OTR) or CERTIFIED OCCUPATIONAL THERAPY ASSISTANT COTA® (COTA) must answer each of the following questions on the examination application:

- *Have you ever been charged or convicted of a felony? (NOTE: Candidates must answer affirmatively if records, charges, or convictions have been pardoned, expunged, released or sealed.)*

- Have you ever had any professional license, registration, or certification revoked, suspended or subject to probationary conditions by a regulatory authority or certification board?
- Have you ever been found by any court, administrative, or disciplinary proceeding to have committed negligence, malpractice, recklessness, or willful or intentional misconduct which resulted in harm to another?
- Have you ever been suspended and/or expelled from a college or university?

If the answer to any of these questions is “yes,” the candidate must submit the following information to NBCOT[®]'s Regulatory Affairs Department:

- An explanation of events regarding the incident(s) (question) to which the candidate answered “yes”;
- Copies of official documentation related to the incident(s); and
- Any additional information or documentation the candidate may wish to include, such as remedial measures taken since the incident.

NBCOT[®] will review the information submitted on an individual basis and determine whether the incident(s) has a direct relationship to a potential violation(s) of the [Candidate/Certificant Code of Conduct](#). If a direct relationship is found, the NBCOT[®]'s Qualifications and Compliance Review Committee may impose sanctions, including barring a candidate from becoming certified by NBCOT[®] either indefinitely or for a designated period of time. For additional information see [Procedures For The Enforcement Of The NBCOT Candidate/Certificant Code Of Conduct](#).

All information must be submitted and reviewed by NBCOT[®] before eligibility to take the certification examination is determined.

Any questions a candidate may have regarding whether or not there would be problems being licensed in the field would have to be answered by the regulatory entity in the jurisdiction where the candidate intends to practice. While all jurisdictions that regulate occupational therapy accept NBCOT[®] certification as one of the prerequisites for licensure, each makes its own decision and has its own rules and criteria for reviewing matters regarding good moral character. For additional information on licensure requirements, see *Getting Licensed*.

On the whole, an incident(s) that is more than 10 years old, where an individual can clearly demonstrate that he or she has taken remedial or rehabilitative measures to change their behavior, is generally reviewed favorably. Whereas, a more recent incident(s), (e.g., where an individual might still be under probationary conditions or restrictions), is reviewed with more caution and scrutiny, and may be subject to sanction by NBCOT[®]'s Qualifications and Compliance Review Committee.

Early Review

An individual who is considering entering an educational program or has already entered an educational program can have his or her background reviewed prior to actually applying for the exam by requesting an early determination review. The fee for this review is \$100.00. Click here to download the [payment form](#). In this “early determination” process, the NBCOT[®] may give early or prior approval to take the certification exam, as it pertains to good moral character, provided that the information reviewed is not found to be a violation of any of the principles of the Code of Conduct.

At the time an individual, who has received a favorable early determination review, applies to take the certification examination, he or she will still be required to respond to the character questions posed on the certification examination application. Provided that no additional incidents relating to good moral character have been incurred since the favorable review, the individual will simply need to submit a statement with his or her examination application that refers to the favorable early determination and affirms that no additional incidents have been committed since the review. He or she would not be required to resubmit the information reviewed in the early determination process.

For Early Determination a candidate must submit the following information to NBCOT[®]'s Credentialing Services Department:

- *An explanation of events regarding the incident(s) for review;*
- *Copies of official documentation related to the incident(s); and*
- *Any additional information or documentation the candidate may wish to include, such as remedial measures taken since the incident.*

For Additional Information

If you have additional questions or would like additional information, you may contact Credentialing Services at NBCOT, located at 12 S. Summit Avenue, Suite 100, Gaithersburg, Maryland 20877 (301) 990-7979. Contact character.review@nbcot.org."

GETTING LICENSED

Any questions you may have regarding whether or not you would encounter problems being licensed in the field would have to be answered by the regulatory entity in the jurisdiction where you will be practicing.

While all jurisdictions that regulate occupational therapy accept NBCOT certification as one of the prerequisites for licensure, each makes its own decision and has its own rules regarding licensing individuals with criminal records.

SPECIAL LEARNING NEEDS

Students who desire consideration of a special learning need are referred to the university catalog and course syllabi to review what programs are available to meet these needs. Should a student enroll into the Alternative Learning Program (ALP), she or he will work with their ALP counselor to make their needs known in writing using the "Program of Accommodations" (POA) form. This form will verify which accommodations are recommended by the ALP counselor who will in turn make them known to the individual faculty members of concern. Students should compare their POA with the syllabus and be proactive in asking questions about specific situations and plan accordingly.

ACADEMIC ADVISEMENT FOR STUDENTS

The occupational therapy faculty believe that student advising is an ongoing process and can occur on a formal or informal basis. The faculty also subscribe to the philosophy that advising is a shared, collaborative process among all faculty and students.

Each occupational therapy student, as a declared major, will be assigned an occupational therapy faculty advisor who in collaboration with the student will:

1. Monitor student progress academically and intervene accordingly.
2. Monitor student progress toward fulfilling core and major requirements.
3. Assist the student during the registration process.
4. Assist the student in adapting to the demands of the academic, clinical and social aspects of college life.

It is the student's responsibility to notify the advisor and the O.T. Office Secretary of any changes in address and telephone numbers for work and home. Students are also required to notify the Registrar's office, in writing, of any changes in address, telephone numbers, or name.

The student must notify their advisor in advance of any anticipated changes in their academic status. Request forms for dropping or adding courses, or off campus course credits are available in the Registrar's Office and on eMU under the Campus Services tab. These forms must be submitted to the academic advisor. Notification of unanticipated changes in academic status must be made to the academic advisor promptly to avoid penalties.

Full time faculty are required to post a minimum of four office hours per week to be available by appointment. Part-time faculty are required to inform students of times either before or after class, or via telephone, that they are available to advise regarding course work. Students are encouraged to make appointments in advance so that ample time is given for advising purposes. An ongoing advising record exists in each student's file so that major actions and performance expectations can be documented by both faculty and students. Students may, at any time, request a change in academic advisors from the Occupational Therapy Program Director.

The OT faculty refer students to other campus services as appropriate for career counseling, learning assistance, or physical and psychological health maintenance and support. Please refer to the Student Services section of the Misericordia University catalog for further information regarding the wide range of services available to Misericordia University students.

Advisement with regard to fieldwork is addressed in Part B of the Program Guide.

APA FORMAT

The most current edition of the American Psychological Association (APA) Publication Manual is required as a resource for all students. This format has been adopted by the Occupational Therapy program faculty for all writing assignments as well as research projects.

WHAT KIND OF COMPUTER ACCESS DO I NEED

The minimum configuration is a Pentium III, 1.8 GHZ, 512 meg of RAM. The standard configuration is a Pentium dual core with 2 gb of ram. If you are on campus you would have a network card. If you are accessing from off campus you need at least a dial up line with 56K modem, with a cable modem or DSL connection preferred. Macintosh systems are supported. Specific versions of Internet Explorer, Netscape, and Firefox are supported. The latest Adobe Acrobat Reader is needed. The Microsoft Office products are necessary.

The list of the browsers that are supported with the new portal are listed below:

Windows

- Internet Explorer 6.0 SP2
- Internet Explorer 7.0
- FireFox 2.0
- FireFox 3.0
- Safari 3.1

Macintosh

OS X v10.3

- Firefox 2.0
- Safari 3.1

OS X v10.4

- Firefox 2.0
- Firefox 3.0
- Safari 3.1

Note: For mobile users: a wireless card is useful and for home users, a broadband (DSL or cable) connection is recommended. Nearly all laptops come with wireless these days.

If you have any questions, please contact the Student Help Desk at studenthelp@misericordia.edu

Online Support is provided M-F from 9:00am to 4:30pm and 6:00pm - 9:00pm Sunday, Monday, and Wednesday evenings during the Fall and Spring semesters.

You can inquire at any time with your questions or problems, or you can call IT Support at 674-6345 option 2. You can also reach us by leaving a voice mail message or emailing emusupport@misericordia.edu.

For Additional Information:

- Go to e-MU login page and click into Online Help
- Browser Support Information
- Frequently Asked Questions

[Updated June, 12, 2009]

OCCUPATIONAL THERAPY DEPARTMENT ACADEMIC POLICIES

The following is a list of the Occupational Therapy Program Policies for students.

1. Admissions Criteria / 8 Hours Service
2. English Language Proficiency Exam
3. Postponing Admission
4. Occupational Therapy Course Registration for Weekday or Weekend Formats
5. Acceptance Date of Off Campus Courses
6. Weekend Program Policy
7. Science Core Requirement
8. Completing Curriculum Sequence
9. GPA for Retention
10. Retention Regarding a “D” or an “F” in an Occupational Therapy Course
11. Failure of Level I Fieldwork
12. Failure of Level II Fieldwork
13. Withdrawal From Level II Fieldwork
14. Grievance
15. No Readmission
16. Voluntary Withdrawal
17. Licensure and Graduation Eligibility
18. Maximum Length of Time for Program Completion
19. Attendance Policy – Weekend Program
20. Pertinent Forms/Documents

A copy of each of these policies follows on subsequent pages.

OCCUPATIONAL THERAPY PROGRAM ACADEMIC POLICIES

1. **POLICY: Admissions Criteria/8 Hours Service**

Admission to the Occupational Therapy program specifies that applicants have 8 hours of documented service in a health care setting with an occupational therapist upon application. Guidelines for the fulfillment and documentation of the 8 hours of service in a health care setting for applicants to the occupational therapy program are listed below:

1. Acceptable documentation will be the official letterhead of the facility where the service is clocked and signed by a supervisor or the standard form provided by the Admissions office. The letter should state a minimum hours met and the general nature of the service.
2. “Service” can be volunteer, work or school internship related.
3. “Health care setting” can refer to the setting per se (i.e., a hospital, outpatient clinic, rehabilitation facility, community health care facility, residential program for health services, state facility) or settings where “health related” services are tendered (i.e., social work setting, home health, drug and alcohol or school setting under the direction of a health care worker such as an occupational or physical therapist).
4. Unacceptable facilities are YMCA or camp experiences not related to health care services.
5. Final determination of what constitutes these requirements lies with the occupational therapy faculty. Unacceptable documentation or criteria will be returned to the applicant for redress.
6. Students will not be permitted to enroll in OT 103 until documentation of the 8 hours has been received. Any exceptions to this rule must be approved by the Department Chair.

2. **POLICY: English Language Proficiency Examinations**

Candidates with prior education completed outside of the U.S. must successfully pass the English Language Proficiency examinations given by the Educational Testing Service (ETS). Candidates must complete **one** of the options named below:

First Option: TOEFL iBT (internet-based test)

Minimum passing score = 89 (must include a minimum scaled score of 26 for “Speaking”)

Second Option: Test of English as a Foreign Language (TOEFL)

Minimum passing score = 560 (paper-based); 220 (computer-based)

Test of Written English (TWE) = 4.5

Test of Spoken English (TSE) = 50

Exemptions: Graduates of occupational therapy programs in Australia, Canada (except Quebec), Ireland, New Zealand, United Kingdom, and the United States.

Code: Candidates must write this code on the English language test/application:
2087

Test Scores: Test scores must be sent directly from the Educational Testing Service (ETS) to the Misericordia University Adult Education Department, 301 Lake Street, Dallas, PA 18612

Information:

To obtain information or schedule tests, contact the ETS at P.O. Box 6151, Princeton, NJ, 08541-6151; phone 1-877-863-3546 (toll free in US and Canada) or 1-609-771-7100, or at www.ets.org

3. POLICY: Postponing Admission

A student may postpone admission into the Occupational Therapy program for a maximum of one year. Students requiring further postponement must re-apply for admission by following the standard admission procedures, and will be considered on a competitive basis with other applications at that time.

4. POLICY: Occupational Therapy Course Registration for Weekday or Weekend Formats

Students wishing to register for a course outside of the occupational therapy format in which they are matriculating (either weekend or weekday) must submit a request in writing to the academic advisor. The advisor then forwards this request to the Student Retention Committee. Approval of these registrations will be based on space availability, the reason for the request, and demonstrated ability to handle condensed course content if the request is to take weekend course(s). Approval will be made only after course instructor approval has been granted. weekday students must also meet additional criteria as set forth by the university continuing education office in order to take weekend courses.

5. POLICY: Acceptance Date of Off Campus Courses

The date of the admissions letter, which states that students are accepted to the university, will serve as the date of matriculation. Off campus requests must be processed for any course work off campus starting after that date.

If a student receives the acceptance letter while enrolled in a course(s), those courses will be considered transfer courses, rather than off campus courses. Refer to the appropriate page in the University Undergraduate Academic catalog for details.

6. **POLICY: Weekend Program Policy**

Associate Degree Students: COTAs

Upon successful completion of all requirements associate degree students (COTAs) in the weekend program will graduate with both a Bachelor of Science Degree in Health Sciences and a Master of Science Degree in Occupational Therapy. All Misericordia University students must have 159 credits to graduate with both a BS degree and a Master of Science degree in OT.

Up to 60 credits will be accepted from the associate degree or COTA program and applied to the bachelor degree requirements (120 credits). If the student has less than 60 credits from the associate degree or COTA program, the student will be required to take more than 15 credits of core courses at Misericordia University.

Associate degree students: must take 15 credits of core courses. Misericordia University requires core courses in 5 areas: English Literature, Fine Arts, History, Religion and Philosophy. These core courses will be applied toward the Bachelor of Science degree in Health Sciences, which the student will receive along with the Master of Science degree in OT at the completion of all course requirements. Core courses must be taken at Misericordia University *after admission to our program*. **Core courses in English, History, Philosophy, Fine Arts and Religion cannot be transferred from another school.**

Please Note: COTAs must submit evidence of current NBCOT certification.

FOR ASSOCIATE DEGREE STUDENTS:

Student must also take the following prerequisite courses:

- 4 Bio 211 Anatomy & Physiology I
- 4 Bio 212 Anatomy & Physiology II
- 3 MTH 115 Statistics
- 3 PSY 290 Psychopathology
- 4 PHY 117 Physics Introduction (with Lab)

Transfer credits may be considered on an individual basis depending on the student's academic record. If credit is awarded, the student may be required to take additional courses in order to meet the degree requirements. ***Please check with our Registrar regarding prerequisite courses taken at other universities or colleges. Courses must meet Misericordia University requirements.***

Please Note:

If a student's academic record has not been consistently strong enough to suggest success in graduate level coursework, the student may be required to repeat prerequisite courses at Misericordia University or a four-year college or university as a condition of their acceptance. Students will have to retake any prerequisite course that is over 15 years old.

FOR BACHELOR DEGREE STUDENTS:

All students must complete the following prerequisite classes:

- 4 Bio 211 Anatomy & Physiology I
- 4 Bio 212 Anatomy & Physiology II
- 3 MTH 115 Statistics
- 3 PSY 290 Psychopathology
- 4 PHY 117 Physics Introduction (with Lab)

Prerequisite courses may be taken at other colleges or universities.

Transfer credits may be considered on an individual basis depending on the student's academic record. *Please check with our Registrar regarding prerequisite courses taken at other universities or colleges. Courses must meet Misericordia University requirements.*

Please Note:

If a student's academic record has not been consistently strong enough to suggest success in graduate level coursework, the student may be required to repeat prerequisite courses at Misericordia University or a four-year college or university as a condition of their acceptance. Students will have to retake any prerequisite course that is over 15 years old.

*****PLEASE NOTE: THE SCP 101 PHYSICAL SCIENCE COURSE FROM LAGUARDIA COLLEGE WILL NOT BE ACCEPTED AS A PREREQUISITE PHYSICS COURSE. PLEASE CHECK WITH MISERICORDIA UNIVERSITY'S REGISTRAR REGARDING PREREQUISITE COURSES FROM LAGUARDIA COLLEGE.**

7. POLICY: Science Core Requirement

Physics 117/717 and Physics 118/718 satisfy the Science CORE requirement at Misericordia University. Any student in occupational therapy who has completed these two courses or their equivalent has fulfilled the Science CORE requirement.

8. POLICY: Completing Curriculum Sequence

Students are required to follow the sequence of OT courses as listed in the university catalogue. Students who are unable to complete the planned curricular sequence for any reason, such as a grade of withdraw pass or course failure, must submit a written request for an exception along with a proposed sequence for curriculum to the OT department retention committee and to the OT department chair. This written proposal must be submitted no later than 30 days prior to the beginning of the semester. Students must initially contact their OT academic advisor to discuss and formulate such a request and proposal.

9. **POLICY: GPA for Retention**

For retention in the occupational therapy program, students must meet the requirements below:

For students in the freshman year of the program, a 2.7 cumulative GPA over all non OT and OT courses taken must be attained by the end of the spring term. The 2.7 GPA must be based on a minimum of 28 credits. If students fail to meet the 2.7 GPA by the end of the spring semester freshman year, they may take on campus summer courses prior to the fall sophomore year in an attempt to meet the 2.7 GPA criteria. If the 2.7 GPA is not achieved by the end of the summer semester, the student is dismissed from the Occupational Therapy program.

GPA for Weekday and Weekend Formats (other than freshman year above):

Weekend students with an OTA degree must achieve a GPA of 2.7 during the prerequisite/core semesters prior to beginning OT courses. Upon completion of the fall semester of the first year of the weekend program, students must have and maintain a cumulative GPA of 2.8 in the OT major (i.e., all course numbers prefixed by "OT" taken to date). If this GPA is not maintained, the student will be placed on a one semester probationary term. If this student fails to meet the GPA requirements during the probationary term, they will be dismissed from the Occupational Therapy program.

For Weekday students and Weekend students with bachelor's degree: Upon completion of the fall semester of year two of the weekday program and upon completion of the fall semester of the first year of the weekend program, and every cumulative semester thereafter, students need to maintain a cumulative 2.8 in the major (i.e., all course numbers prefixed by "OT" taken to date). If this GPA is not maintained, the student will be placed on a one semester probationary term. If this student fails to meet the GPA requirements by the end of the probationary term, they will be dismissed from the program.

A student has only one opportunity to be placed on probation. A second drop in GPA below 2.8 will result in program dismissal.

If you have any questions, please contact your occupational therapy advisor.

10. **POLICY: Retention regarding a "D" or an "F" in an Occupational Therapy Course**

All occupational therapy courses must be completed with a grade of a "C-" or better. The student who fails an occupational therapy course or obtains a "D" in an occupational therapy course may retake the course for a grade replacement if the student has not exhausted the grade replacements allowed by the university policy for undergraduate classes (graduate numbered classes also count in this total allowed). Students may grade

replace a maximum of two separate OT courses. If a student is in a situation where they have received an F in more than two OT courses during the same semester, then they may grade replace all of those OT courses from that semester only. They may only be granted this exception if they have not had any prior OT grade replacements. The same course, per university policy, can be repeated only one time. Prior to such grade replacement, the student may continue with other required courses so long as the course is not a prerequisite of such studies.

11. POLICY: Failure of Level I Fieldwork

Students are permitted to have no more than three criteria rated ‘unsatisfactory’ on the final Level I evaluation. Having four or more criteria rated ‘unsatisfactory’ will result in failure of Level I fieldwork. If a student fails a Level I fieldwork experience, they will be permitted to repeat only one other Level I fieldwork experience for that intervention course. The student will receive an incomplete grade for that Intervention course until the additional Level I fieldwork is completed. The student is unable to continue in the intervention course series until they demonstrate successful completion and a passing grade is formally submitted. If the student fails the second Level I fieldwork, they receive an F for that Intervention course. See the Program Guide for policies relating to an F in an OT course. Only one Level I fieldwork experience in the entire Intervention Series; OT 510, OT 511, and OT 512, can be repeated due to a failing grade. More than one fail grade in Level I fieldwork will result in dismissal from the OT program.

If the student fails and needs to repeat a Level I fieldwork experience, the ACFWE will place the student at an additional site and provide the fieldwork site information to the student and Intervention Instructor. The Fieldwork Office will be responsible for calling sites on the student’s behalf. Students are not permitted to make calls or attempt to set up their own fieldwork experience. Failure to comply will result in the student losing the site for possible placement.

12. POLICY: Failure of Level II Fieldwork

Students are only permitted to fail one Level II Fieldwork experience. A “fail” grade in a second Level II Fieldwork experience will result in dismissal from the program.

Students who for any reason, fail to complete either OT 601 or OT 602, will receive a grade of F for the semester.

13. POLICY: Withdrawal from Level II Fieldwork

If a student must withdraw from fieldwork for any reason, they must submit in writing to the Academic Coordinator of Fieldwork Education and Occupational Therapy Department Chair those reasons. The ACFWE and Occupational Therapy Department Chair will consider such points as the reason for the request; the student’s role in

choosing the site, the availability of alternate sites, and the maintenance of a good working relationship with the current site, in determining whether or not a withdrawal will be approved. Students are not permitted to withdraw from a Level II Fieldwork experience without the permission of the ACFWE and the Occupational Therapy Department Chair.

If the student was failing the fieldwork at the time of withdrawal, a failing grade will be documented in the student's Occupational Therapy Department file. Only one withdrawal may be approved for each student over the course of both Level II fieldwork experiences. Students may be granted permission to withdraw from more than one fieldwork in cases of medical necessity. These will be dealt with on a case-by-case basis by the ACFWE and the Occupational Therapy Department Chair and will require the appropriate medical paperwork by the student's medical physician.

14. POLICY: Grievance

According to the Misericordia University Undergraduate/Graduate Academic Catalog, "The university provides a uniform method by which students can pursue grievable issues. Grievable issues are either complaints about alleged violations of the institution's academic policies or about unfairness in the application of policies." Please consult the University Catalog for additional information and the grievance procedure.

15. POLICY: No Readmission

Students who are dismissed from the Occupational Therapy Program may not be readmitted to the program.

16. POLICY: Voluntary Withdrawal

Students wishing to voluntarily withdraw from the university should follow the procedures outlined in the *Misericordia University Undergraduate Graduate Catalog*.

All students who voluntarily withdraw must complete an Occupational Therapy Department Voluntary Withdrawal Form. Those students who anticipate that they may be returning to the University within the one year time period must inform the Department Chair or Program Director at least three months prior to their return.

Students should be cognizant of the likelihood that they may need to retake courses in OT, even if a passing grade was achieved, if a significant time phase has elapsed since a course was taken and a student is readmitted into the program. Occupational Therapy Program curriculum changes may necessitate retaking a course(s). Any course may need to be retaken if more than three years have elapsed since the taking of such course and a concern for currency of knowledge or skills is raised towards preparation for future coursework and/or fieldwork is

raised. The Retention Committee in consultation with the Department Chair if any course needs to be retaken jointly makes the decision.

After 1 year has elapsed, students in good standing who withdraw from the program can send a letter to the Department Chair or Program Director requesting readmission. They will have their records reviewed and readmission will be determined by the Department Chair in consultation with the Retention Committee, based on qualifications, space availability, and any additional criteria required at the discretion of the Department Chair in consultation with the Retention Committee. Readmission is not guaranteed. Reentry may only be granted to students who voluntarily withdraw in good academic standing. It will not be granted to students who are dismissed due to academic performance, ethical or behavioral concerns, fieldwork issues, or for other reasons. A student may exercise the clause guaranteeing that a place will be held in the program for them upon re-admittance one time only.

17. POLICY: Licensure and Graduation Eligibility

In order to apply for a temporary or permanent occupational therapy license and to be qualified to sit for the NBCOT examination, the occupational therapy student must be eligible to graduate.

Eligibility for graduation includes:

1. Completion of all academic requirements;
2. Completion of all fieldwork requirements; and
3. Having met all financial obligations with the University.

If each of the above considerations is not met, the Occupational Therapy Department and Misericordia University will not certify completion of course work as a pre-requisite to obtaining a temporary or permanent occupational therapy license. Furthermore, the student's name will be withdrawn from the eligibility list to sit for the NBCOT examination.

18. POLICY: Maximum Length of Time for Program Completion

Students have a maximum of six years to complete the weekday program sequence and five years to complete the weekend program sequence, including fieldwork experiences. Students who do not complete the sequence under these time frames will be withdrawn from the program. Any exceptions to this policy can occur only under the most extraordinary circumstances and must be part of a pre-approved action upon petition to the Retention Committee and from consultation with the Department Chair.

Students may be expected to retake courses in occupational therapy, even if a passing grade is achieved, if a significant time phase has elapsed since a course was taken and a student is readmitted into the program. Any course may need to be retaken if more than three years have elapsed since the taking of such course and a concern for currency of knowledge or skills is raised towards preparation for future coursework and/or fieldwork is a concern. The decision on whether any courses needs to be retaken are jointly made by the Department Chair in consultation with the Retention Committee.

19. POLICY: Attendance Policy – Weekend Program

Attendance at all scheduled weekend sessions is mandatory.

During Year I and Year 2, all weekend students are required to attend **eight** weekend sessions during the fall and spring terms, and **seven** weekend sessions during the summer terms. Some OT courses may be offered in a reduced number of sessions with distance learning requirements.

****Please Note:** In extraordinary circumstances, one absence may allow the student to remain in the course, but result in:

- A grade reduction for the entire course
- A grade of 0 for any type of exam, quiz or lab practical
- A grade of 0 for class participation
- A grade of 0 for specific in-class assignments or activities

If the student has more than one absence, the student will have to withdraw from the course and repeat the course the following year. The student may continue with other courses so long as the course is not a co-requisite or prerequisite of such studies.

****Please Note:** For courses with an online component and reduced number of class meetings, all on-campus time is mandatory and any absence will require the student to withdraw from the course.

20. POLICY: Pertinent Forms/Documents

It is the student's responsibility to obtain, complete and submit the following documents to a designated member of the Occupational Therapy Department. This may include the Program Chair, Weekend Program Director, Academic Fieldwork Coordinator, Fieldwork Assistant and/or the student's advisor. Students are required to submit each form with a specified timeframe. **Failure to submit each form on the scheduled due date will incur a \$50.00 late fee for EACH form or document. In addition, students will not be permitted to start Level I or Level II Fieldwork if they do not submit the Essential Function Document, Student Data Sheet and Student Health Form.**

- a. Registration forms must be completed and signed by the student. It is the student's responsibility to submit the form directly to the student's advisor. The

Weekend Program Director will post the due date each semester through the Misericordia University email system.

- b. Each student will review and sign the Essential Functions for Occupational Therapy Students Document on a yearly basis. The Essential Function Document is posted on the Misericordia University eMU groups' pages under 'files.' The student is responsible for downloading the document, reviewing the content and returning the last page to the Weekend Program Director. The last page must be dated and signed by the student. The due date will be September 1st of each year.
- c. Student Health Form:

Students are required to submit a "Student Health Form" for Level I fieldwork. A healthcare provider must complete this form and attach all required reports. It is the student's responsibility to ensure that all required health information and forms have been submitted by the due date to the Director of Student Health Services. The Student Health Center is located on the lower level of the Anderson Sports Center and may be reached by calling (570) 674-6276. Forms will be reviewed and approved by the Student Health Services Director. Students are then required to pick up their own record at a time to be determined by the Director. **It is the students' responsibility to maintain and distribute copies of their personal Health Forms to each Level I site in each of the three Intervention courses.** The Health Form is valid for **one year** from the date of the examination. Those students with latex allergies are strongly encouraged to not only notify the Student Health Services Director but also the intervention instructor and Fieldwork Educator immediately.

No student may begin his or her fieldwork placement until all health information has been approved. If a student has not submitted all health information to the Student Health Services Director by the first scheduled day of fieldwork, the student will be withdrawn from the fieldwork and subsequent courses. This will delay the student's progression through the curriculum by one year. The Fieldwork Office will notify students of the dates the Student Health Form is due on a yearly basis. The Fieldwork Office will not be responsible for reminding students by mail, phone, or posted lists of the responsibility to complete the form and hand it in for clearance after the due date and prior to the start of the Intervention course.

***All students are required to provide proof of medical insurance. Without it, they are not permitted to attend Level I fieldwork. A student policy is available for purchase by contacting the Dean of Students Office at (570) 674-6238.**

d. Personal Data Sheet:

The student is required to complete a Personal Data Sheet for each Level I fieldwork and submit two signed originals to the Fieldwork Office. One is sent to the fieldwork site by the fieldwork office with a confirmation letter and the other is filed in the student's fieldwork file. This form provides pertinent information about the student. The form is the first communication the student has with a fieldwork site. It must be typed and signed. For the convenience of the student, the Personal Data Sheet is provided as an attachment on electronic mailing to the student during year two of the program. Two updated forms are due prior to each Intervention fieldwork, and may be returned to the fieldwork office during the semester before the scheduled fieldwork. Failure to comply will delay Level I fieldwork. **No faxed, photocopied, handwritten, or unsigned forms will be accepted.**

FIELDWORK MANUAL

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OCCUPATIONAL THERAPY FIELDWORK EDUCATION

INTRODUCTION

Fieldwork education is designed to provide occupational therapy students with opportunities to integrate academically acquired education with practice. It is during the students' experiences in fieldwork that they can learn, apply, practice and refine skills of observation, evaluation, treatment planning and implementation, documentation and communication. In the fieldwork setting, the students begin to define their future role as practicing occupational therapists and can develop the necessary personal and professional skills essential to meeting the demands of this challenging field.

Fieldwork education is divided into Level I Fieldwork and Level II Fieldwork and is an essential and required component of the occupational therapy educational program by the Accreditation Council for Occupational Therapy Education (ACOTE). Upon successful completion of all coursework, including Level I and Level II Fieldwork, students are qualified to take the National Board for Certification in Occupational Therapy (NBCOT) examination. Information pertaining to this examination is provided in the last semester of the graduate year.

The following information is an overview of fieldwork education for the Occupational Therapy Program at Misericordia University. Students are provided with this information in detail during the Fieldwork Seminar held in the junior year for the weekday students and the second year for the weekend students. Level I and Level II Fieldwork Manuals containing this information in a condensed format are available on the Occupational Therapy Department website at www.misericordia.edu.

All information concerning students and their fieldwork education is considered confidential and is bound by the United States Buckley Amendment. No information can be provided concerning the student without the student's written and verbal consent except in the cases of accreditation, in connection with the student's application for, or receipt of financial aid, and in the case of an emergency if the knowledge of such information is necessary to protect the health and safety of the student or others. A copy of criteria for the Buckley Amendment may be obtained in the Fieldwork Office, McAuley Walsh Building, room 300.

ACADEMIC COORDINATOR OF FIELDWORK EDUCATION

The Academic Coordinator of Fieldwork Education (ACFWE) is a full time member of the Occupational Therapy Department. The ACFWE's primary responsibilities include;

- Coordinating Level I and Level II fieldwork experiences for weekday and weekend student
- Developing, synthesizing, and managing all aspects of the fieldwork office and student fieldwork education
- Creating and overseeing all policies and procedures related to fieldwork education
- Advising and collaborating with faculty, students, and fieldwork educators related to fieldwork education
- Ensure that the fieldwork program reflects the sequence, depth, focus, and scope of content in the curriculum design.

FIELDWORK ADMINISTRATIVE ASSISTANT

The Fieldwork Administrative Assistant is a full time member of the Occupational Therapy Department. Primary responsibilities include;

- Liaison between University and Fieldwork sites in placing students in Level I and II fieldwork experience
- Managing all paperwork related to fieldwork including initiating and processing contracts with fieldwork sites
- Maintaining the fieldwork database and all administrative files
- Maintaining the fieldwork sites for Professional Liability Insurance
- Communicating with students via telephone and e-mail concerning general fieldwork information

LEVEL I FIELDWORK

Level I fieldwork is an essential component in the education of an occupational therapy student. At Misericordia University, there is a Level I fieldwork experience for each intervention course offered in the curriculum. Experiences in Level I fieldwork include; observation, interaction with clients and other professionals, participation in the intervention process under direct supervision, developing an understanding of the needs of clients, and evaluation of the student's performance in these areas.

Level I fieldwork is a collaborative learning process. The fieldwork supervisor works directly with the university and Level I student to enhance knowledge learned in the classroom and role model occupational therapy practice in a specific area of practice. The student learns and practices skills of the occupational therapist under direct supervision working in a variety of practice settings while simultaneously learning the intervention process in lecture, lab, and seminar. Under direct supervision and with a solid knowledge base, the student is able to “learn by doing”.

In the weekday program, occupational therapy students start the Level I fieldwork portion of their education in the junior year. Students are required to participate in eight scheduled fieldwork days in each of the intervention courses. In the weekend program, occupational therapy students start the Level I fieldwork portion of their education in the second year. All students in the weekend program are required to participate in a minimum of sixty scheduled fieldwork hours in each of the intervention courses.

LEVEL I FIELDWORK OBJECTIVES

Under direct supervision of the Level I Fieldwork Educator, the student will;

- Work collaboratively with others
- Actively participate in the supervisory process
- Accept feedback in a constructive manner
- Use feedback to modify performance
- Accept and adapt to change
- Interact with others in an open and respectful manner
- Treat program participants with dignity and respect
- Respect cultural and personal differences of others
- Interact and participate within a group
- Demonstrate the ability to consider other’s needs
- Demonstrate the ability to verbally and non-verbally communicate in an appropriate and professional manner
- Ensure that written communication is grammatically correct and free of spelling and punctuation errors
- Be aware of personal strengths and needs
- Be punctual and demonstrate responsibility in calling if late or absent
- Manage unstructured time effectively
- Take responsibility for initiating and researching conditions/intervention strategies not yet covered in class
- Consistently prepare for each fieldwork without prompting
- Identify and explain the role of occupational therapy at the setting
- Adhere to all safety procedures and use sound judgment related to and during the OT process
- Respect and maintain confidentiality
- Demonstrate ability to initiate and ask accurate questions about the intervention process
- Demonstrate knowledge of medical conditions within consideration of the specific intervention course content

LEVEL I FIELDWORK EXPERIENCES IN THE INTERVENTION SERIES

OT 510 Pediatric Occupational Performance Intervention I- students in the weekday program will spend eight full workdays, for at least six hours per day, once a week observing and interacting with child/adolescent clients in a variety of service delivery models. Students in the weekend program will complete a minimum of sixty hours observing and interacting with child/adolescent clients in a variety of service delivery models. Working under direct supervision of an Occupational Therapist, Certified Occupational Therapy Assistant or other qualified non-OT professional, students will have the opportunity to observe and/or implement the knowledge learned in OT 510 intervention lecture and lab series. Students relate to clients only under direct supervision and use only those techniques in which they have been educated. All students must comply with fieldwork site prerequisites, available on file in the fieldwork office and through the fieldwork site. All weekday students and those weekend students completing the Level I child/adolescent fieldwork in the state of Pennsylvania must complete a Pennsylvania State Police Criminal Record Check, Pennsylvania Child Abuse Clearance and FBI Fingerprinting. The PA Child Abuse Clearance will be provided to the student during the Mandatory Fieldwork Seminar, junior year for weekday students and second year for weekend students. The FBI Fingerprinting and PA Criminal Record Check may be obtained on the student group pages under the “link” section. Forms are valid for one year from date of issue. A copy of the form must be provided to the fieldwork site and the Fieldwork Office. Students keep the original.

OT 511 Adult Occupational Performance Intervention II- students in the weekday program will spend eight full workdays, for at least six hours per day, once a week observing and interacting with adult clients in a variety of service delivery models. Students in the weekend program will complete a minimum of sixty hours observing and interacting with adult clients in a variety of service delivery models. Working under direct supervision of an Occupational Therapist, Certified Occupational Therapy Assistant or other qualified non-OT professional, students will have the opportunity to observe and/or implement the knowledge learned in OT 511 intervention lecture and lab series. Students relate to clients only under direct supervision and use only those techniques in which they have been educated. All students must comply with fieldwork site prerequisites, available on file in the fieldwork office and through the fieldwork site. All weekday students and those weekend students completing the Level I adult fieldwork in the state of Pennsylvania must complete a Pennsylvania State Police Criminal Record Check. Forms are valid for one year from date of issue. A copy of the form must be provided to the fieldwork site and the Fieldwork Office. Students keep the original.

OT 512 Geriatric Occupational Performance Intervention III- students in the weekday program will spend eight full workdays, for at least six hours per day, once a week observing and interacting with geriatric clients in a variety of service delivery models. Students in the weekend program will complete a minimum of sixty hours observing and interacting with geriatric clients in a variety of service delivery models. Working under direct supervision of an Occupational Therapist, Certified Occupational Therapy Assistant or other qualified non-OT professional, students will have the opportunity to observe and/or implement the knowledge learned in OT 512 intervention lecture and lab series. Students relate to clients only under direct supervision and use only those techniques in which they have been educated. All students must comply with

fieldwork site prerequisites, available on file in the fieldwork office and through the fieldwork site. All weekday students and those weekend students completing the Level I geriatric fieldwork in the state of Pennsylvania must complete a Pennsylvania State Police Criminal Record Check. Forms are valid for one year from date of issue. A copy of the form must be provided to the fieldwork site and the Fieldwork Office. Students keep the original.

LEVEL I FIELDWORK POLICIES AND PROCEDURES

FIELDWORK SEMINAR

All students will attend a mandatory fieldwork seminar meeting scheduled by the ACFWE the semester prior to the first Level I fieldwork experience. At the fieldwork seminar meeting, students will learn the fieldwork process, policies, procedures, and begin filling out all of the initial necessary paperwork provided by the Fieldwork Office. Students will be assigned a designated time to meet with the ACFWE following the meeting. This meeting will be the students one on one time with the ACFWE in which the student's experiences and interest will be discussed and any additional questions the student may have related to fieldwork and the fieldwork process can be answered. From the information obtain in these two meetings; the ACFWE will begin the Level I placement process. Students who do not attend the mandatory fieldwork seminar or who do not hand in their required paperwork on the designated due date to the Fieldwork Office will not be placed for Level I fieldwork which will delay their progression in the OT curriculum.

LEVEL I FIELDWORK PLACEMENT PROCESS

The ACFWE will place all students for each Level I fieldwork experience according to the *ACOTE January 1, 2008 Revised Standards for an Accredited Educational Program for the Occupational Therapist*. Level I fieldwork placement decisions by the ACFWE are based on creating a variety of fieldwork experiences for the student in Level I and Level II fieldwork. Students are not permitted under any circumstance to arrange a fieldwork experience for themselves at any time throughout the educational process. Any student arranging their own fieldwork experience will forfeit that placement immediately. Geographic location of the fieldwork site, transportation needs and the student's financial situation will not be considered in the fieldwork placement process due to the number of students being placed for fieldwork and the national competition for placements at fieldwork sites. The ACFWE reserves the right to make all final determinations of the Level I fieldwork experience.

NOTIFICATION OF LEVEL I FIELDWORK PLACEMENT

Level I fieldwork placements will be posted for all students on the Fieldwork Bulletin Board outside of room 301, McAuley Walsh building. All students will be notified of Level I fieldwork placements via electronic mail using Misericordia University's E-Mu system. Level I fieldwork placements will be posted on the fieldwork bulletin board for weekday students the first week of the second semester junior year, first week first semester of the senior year and first week second semester of the senior year. Level I fieldwork placements will be posted on the fieldwork bulletin board for weekend students the fall semester of the second year, spring semester of the second year and summer semester of the third year.

Placement information provided will be fieldwork site name, site address, telephone number and contact person. The contact person listed may not necessarily be the student's direct supervisor. All students are required to call their Level I fieldwork site upon notification. It is expected that the student will introduce themselves to the contact person and obtain all necessary information related to the fieldwork site and experience prior to beginning the fieldwork. In the case for weekday students that multiple students are placed at a site, one student will be identified on the posting as the group's contact to call the site.

STUDENT CONTACT WITH FIELDWORK SITE

Students are not permitted under any circumstance to contact a site on their own behalf for Level I fieldwork placement. If a student does contact a site, the student will automatically forfeit that placement. A second violation of this policy will result in the ACFWE citing the student for a professional behavior violation and requiring a meeting with the Professional Behaviors Committee. The only time the student is permitted to contact a site is after they have been notified of confirmation of Level I fieldwork by the Fieldwork Office.

CANCELLATION/CHANGES

Students are not permitted to cancel or change a fieldwork experience. The Fieldwork Office is responsible for notifying the student if a fieldwork site cancels or changes the fieldwork experience. Notification to the student will occur within one working day, if possible. The ACFWE will reassign the student to a Level I fieldwork experience as soon as one becomes available. Students are not permitted to contact a site on their own behalf. The ACFWE and the Fieldwork Office cannot be held responsible for a site canceling a Level I fieldwork experience or requesting a change in the fieldwork experience offered.

CONFLICT OF INTEREST AT A LEVEL I FIELDWORK SITE

The Conflict of Interest Policy has been established to protect the student, Misericordia University, Fieldwork Educator, Fieldwork Site and client of occupational therapy services from possible situations where a student's performance and/or judgment may be called into question in the case of any or all circumstances listed below. It is the student's responsibility to identify any and all conflicts as listed below. Failure to comply will result in immediate withdrawal from

that site and possible delay in fieldwork and subsequent coursework. The following criterion is considered a possible conflict of interest at a facility:

- You are presently or were an employee of a site in the past three years.
- You or someone in your immediate family is or was a recipient of rehabilitation services.
- You or someone in your immediate family is involved in litigation at the site.
- Your prospective supervisor is an immediate relative, significant other or close personal friend.
- You have been an applicant for a position at the site within the last two years.

PROFESSIONAL BEHAVIORS

Students will be held accountable for professional behaviors in all aspects of fieldwork education. Any student violating a professional behavior as listed in the Program Guide Policies will have a Professional Behaviors Form completed on them and be required to meet with the ACFWE for review, discussion and disciplinary action. All incidents will be maintained in the student's permanent academic file.

LEVEL I FIELDWORK ATTENDANCE

Weekday students must attend eight Level I fieldwork days. There are make-up days within the academic calendar each semester to accommodate illness, emergency or cancellation due to circumstances beyond the student's control such as weather. Students are expected to complete six hours per fieldwork day under the direct supervision of the Fieldwork Educator. This does not include lunch.

Weekend students must complete a minimum of sixty hours of Level I fieldwork. Weekend students must complete the Level I fieldwork in the designated semester time frame. Level I fieldwork can begin the Monday after the first weekend intervention course and must be completed and all required paperwork handed in to the intervention instructor by the last weekend intervention course. Placements will not be based on the weekend students current work situation. Make-up days due to illness, emergency or cancellation due to circumstances beyond the student's control such as weather must be arranged at the convenience of the Fieldwork Educator. Lunch is not included in the minimum sixty hours of direct supervision by the Fieldwork Educator.

The Student Code of Ethics and Misericordia University Occupational Therapy Department Professional Behaviors Policy will be strictly enforced. Absences other than the above stated will not be permitted or considered valid. It is the student's responsibility to notify the Fieldwork Educator and OT Fieldwork Office in the event of an absence prior to the scheduled start time of the fieldwork day or in the event they will be late for the fieldwork experience. Failure to notify the Fieldwork Educator and OT Fieldwork Office will result in a written warning being placed in the student's academic file. If there is a second occurrence of absence without notification, the student will receive a failing grade for the fieldwork component of the Intervention course. All absences must be made up at the convenience of the Level I Fieldwork Educator.

If the university is closed due to inclement weather, Level I fieldwork is cancelled but must be made up before the end of the semester at a date convenient for the Fieldwork Educator. If the Level I fieldwork site is closed due to inclement weather, Level I fieldwork must be made up before the end of the semester at a date convenient for the Fieldwork Educator.

EVALUATION OF LEVEL I FIELDWORK EXPERIENCE

Students will be evaluated by the Fieldwork Educator at the fieldwork site using the *Misericordia University Fieldwork Evaluation Form*. Evaluation of the student's performance in fieldwork is an on-going process, which occurs during supervisory sessions at the fieldwork site. It can be both formal and informal to assist the student, the Fieldwork Educator, and the Intervention Instructor in identifying a student's strengths and need areas. *Misericordia University Fieldwork Evaluation Form* is based on a satisfactory, needs improvement, and unsatisfactory grading scale.

The *Misericordia University Fieldwork Evaluation Form* is completed at the midterm point, fourth week for weekday students and thirty-hour mark for weekend students, by the Fieldwork Educator. The Fieldwork Educator reviews the completed evaluation with the student and provides an opportunity for discussion and feedback on performance. A copy of the completed and signed evaluation form is returned to the Intervention Instructor for review. The final evaluation is completed on the eighth week for weekday students and at the sixty-hour mark for weekend students by the Fieldwork Educator. The Fieldwork Educator reviews the completed final evaluation with the student and provides an opportunity for discussion and feedback on performance. A copy of the completed and signed evaluation form is returned to the Intervention Instructor for review and a final grade. Both the midterm and final must be reviewed, signed and dated by the student and Fieldwork Educator.

STUDENT CRITIQUE OF THE FIELDWORK SITE

Students are required to complete, on the final day of the fieldwork experience, the *Misericordia University Student Critique of the Fieldwork Experience*. The critique must be reviewed with the Fieldwork Educator, signed and dated by both the student and the Fieldwork Educator at the Fieldwork Site and returned with the student's final evaluation.

LEVEL I FIELDWORK TIME LOG

Students are also responsible for completing the *Misericordia University Time Log*. Fieldwork Educators at the fieldwork site must initial and date to verify that the student attended the fieldwork site on the documented dates and times. This form is returned with the final evaluation and critique of the experience.

FAILURE OF A LEVEL I FIELDWORK EXPERIENCE

Students are permitted to have no more than three criteria rated 'unsatisfactory' on the final Level I evaluation. Having four or more criteria rated 'unsatisfactory' will result in failure of Level I fieldwork. If a student fails a Level I fieldwork experience, they will be permitted to repeat only one other Level I fieldwork experience for that intervention course. The student will

receive an incomplete grade for that Intervention course until the additional Level I fieldwork is completed. The student is unable to continue in the intervention course series until they demonstrate successful completion and a passing grade is formally submitted. If the student fails the second Level I fieldwork, they receive an F for that Intervention course. See the Program Guide for policies relating to an F in an OT course. Only one Level I fieldwork experience in the entire Intervention Series; OT 510, OT 511, and OT 512, can be repeated due to a failing grade. More than one fail grade in Level I fieldwork will result in dismissal from the OT program.

If the student fails and needs to repeat a Level I fieldwork experience, the ACFWE will place the student at an additional site and provide the fieldwork site information to the student and Intervention Instructor. The Fieldwork Office will be responsible for calling sites on the student's behalf. Students are not permitted to make calls or attempt to set up their own fieldwork experience. Failure to comply will result in the student losing the site for possible placement.

REQUIRED PREREQUISITES

All students are required to complete and provide, at designated times, as per the OT Fieldwork Office time line, specific Level I fieldwork prerequisites. Those include but may not be limited to:

- Student Health Form
- Personal Data Sheet
- Pennsylvania Child Abuse Clearance
- Pennsylvania State Police Criminal Record Check
- FBI Fingerprinting
- CPR Certification

STUDENT HEALTH FORM

Students are required to submit a *Misericordia University Student Health Form* for Level I fieldwork. A healthcare provider must complete this form and attach all required reports. It is the student's responsibility to ensure that all required health information and forms have been submitted by the designated due date to the Academic Coordinator of Fieldwork Education. Weekday student submission of forms to the ACFWE is in December of the junior year. Weekend student's submission of forms to the ACFWE is in September of the first year. Forms will be reviewed and approved by the ACFWE and Student Health Services Director. Students in the weekday program will be required to pick up their own record at a time to be determined by the Director. Students in the weekend program will be mailed their own record by the Director of Student Health Services.

Students will not be permitted to begin or participate in any Level I fieldwork experience without health clearance from Misericordia University's Student Health Services Director. If a student has not submitted all health information to the Student Health Services Director and is not cleared for Level I fieldwork by the first week of scheduled fieldwork experiences, the student will be withdrawn from the fieldwork and subsequent courses by their academic advisor. This will delay the student's progression through the curriculum by one year. It is the student's

responsibility to maintain and distribute copies of their personal *Student Health Form* to each Level I site in each of the three intervention courses on the first day of the fieldwork experience. The *Student Health Form* is valid for one year from the date of the examination. Those students with latex allergies are strongly encouraged to not only notify the Student Health Services Director but also the Intervention Instructor and Fieldwork Educator immediately.

The Fieldwork Office will notify students of the dates the *Student Health Form* is due on a yearly basis. The Fieldwork Office will not be responsible for reminding students by mail, phone, or posted lists of the responsibility to complete the form and hand it in for clearance after the due date and prior to the start of the intervention course. To maintain student confidentiality, the ACFWE will be responsible for reviewing the Essential Functions portion of the Student Health Form and then forward it for final health clearance to the Student Health Services Director. The Fieldwork Office will not keep on file, fax or mail Student Health Forms. Students that have questions concerning the *Student Health Form* are directed to call the Student Health Center at (570) 674-6276. All students are required to provide proof of medical insurance with the *Student Health Form*. Without it, they are not permitted to attend Level I fieldwork. A student policy is available for purchase by contacting the office of the Vice President of Student Affairs at (570) 674-6238.

PERSONAL DATA SHEET

Students are required to complete the *AOTA Personal Data Sheet* for each Level I fieldwork and submit two signed originals to the Fieldwork Office. One sheet is sent to the fieldwork site with a confirmation letter and the other is filed in the student's fieldwork file maintained by the Fieldwork Office. This form provides pertinent information about the student. The form is the first communication the student has with the Fieldwork Site. It must be typed, free of grammatical and spelling errors and signed. For the convenience of the student, the *AOTA Personal Data Sheet* is provided on the students' group page as a file on the e-MU system. Updated *AOTA Personal Data Sheets* are due prior to each intervention course and must be returned to the Fieldwork Office on designated due dates provided on the student time line. Failure to comply will delay Level I fieldwork. No faxed, photocopied, handwritten or unsigned forms will be accepted.

PENNSYLVANIA CHILD ABUSE CLEARANCE

All students in the weekday program and those weekend students completing a Level I experience in the state of Pennsylvania are required to file Pennsylvania Child Abuse Clearance forms with the PA Department of Welfare prior to OT 510 or a Level II Fieldwork in pediatrics. Forms will be provided by the Fieldwork Office and distributed at the Fieldwork Seminar. Students should allow six to eight weeks processing time and are responsible for the fee incurred for clearance. The student must provide the Fieldwork Office and Level I Fieldwork Site a copy of the notarized form. No student will be permitted to begin OT 510 or Level II pediatric fieldwork in the state of Pennsylvania without this clearance. Clearances are valid for one year. Students completing a Level I intervention experience in another state must contact their state Department of Welfare to verify if a child abuse clearance is required in that state.

PENNSYLVANIA STATE POLICE CRIMINAL RECORD CHECK

All students in the weekday program and those weekend students completing a Level I fieldwork experience in the state of Pennsylvania are required to file Pennsylvania Criminal Record Checks with the Pennsylvania State Police prior to OT 510 and OT 512. Forms and directions for filing will be provided by the Fieldwork Office as a posting on the students' groups page on the e-MU system. Students should allow six to eight weeks processing time by mail or 24 hours by electronic mail and are responsible for fees incurred. Upon clearance, the student must submit a copy of the notarized form to the OT Fieldwork Office and the Level I OT 510 and OT 512 fieldwork sites. No student will be permitted to begin Level I intervention courses requiring the clearance without the check. Clearances are valid for one year. Students completing Level I fieldwork experiences in another state must contact the State Police in that state to obtain that state's criminal record check if available.

FBI FINGERPRINTING

All students will be required to complete FBI fingerprinting. FBI fingerprint-based background check is a multiple-step process. Students must register with Cogent Systems, pay a fee for fingerprint services, and complete the fingerprint process. Detailed information is provided to the students on completing the process during the mandatory fieldwork seminar and can be found as a posted "link" on the student's group page on the e-MU.

CPR CERTIFICATION

All students are required to be certified in Professional Level CPR. The student will be registered by their academic advisor for CPR in the junior year for weekday students and first year for weekend students. Students who are currently certified must contact the ACFWE for approval to use that CPR certification. Students are not permitted to participate in Level I fieldwork without CPR Certification. A copy of the student's certification will be provided to the OT Fieldwork Office. The original certification card will be mailed to the student. All three Level I fieldwork sites must be provided with a copy of the student's CPR Certification. It is the student's responsibility to provide this copy on the first day of the fieldwork experience.

DRESS CODE

Dress code requirements will be strictly enforced by the Intervention Instructor, ACFWE and the Fieldwork Educator. Students are to have a neat professional appearance. No jeans, shorts, leggings, low riding pants, cropped tops or dangling jewelry should be worn. If the student has visible body piercing, other than earrings, it must be removed prior to attending fieldwork. Shoes should have a low heel, closed toe and be comfortable. Nametags, ordered by the Fieldwork Office, must always be worn to identify the student as a Misericordia University Occupational Therapy Student. Students must follow all dress code requirements of the Level I fieldwork site.

INFECTION CONTROL

Students will follow the fieldwork facility's guidelines for providing care to clients with a communicable disease and take full responsibility for that knowledge.

Students will follow Standard Precautions at all times during contact with all clients.

Students should discuss with their fieldwork supervisor and intervention instructor any questions related to providing care to clients.

CELLULAR PHONE USE DURING FIELDWORK

Cellular phones are to be turned off during Level I fieldwork. Any student identified by the Fieldwork Educator as using their cellular phone to either talk or text during treatment and supervision times will be written up on Professional Behaviors Violations and be required to meet with the Professional Behaviors Committee. If a student is identified a second time for talking or texting on their cellular phone during treatment and supervision times they will automatically fail that Level I fieldwork experience.

STUDENTS WITH SPECIAL NEEDS

As stated in the University catalog: "The University, through the Dean of Students and the Alternative Learners Project (ALP), coordinates its efforts to integrate students with disabilities into all areas of campus life. All academic support services/accommodations needed for classroom/clinical/field experiences are coordinated through the Alternative Learners Project. Services from the ALP are provided based on provision and acceptance of specific documentation requirements."

If you have any special learning needs, please be aware it is your responsibility to contact the University's Alternative Learners Project in order to identify any needed accommodations. Before accommodations are provided, approval for accommodations must be given by the ALP. Faculty cannot provide accommodations until written documentation in the form of a POA (Program of Accommodation) is received from the ALP.

Please be aware that no accommodations will be provided unless the appropriate documentation is completed. If needed, please talk to the instructor about specific cognitive, emotional, and physical demands involved in the classroom activities and assignments.

When considering accommodations, it is also important that the student refer to the latest version of the OT Department Essential Functions document. Please refer to the University Catalog under "Learning Resource Center" and "Alternative Learners Project" for additional information.

ACADEMIC COORDINATOR OF FIELDWORK EDUCATION AND OT DEPARTMENT CHAIR CONSENT

The ACFWE and the OT Department chair have the right to cancel or delay a student from attending Level I fieldwork. Reasons for cancellation or delay of a Level I Fieldwork may

include but not limited to; documented professional behaviors violations, not meeting the academic criteria to continue, and not meeting all required prerequisites of either the Level I fieldwork site or academic institution.

RESPONSIBILITIES OF THOSE INVOLVED IN THE LEVEL I FIELDWORK PROCESS:

ACADEMIC COORDINATOR OF FIELDWORK EDUCATION AND THE FIELDWORK OFFICE:

- Investigate new sites for potential fieldwork opportunities.
- Establish contracts and insurance for new sites.
- Maintain contracts and insurance with existing sites.
- Provide all fieldwork sites with Program Guides and ACOTE Standards.
- Provide a list of all student placements for Level I fieldwork to the designated Intervention Instructors.
- Track and monitor the student prerequisites for each intervention.
- Document and track all OT student placements to ensure that each student is experiencing a wide range of experiences in service areas with a variety of clients.
- Works collaboratively with the Director of Student Health Services in ensuring students have health clearance for fieldwork.
- Send the Fieldwork Educator a Level I fieldwork confirmation letter and student *AOTA Personal Data Sheet*.
- Meet with students concerning any issues or professional behaviors violations.
- Handle all telephone contact and written correspondence for all student placements.
- Post a list of all weekday and weekend student placements for each intervention course.
- E-mail student placement confirmations to weekday and weekend students.
- Make Level I midterm calls to sites concerning student performance.
- Provide on-site visits when necessary or requested.
- Place all midterm and final Level I evaluations in the student's academic file.
- Place all final student critique of Level I Fieldwork Experience forms into the administrative filing system.

INTERVENTION INSTRUCTOR

- Provide each Level I facility with a copy of the course syllabus and assignments.
- Review with OTS during the first week of classes, Level I fieldwork expectations, professional behaviors and policies/procedures of Level I fieldwork.
- Provide the Fieldwork Educator and students with assignments for Level I fieldwork including expectations of each assignment.
- Provide guidance and support to Level I students.
- Provide guidelines in course syllabus pertaining to successful/unsuccessful completion of Level I fieldwork.

- Review all midterm and final evaluations and return within 2 weeks of receiving them to the ACFWE.
- Provide on-site visits when necessary or requested by the Fieldwork Site.
- Document any problem areas concerning fieldwork performance in the student's academic file after discussion and review with the student.
- Provide the Fieldwork Office with any information concerning a site that the Instructor believes to be important to the education of the students.

FIELDWORK SITE AND FIELDWORK EDUCATOR

- Provide opportunities for the occupational therapy student to observe the intervention process with clients and when feasible, participate under direct supervision in selected aspects during that process that compliment the occupational therapy curriculum design.
- Provide supervision by qualified personnel.
- Be available for questions and comments the occupational therapy student may have about their observations during the experience.
- Provide both positive and constructive comments to the student to enhance the learning process.
- Evaluate and document the occupational therapy student's progress at midterm and at final on the evaluation form provided by the academic institution.
- Complete, review and sign the midterm and final evaluation with the student.
- Review Student Critique of the Fieldwork Experience with student, sign and return it with evaluation of student.
- Report immediately any concerns, incidents or issues concerning the student with the Intervention Instructor listed on the course syllabus or the ACFWE.

OCCUPATIONAL THERAPY STUDENT

- Contact the designated Fieldwork Educator upon notification by the Fieldwork Office for introduction and review of pertinent information prior to the start of Level I fieldwork.
- Complete all necessary requirements as documented on the Fieldwork Timeline provided by the Fieldwork Office prior to the first day of fieldwork.
- Have transportation to and from the site.
- Provide a copy of all required information for Level I fieldwork to the designated Fieldwork Educator in a two-pocket folder on the first day of fieldwork. This includes but may not be limited to; copy of approved health clearance form, two copies of the Misericordia University Level I Fieldwork Evaluation (one for midterm and one for final), one copy of the Level I Fieldwork Time Log, one copy of CPR Certification, one copy of PA Child Abuse Clearance, one copy of PA Criminal Record Check and one copy of FBI Fingerprinting.
- Review and be familiar with all Fieldwork Objectives prior to the start of the Level I fieldwork experience.
- Weekday students will complete eight full time fieldwork days at the assigned facility.
- Weekend students will complete a minimum of sixty hours of fieldwork experience at the assigned facility.

- Follow the Professional Behaviors as printed in the Program Guide.
- Follow the American Occupational Therapy Association Code of Ethics.
- Follow all policies and procedures of Misericordia University and the Occupational Therapy Department.
- Be punctual for all scheduled fieldwork days and contact the Fieldwork Educator and Fieldwork Office if they are going to be absent from fieldwork due to illness or emergency.
- Complete all Intervention assignments related to Level I fieldwork within the semester of that intervention course.
- Review with the Fieldwork Educator and sign both the midterm evaluation, final evaluation and hand in to the Intervention Instructor at the designated times as noted on the Fieldwork Timeline.
- Complete, sign, and review with the Fieldwork Educator the Student Critique of Level I Fieldwork Experience form on the last day of the fieldwork experience after they have reviewed their final evaluation.

LEVEL II FIELDWORK

INTRODUCTION

Level II fieldwork is the culminating educational experience for the occupational therapy student. As a student, you have the opportunity to apply academically acquired knowledge of the occupational therapy process to a wide variety of traditional and non-traditional service settings. You will be expected to integrate prior learning and experiences as you complete higher-level requirements and execute higher-level responsibilities. This is the time for an occupational therapy student to learn not only the occupational therapy process but also how to be an entry-level occupational therapist. You will have the exciting opportunity to experience what it means to be part of an occupational therapy department, how to work collaboratively in a treatment team, and how to interact with a variety of individuals in the world of healthcare.

Students in both the weekday and weekend programs are required to do a minimum of six months of Level II fieldwork. Level II fieldwork is only scheduled after all required prerequisite coursework has been successfully completed. Level II fieldwork must be completed no later than 24 months following completion of academic courses in order to ensure continuity in the educational process. Experiences in Level II fieldwork vary depending upon the site in which the student is placed. Students are supervised by an Occupational Therapist with at least one year of experience since completing the National Board Certification Exam. The student is able to apply learned theory, knowledge of the occupational therapy process, experiences in Level I fieldwork, and professional skills at the Level II fieldwork site. New theories, techniques, and ideas are integrated as the student works with and learns from many professionals.

Successful completion of all academic coursework and Level II fieldwork (OT 601 and OT 602) will qualify the student to take the National Board for Certification in Occupational Therapy (NBCOT) Examination. The student must pass the NBCOT examination in order to become a registered occupational therapist. In addition, successful completion of the NBCOT examination is also used by many states as a requirement for licensure. Information will be provided in the graduate year about registering for the examination.

ACOTE STANDARDS AND PLACEMENT CONSIDERATIONS

The ACOTE Standards were created to protect the student in the educational process by providing guidelines that must be followed to ensure a well-rounded educational experience.

According to the 2008 ACOTE Standards:

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapist. Level II fieldwork shall be integral to the program's curriculum design and shall include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and/or research, administration and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the life span and

to a variety of settings. The fieldwork experience shall be designed to promote clinical reasoning and reflective practice; to transmit the values and beliefs that enable ethical practice; and to develop professionalism and competence as career responsibilities.

At the time the placement process occurs in the curriculum sequence, students are not expected to know the preferences they may have for a specific area of occupational therapy practice. Preferences in areas of practice may change prior to or because of a Level II fieldwork experience. It is important that students are placed for Level II fieldwork based on the quality of the fieldwork programs and the student's learning style.

With the large number of growing occupational therapy programs across the United States and the ever-changing healthcare environment, no placement is ever guaranteed. Misericordia University's Occupational Therapy Fieldwork Office cannot guarantee that every student will be placed for Level II fieldwork at the time scheduled in the curriculum. Given the nature of fieldwork, students compete with each other and with students from across the country. Fieldwork placement is also directly affected by the changes in healthcare and fieldwork site staffing ratios. It is the responsibility of the ACFWE to coordinate and monitor the experiences of every occupational therapy student in the weekday and weekend programs. The ACFWE is responsible for ensuring that each student has a wide variety of experiences to build the foundation for entry-level practice.

DATES OF THE FIELDWORK EXPERIENCE

The American Occupational Therapy Association (AOTA) establishes suggested dates for the Level II fieldwork experience. For the weekday students, according to the curricular timetable, typically Level II fieldwork begins in June and ends in December. Students in the weekend program will, according to the curricular timetable, typically begin fieldwork in January and end in June. There is generally one week between the end of one affiliation and the start of another. Dates for Level II fieldwork are posted on the Fieldwork Bulletin Board next to Room 301, McAuley Walsh Building, on fieldwork site reservation forms, and student and fieldwork site confirmation letters. These dates can also be obtained by searching AOTA's website (www.aota.org). Fieldwork dates do not necessarily have to run according to the AOTA established timetable, but must be arranged and approved by the ACFWE prior to the start of the experience. Information on the length and dates of a fieldwork site can be found on the fieldwork site data form which are available through the Fieldwork Office and fieldwork site reservation form completed and submitted by the site on a yearly basis.

The length of fieldwork at a given facility is typically 12-weeks (3-months). Most sites provide experience with a specific population and use a given service delivery model. There are fieldwork sites that provide a 24-week (6-month) fieldwork experience for students. These sites are able to provide this opportunity because they offer services to clients with a variety of ages, using a variety of service delivery models, and students are also able to provide services to clients with various performance deficits.

OBJECTIVES FOR LEVEL II FIELDWORK

Under direct supervision of the Level II Fieldwork Educator, the student will;

1. Abide by the AOTA Code of Ethics, Misericordia University's Professional Behaviors and its department policies and procedures, and all fieldwork site policies and procedures.
2. Use sound judgment in regard to safety at all times.
3. Clearly and confidently articulate the basic tenets of occupational therapy and apply them throughout the occupational therapy process.
4. Demonstrate proficiency in the evaluation process as it relates to selecting, administering, modifying and interpreting evaluations to meet the client's needs including an occupational profile.
5. Accurately establish appropriate client centered treatment plans that are occupation based and holistic in nature including psychosocial aspects.
6. Demonstrate proficiency in the treatment process as it relates but not limited to articulating theory based rationale, choosing relevant intrinsically motivating occupations that are client centered, using evidence from research and resources to make informed decisions, modifying treatment when necessary, terminating or referring treatment based on client status.
7. Demonstrate the ability to lead and collaborate with occupational therapy assistants and other department personnel throughout the intervention process when applicable.
8. Demonstrate the ability to complete assigned duties required by the fieldwork site.
9. Communicate with learning needs and actively participate in the supervisory process.
10. Complete all documentation correctly and in the designated time frame according to the fieldwork site policies and procedures.
11. Take responsibility for exploring new learning independently utilizing all available resources to enhance professional development.
12. Achieve the minimum or above passing score on the AOTA Level II Fieldwork Evaluation at midterm and upon completion of the experience.
13. Apply concepts of the occupational therapy process in a non-traditional, community based, or emerging practice area.
14. Present the results of an evidence based practice project as directed by their academic course instructor that has potential application to the fieldwork site.

LEVEL II FIELDWORK EVALUATION POLICY AND PROCEDURE

The student is evaluated using the AOTA *Fieldwork Performance Evaluation for the Occupational Therapy Student*. The fieldwork educator completes this evaluation at midterm and at the completion of each of the fieldwork experiences.

The midterm evaluation is done on the 6th week of a 3-month affiliation or on the 12th week of a 6-month affiliation. The student's direct occupational therapy supervisor completes the evaluation. The grading criterion used to assess the student's progress is based on 42 performance items.

The midterm evaluation is reviewed with the student to identify the student's areas of strength and areas of improvement. The final evaluation is done on the 12th week of a 3-month affiliation and the 24th week of a 6-month affiliation. The student must successfully score at or above the AOTA established minimum numerical score on the midterm and final evaluations in order to pass the affiliation.

Performance rating scores are as follows:

OVERALL MIDTERM SCORE

Satisfactory Performance.....90 and above

Unsatisfactory Performance.....89 and below

*An unsatisfactory performance rating would require the fieldwork educator to contact the Academic Coordinator of Fieldwork Educator.

OVERALL FINAL SCORE

Pass.....122 points and above

No Pass/Fail.....121 points and below

The Fieldwork Educator is required to complete and review with the student the AOTA *Fieldwork Performance Evaluation for the Occupational Therapy Student*. The student is required to complete and review with the Fieldwork Educator the AOTA *Student Evaluation of the Fieldwork Experience* after the final evaluation has been reviewed. The student and the Fieldwork Educator must sign and date that the evaluations have been reviewed. The AOTA *Fieldwork Performance Evaluation for the Occupational Therapy Student* and the AOTA *Student Evaluation of the Fieldwork Experience* are mailed to the ACFWE. Upon reviewing the evaluation, the ACFWE either enters a grade of pass (P) or fail (F) with Misericordia University's Registrar's Office. It is only after the grade has been submitted by the ACFWE that the fieldwork experience is considered complete. The ACFWE holds the right to make final determination of the final grade for the Level II fieldwork experience.

If the student's performance in the Level II fieldwork experience is not meeting the fieldwork site expectations of a student's performance level at midterm, the Fieldwork Educator, ACFWE and the student will review the student's performance. A learning contract will be initiated by all parties to establish a list of goals the student will need to meet in order to successfully complete the fieldwork. If the student scores below the minimum numeric grade on the AOTA *Fieldwork Performance Evaluation for the Occupational Therapy Student* at midterm, the student automatically fails the Level II fieldwork experience and will be required to repeat another Level II fieldwork experience for 3 months. If the student fails the Level II fieldwork, at final, the experience must also be repeated. If the student is withdrawn from a fieldwork experience after 30 days, a grade of withdraw-fail is submitted to the Registrar's Office and the student is responsible for repeating the experience. If the student is withdrawn from a fieldwork experience in the first 30 days, a grade of "withdraw-pass" is submitted to the Registrar's Office and the student is responsible for repeating the experience. Level II Fieldwork, OT 601 and OT 602, are both six-credit courses. If the fieldwork must be repeated for any reason, the student is responsible for paying for the additional fieldwork. Students who choose, in collaboration and with permission of the ACFWE, to withdraw from a Level II fieldwork experience they must do

so by week four (4) in order to receive a “withdraw-pass” grade. The student will be required to repeat that fieldwork experience and will be financially responsible for paying for the additional credits. No time accumulated at a site will be used towards an additional experience. Withdrawal or termination from a Level II fieldwork experience after week four (4) is a “fail” grade. Students are not permitted to withdraw from a Level II Fieldwork experience without the permission of the ACFWE. Please refer to the Withdrawal from Level II Fieldwork Policy. Students are only permitted to fail one Level II Fieldwork experience. A “fail” grade in a second Level II Fieldwork experience will result in dismissal from the program. Students are to meet with their academic advisor for guidance concerning continuation in the program.

FINANCIAL

Students in the weekday program register for OT 601 and OT 602 in the fall of the graduate year. Students in the weekend program register for OT 601 and OT 602 in the fall semester of the third year. Misericordia University will not be held responsible for any expenses incurred during Level II fieldwork. These expenses may include but are not limited to:

- Travel expenses
- Rent
- Transportation
- Food
- Personal needs such as specific types of clothing required by a facility’s dress code.

Students are made aware of the financial implications during Fieldwork Seminar held in the junior year for the weekday students and the second year for the weekend students. Students will be responsible for budgeting in advance for Level II fieldwork. The student should check with the Financial Aid Office for information on loans available for students while on fieldwork. **FINANCIAL EXPENSES WILL NOT BE A CONSIDERATION WHEN ASSIGNING STUDENTS TO A LEVEL II FIELDWORK.**

EMOTIONAL ADJUSTMENT

The transition from an academic environment to a Level II fieldwork experience can be an enormous challenge for a student. Students will be leaving the familiar environment of the campus and possibly home. Students will be introduced into an unfamiliar environment of the occupational therapy workplace and may also be living in new surroundings. This in itself can be extremely stressful. Other adjustments, which may produce anxiety in the Level II fieldwork student, are lack of a familiar support systems and lack of familiar roles. Students may have difficulty adjusting to the role of a Level II fieldwork student as opposed to worker, spouse, parent, supervisor, etc. It is vital that the students maintain supportive relationship with family and friends. Misericordia University provides students with FREE counseling at the Learning Resource Center. Appointments to meet with a counselor or speak with one on the phone can be made by calling (570) 674-6408.

Adjusting to Level II fieldwork will take some time. Many students will feel overwhelmed and homesick for the first month. Students should not be discouraged by initial responses such as this, but try to view the experience as a time of personal and professional growth. Generally by the fourth week, students begin to feel acclimated and in control of their environment, knowledge, and skills. It is important to remember that by the last four weeks, the student is expected to function and feel like an entry-level occupational therapist rather than a student.

TRANSPORTATION

The student is responsible for transportation during Level II fieldwork. Fieldwork placement will not be scheduled according to the transportation needs of the student. The student will be responsible for reporting to a fieldwork site and completing the experience as scheduled.

HOUSING

The student will be responsible for obtaining housing during Level II fieldwork. **THE UNIVERSITY IS NOT RESPONSIBLE FOR ARRANGING, FINDING, OR ASSIGNING FIELDWORK BASED ON THE HOUSING NEEDS OF THE STUDENT.**

The student will need to review the Fieldwork Site Data Form to obtain current housing information. Fieldwork sites will not be held responsible for providing or arranging housing. If the site does assist the student with housing, the student will be held responsible for following all rules and regulations of the provider. A refusal to follow said rules and regulations will lead to dismissal from the fieldwork.

SPECIAL CONSIDERATIONS

Due to the number of occupational therapy students needing Level II fieldwork site experiences and the ever changing availability of fieldwork site opportunities, Misericordia University will not place students based on the following reasons:

- Financial needs
- Transportation needs
- Housing needs
- Special events such as weddings, reunions, graduations, birthdays, etc.
- Marital status
- Childcare needs
- Current work schedule or job responsibilities

Level II fieldwork is 6-months in a student's entire lifetime. The ACFWE holds the right to make all final decisions concerning fieldwork placements.

LEVEL II FIELDWORK PROCEDURES AND POLICIES

FIELDWORK SEMINAR

All students will attend a mandatory fieldwork seminar meeting scheduled by the ACFWE the semester prior to the first Level I fieldwork experience. At the fieldwork seminar meeting, students will learn the fieldwork process, policies, procedures, and begin filling out all of the initial necessary paperwork provided by the Fieldwork Office. Students will be assigned a designated time to meet with the ACFWE following the meeting. This meeting will be the students one on one time with the ACFWE in which the student's experiences and interest will be discussed and any additional questions the student may have related to fieldwork and the fieldwork process can be answered. From the information obtain in these two meetings; the ACFWE will begin the Level II placement process. Students who do not attend the mandatory fieldwork seminar or who do not hand in their required paperwork on the due date to the Fieldwork Office will not be placed for Level II fieldwork which will delay their progression in the OT curriculum and their graduation from the program.

LEVEL II SITE FILES

The student will have the opportunity to review the Level II fieldwork site files of those contracted sites interested in taking a Level II student during the one on one meeting with the ACFWE and for a designated time prior to the placement process. Level II fieldwork site files are located in Fieldwork Office and available for all students to review. The files provide the student with valuable information concerning each site. This information may include:

- Fieldwork Data Form that provides information on the site such as the number of staff, the size of the institution, its program in general, dress code, living accommodations, prerequisites, and more.
- Most recent Student Evaluation of Fieldwork Experience
- Fieldwork Objectives and Facility Overview that outlines the objectives for their program, sometimes giving a weekly overview of the progression of the program.
- Miscellaneous Items that a site will send such as brochures and pamphlets describing the site. These are helpful in trying to acquire a broader knowledge of the facility setting and what it may offer.

The information in the Level II fieldwork site files changes continually and the facilities are added and subtracted, as the ACFWE deems necessary. Every attempt is made by the Fieldwork Office to maintain the most current, available information on a site.

LEVEL II FIELDWORK SELECTION

Students, during the mandatory Fieldwork Seminar, will participate in a lottery drawing that will place them in numeric order for receiving their Level II fieldwork assignments. Each student will have the opportunity to choose two numbers. The first number chosen will represent their placement number in choosing a Level II fieldwork placement for OT 601. The second number chosen will represent their placement number in choosing a Level II fieldwork placement for OT 602. Upon drawing two lottery numbers, the ACFWE will complete a lottery list. Students will

be given a due date in which all Level II choices must be submitted. Fieldwork Sites that provided reservations will be compiled by the Fieldwork Office and uploaded onto the class's Misericordia University Group's Page as a file for student review. On the designated due date, the students will be required to submit their final Level II Fieldwork choices. The ACFWE will then begin matching each student starting with number one to the fieldwork placement chosen. A list will be compiled for OT 601 and OT 602 and distributed in the following week's OT Department meeting for faculty review. With ACFWE and faculty consensus, each student, starting with number one, will be confirmed at a chosen fieldwork placement that provided a reservation. If the ACFWE or the faculty do not feel a student's choice is appropriate, that student will be required to meet with the ACFWE again to discuss the concerns and be counseled as to a site that might better fit their learning needs. In certain circumstances, the ACFWE has the right to assign a student to a site that may not be on the lottery list or may be a new contracted site. This situation will be dealt with on a case by case basis by the ACFWE

APPOINTMENT WITH ACADEMIC COORDINATOR OF FIELDWORK EDUCATION

The student is responsible for attending a scheduled appointment with the ACFWE, pre-determined by the Fieldwork Office, after they have attended the Fieldwork Seminar. Appointments will be scheduled during the mandatory Fieldwork Seminar according to lottery number chosen for OT 601, starting with number one.

During the scheduled appointment time, the student and the ACFWE will:

- Review the Level II Fieldwork sites available.
- Review the Conflict of Interest Form the student completed prior to Level I fieldwork.
- Discuss any questions the student may have concerning the fieldwork experience.
- Discuss any concerns the ACFWE may have.
- Review any Professional Behavior Incident Forms in the student file, and discuss any necessary actions that may need to be taken to re-mediate problems prior to the fieldwork assignments.

Students will not be placed for Level II fieldwork unless they meet first with the ACFWE. Appointments will be held only at pre-determined times. Every effort will be made by the Fieldwork Office to schedule appointments during unopposed time that is designated by the university. Any changes will be dealt with on a case-by-case basis.

CONFLICT OF INTEREST AT A LEVEL II FIELDWORK SITE

The Conflict of Interest Policy has been established to protect the student, Misericordia University, Fieldwork Educator, Fieldwork Site and client of occupational therapy services from possible situations where a student's performance and/or judgment may be called into question in the case of any or all circumstances listed below. It is the student's responsibility to identify any and all conflicts. Failure to comply will result in immediate withdrawal from that site and possible delay in fieldwork and subsequent coursework. The following criterion is considered a possible conflict of interest at a facility:

- You are presently or were an employee of a site in the past three years.
- You or someone in your immediate family is or was a recipient of rehabilitation services.
- You or someone in your immediate family is involved in litigation at the site.
- Your prospective supervisor is an immediate relative, significant other or close personal friend.
- You have been an applicant for a position at the site within the last two years.

NOTIFICATION OF ACCEPTANCE

Student will be notified by mail once their name has been given to the fieldwork site. The letter will contain:

- Name of Facility
- Address
- Phone Number
- Session that Level II fieldwork will occur
- Contact person's name at that facility

The notification letter sent to the student will finalize the Level II Fieldwork placement process. Misericordia University cannot guarantee that the request and confirmed fieldwork site will be a final placement. Changes in fieldwork due to reasons previously stated are out of the control of Misericordia University.

CANCELLATIONS/CHANGES

Level II fieldwork experiences are selected on the basis of academic, educational, and professional value for the student. Once the student has been selected and is confirmed by Misericordia University at a Level II fieldwork placement, the student will be required to interview at the Level II fieldwork site. Absolutely no student will be cancelled from a confirmed Level II site. All Level II fieldwork placements are final unless the fieldwork site cancels the placement.

In the event of severe hardship (serious personal illness or death in student's family), the student may seek a change in a fieldwork placement. Only a serious personal illness or death in a student's family will be considered in potentially changing or cancelling a Level II fieldwork experience. Students must submit paperwork as required by the ACFWE as proof of said reasons. The student will be required to:

- Submit to the ACFWE a description of the said hardship in typed narrative format, note from student's doctor or obituary in the case of death and signed by the student.
- Within one week, the ACFWE will review the request for cancellation and notify the student of the decision. The ACFWE has the right to request further information and to either approve or deny the request.

If a confirmed Level II fieldwork site cancels a student experience, the Fieldwork Office will notify the student within 24 hours upon receiving the cancellation. The student will be required

to meet with the ACFWE to establish a list of potential site requests. **UNDER NO CIRCUMSTANCES ARE STUDENTS TO CONTACT A SITE ON THEIR OWN BEHALF.** If students do contact a site, they will automatically forfeit that potential placement. The ACFWE reserves the right to make all final determinations of Level II Fieldwork placement.

PROFESSIONAL BEHAVIORS

Professional Behaviors will be strictly enforced during the fieldwork placement process and during the Level II fieldwork experience. If the student violates any Professional Behaviors during the fieldwork placement process a Misericordia University Professional Behaviors Incident Form will be completed and reviewed with the student. If the student violates Professional Behaviors while on Level II Fieldwork, the ACFWE in conjunction with the Fieldwork Educator will determine what actions will need to be taken. Violations of the Professional Behaviors as stated in the Program Guide might necessitate withdrawal from a fieldwork placement.

ACADEMIC COORDINATOR OF FIELDWORK EDUCATION AND OT DEPARTMENT CHAIR CONSENT

The ACFWE and the OT Department chair have the right to cancel or delay a student from attending Level II fieldwork. Reasons for cancellation or delay of a Level II Fieldwork may include but not limited to; documented professional behaviors violations, not meeting the academic criteria to continue, and not meeting all required prerequisites of either the Level II fieldwork site or academic institution.

LEVEL II FIELDWORK POLICIES AND PROCEDURES UPON CONFIRMATION

INFORMATION SENT TO FIELDWORK EDUCATORS BY THE FIELDWORK OFFICE

- A letter confirming the name of the student and dates of the fieldwork experience
- Liability Insurance issued by Misericordia University's Business Office
- Site contracts when necessary
- Standards for an Accredited Educational Program for the Occupational Therapist when necessary
- Personal Data Sheet
- Misericordia University Occupational Therapy Program Guide

INFORMATION TAKEN TO THE FIELDWORK EDUCATOR BY THE OCCUPATIONAL THERAPY STUDENT

- Student Health Form
- Proof of CPR Certification
- Child Abuse Clearance for students completing a Level II fieldwork in the state of PA
- PA Criminal Record Check for students completing a Level II fieldwork in the state of PA
- FBI Fingerprinting Results
- 2 AOTA Fieldwork Evaluations for the Occupational Therapist for each site
- 1 AOTA Student Evaluation of the Fieldwork Experience for each site
- Any and all other site required pre-requisites

INITIAL STUDENT CONTACT

Students will be required to contact their Level II fieldwork sites six months prior to the start date of the experience. If the facility requests a specific time to be contacted the student will be notified in the confirmation letter.

The purpose of the telephone contact is for the students to introduce themselves and set up an interview as described below.

The student is responsible for writing a letter to the contact person at the fieldwork site immediately following the telephone contact stating:

- Student's name
- Identifying the student as an occupational therapy student from Misericordia University
- Confirmation date of the Fieldwork experience
- Date, time, and place of the arranged interview
- Thank you notation for the therapist's time in speaking with the student

The student will need 3 copies of the letter.

- Copy for the student's personal file
- Copy for the Fieldwork Office to be put in student's administrative file
- Original copy to be sent to the fieldwork site

INTERVIEW

All students are required to interview at their confirmed Level II fieldwork sites. The student schedules the interview at the time of the initial telephone contact. The student is expected to attend the interview in person. In cases where the student is placed out of state, the student is responsible for completing the interview process by telephone. During the interview, the student should also obtain all prerequisites required by that site and their respective due dates.

A Student Interview Summary Sheet and a Supervisor Interview Summary Sheet will be uploaded onto the class group's page by the Fieldwork Office. The Interview Summary Sheet describes the interview, the impression of the site, the impression of the student and provides an area for comments to address concerns or questions. The student will need to print out a copy of

each summary sheet. The Student Interview Summary Sheet will be completed by the student after the formal interview and submitted to the Fieldwork Office no later than two weeks after the scheduled interview. The Supervisor Interview Summary Sheet will be provided to the site by the student at the time of the interview with a stamped addressed envelope. The site interviewer will complete the form and return it to the ACFWE.

POST INTERVIEW LETTER

Students will be required to write a post interview letter to the fieldwork educator who conducts the Level II fieldwork interview. This letter is to be sent out no later than one week after the interview.

The letter must contain:

- Introduction
- Confirmation of the start date
- Intention to use housing provided by the site when applicable and expected arrival date of the student
- Confirmation of the dress code
- Confirmation of any reference materials or books the student may be required to bring
- Confirmation of all prerequisites and the subsequent due dates
- The student's address and telephone number in case the fieldwork educator needs to make contact prior to the start of the fieldwork
- Thank you notation for the therapist's time for interviewing the student

The student will need 3 copies of this letter.

- Copy for the student's personal file
- Copy for the Fieldwork Office to be put in the student's administrative file
- Original copy to be sent to the fieldwork site

Unless the fieldwork educator contacts the student or the student is required to contact the site for a specific required reason the student is not to contact the site prior to the start of the Level II fieldwork experience.

LEVEL II STUDENT HEALTH FORM

Students are required to submit a *Misericordia University Student Health Form* for Level II fieldwork. A healthcare provider must complete this form and attach all required reports. It is the student's responsibility to ensure that all required health information and forms have been submitted by the designated due date to the ACFWE. Weekday student submission of forms to the ACFWE is in December of the senior year. Weekend student's submission of forms to the ACFWE is in September of the second year. Forms will be reviewed to identify that the student's health care provider has completed the Essential Functions portion of the Health Clearance Form. The forms are then sent to the Director of Student Health Services to be approved. Students in the weekday program will be required to pick up their own record at a time

to be determined by the Director of Student Health Services. Students in the weekend program will receive their records by US Mail. Students will not be permitted to begin or participate in any Level II fieldwork experience without health clearance from Misericordia University's Student Health Services Director. If a student has not submitted all health information to the Student Health Services Director and is not cleared for Level II fieldwork by the week before the scheduled fieldwork experiences, the student will be withdrawn from the fieldwork by the ACFWE. This will delay the student's progression through the curriculum by one year. It is the student's responsibility to maintain and distribute copies of their personal *Student Health Form* to each Level II site on the first day of the fieldwork experience. The *Student Health Form* is valid for one year from the date of the examination. Those students with latex allergies are strongly encouraged to not only notify the Student Health Services Director but also the ACFWE and Fieldwork Educator immediately.

The Fieldwork Office will notify students of the dates the *Student Health Form* is due on a yearly basis. The Fieldwork Office will not be responsible for reminding students by mail, phone, or posted lists of the responsibility to complete the form and hand it in for clearance after the due date and prior to the start of the Level II fieldwork experience. **To maintain student confidentiality, the Fieldwork Office will not keep on file, fax or mail Student Health Forms.**

Students that have questions concerning the *Student Health Form* are directed to call the Student Health Center at (570) 674-6276. All students are required to provide proof of medical insurance with the *Student Health Form*. Without it, they are not permitted to attend Level II fieldwork. A student policy is available for purchase by contacting the Dean of Students Office at (570) 674-6238.

Student Health Clearance Process

Purpose:

To provide a consistent, timely, accurate method for processing student health clearance documentation.

A. All students will be advised of the essential functions required of their Health Sciences majors prior to formally entering the programs.

B. Medical clearances related to the essential functions will be required of all students prior to their entering the laboratory or clinical education setting, and following any subsequent change in health or functional status.

C. By reviewing the list of essential functions, it is expected that students will be able to indicate their likeliness of successful compliance, document any limitations related to essential functions, and request specific accommodations relevant to the listed tasks, as necessary. Ideally, potential accommodations will be considered prior to entrance into the major program. Minimally, the medical clearances required prior to participation in the laboratory or clinical setting must define any limitations and the accommodations needed to comply with the essential functions.

D. Reasonable accommodations will be provided to support students with documented disabilities. An accommodation cannot pose a threat to the patient, staff, student, or interfere with the program's essential functions, if it is to be considered reasonable.

E. In compliance with a policy respecting student's rights to privacy, confidential information will be released on a need-to know basis. In the clinical setting, information about a student's accommodations which relate to the clinical performance standards will need to be shared with clinical educators and those involved with accommodation delivery and facilitation. The student may or may not choose to disclose the underlying condition or specific details of their disability. Accommodations that relate solely to classroom experience need not be revealed to clinic personnel. The student must sign a written release (provided by the LRC) defining the information that will be shared in the clinical setting. Accommodations provided in the clinic are specific to the site and the clinical experience and may not be the same as the classroom.

F. Clinical site assignment/selection may include a consideration of the site's ability for flexibility, ability to work with disabled students, and facility and logistical characteristics. The clinical site will make the determination as to whether or not it can provide the reasonable accommodations.

G. This process is intended to ensure equal access to professional programs. However, it is not an assurance of student success.

Procedures:

1. Departments distribute health clearance forms (HCF) and essential functions document (EFD) to students in accordance with each department time line.
2. Students return completed form to the designated person in each department.
3. Designated department clinical person reviews final paragraph of HCF to determine if the Health Care Provider has indicated that the student is able to fulfill the essential functions of the profession, with or without accommodations.
4. Departments may also choose to utilize the HCF cover page checklist. HCF, with attached cover page check list, is then forwarded to the Student Health Center for final review, clearance, and record storage.
5. If a student requests accommodations, the student must do so by applying for the ALP program or by completing the Disability Declaration form provide by Admissions. Once it is determined those accommodations are appropriate then a plan of accommodation (POA) will be developed collaboratively by the ALP Specialist and designated health science representative. A copy of the POA is attached, by the program, to the HCF and forwarded to the Student Health Center

for final review and record storage. If special equipment is required, the cost will be paid by the student.

6. The designated health science representative has a preliminary discussion with a potential placement site to discuss (without identifying the student) the specific accommodations required. The program's licensed professional and student meet with clinical site to review the POA.

7. All Students are cleared only when the Student Health Center returns the HCF verification of clearance form to the department.

PENNSYLVANIA CHILD ABUSE CLEARANCE, CRIMINAL RECORD CHECK AND FBI FINGERPRINTING

Students in the weekday program and those students in the weekend program completing Level II fieldwork experiences in pediatrics in the state of Pennsylvania will provide those Level II sites with a copy of their updated Pennsylvania Child Abuse Clearance, Pennsylvania Criminal Record Check, and FBI Fingerprinting notarized results.

LEVEL II PERSONAL DATA SHEET

The Level II Personal Data Sheet is used for the purpose of providing the Fieldwork Educator with pertinent information about the student prior to the student interviewing at the site. It includes all placements; both Levels I and II completed or confirmed to date. The form is identical to that which is required for all Level I fieldworks. It is the student's responsibility to send a typed and signed Personal Data Sheet to the Level II site prior to their interview with the site. No faxed, photocopied, handwritten, or unsigned forms should be sent.

CPR CERTIFICATION

All students are required to be certified in Professional Level CPR. The student must provide this certification to the Level II fieldwork site on the first day of each Level II fieldwork experience. This is a requirement of Misericordia University.

INFECTION CONTROL

- Students will follow the fieldwork facility's guidelines for providing care to clients with a communicable disease and take full responsibility for that knowledge.
- Students will follow Standard Precautions at all times during contact with all clients.
- Students should discuss any concerns over providing care to clients with their fieldwork educators.

HIPAA TRAINING

All students are required to complete the on-line Health Insurance Portability and Accountability Act (HIPAA) as directed by the ACFWE during the first semester of the junior year for Weekday students, and the first semester of Year 2 for Weekend students. Students may not begin Level I Fieldwork until they have submitted a certification of completion of HIPAA training.

LIABILITY INSURANCE AND CONTRACT RENEWAL

Sites that meet the approval of the ACFWE and ACOTE Standards are issued a Misericordia University Memorandum of Understanding (contract). This agreement is automatically renewed annually unless terminated in writing by either party. Sites that require use of facility contracts are reviewed and approved by the Dean of the College of Health Sciences and the Vice President of Academic Affairs. Every five years, the Fieldwork Office will send to a site an Addendum to the Memorandum of Understanding as proof of a continued and agreed upon contractual relationship. Initial Memorandum of Understanding and Addendums are renewed at the discretion of the facility. Misericordia University, through the Business Office, provides liability insurance to the fieldwork site. Each contracted fieldwork site will receive a renewal of liability insurance each year. The student is not required to provide this insurance to the site.

DRESS CODE

Your Level II fieldwork educator will review the dress code established for staff and students at your Level II fieldwork site. Most sites require a “casual professional” dress. If the student has a visible body piercing, other than earrings, it must be removed prior to attending fieldwork. Shoes should have a low heel and be comfortable. Nametags, ordered by the Fieldwork Office, must always be worn to identify you as a Misericordia University Occupational Therapy Student. Students may be required to wear lab coats at certain fieldwork sites. Lab coats can be purchased at any uniform store.

CELLULAR PHONE USAGE DURING LEVEL II FIELDWORK

Students are not permitted under any circumstance to have a cellular phone on their person during operating hours at the fieldwork site. Only during the student’s scheduled lunch break should the student check their phones or use it for personal use. Students disobeying this policy will be written up the ACFWE for a professional behavior violation.

ATTENDANCE POLICY

Attendance in fieldwork is required to meet the course objectives. OT 601 and 602 are two twelve week off campus courses. Additionally, absences which impact upon the student’s ability to meet responsibilities in this cooperative learning model will have a negative result on the

student's grade and ability to successfully pass Level II Fieldwork. Students are required to complete all scheduled Level II Fieldwork days.

If the student is unable to avoid an absence due to illness, that day must be made up prior to the completion of the Level II Fieldwork. It is the student's responsibility to make-up all missed work and to seek information for anything pertinent to the day related to the student's responsibilities and role at the site. Students are absolutely required to speak to the fieldwork site supervisor if an absence must be taken. Students are also required to notify the ACFWE by either e-mail or by calling the the day of the absence.

STUDENTS WITH SPECIAL NEEDS

Students who desire consideration of a special learning need are referred to the university catalog and course syllabi to review what programs are available to meet these needs. Should a student enroll into the Alternative Learning Program (ALP), she or he will work with their ALP counselor to make their needs known in writing using the "Program of Accommodations" (POA) form. This form will verify which accommodations are recommended by the ALP counselor who will in turn make them known to the individual faculty members of concern. Students should compare their POA with the syllabus and be proactive in asking questions about specific situations and plan accordingly.

BLACKBOARD DURING LEVEL II FIELDWORK

Students will be required to participate in discussion assignments during the six months of Level II fieldwork, OT 601 and OT 602, on the university's e-MU course blackboard system. Students will need internet access to participate on a weekly basis. The ACFWE will review the responsibilities in participating in the discussions during the fieldwork seminar, prior to the students participating in Level II fieldwork, and in the OT 601 and OT 602 syllabi.

RESPONSIBILITIES DURING LEVEL II FIELDWORK

ACADEMIC COORDINATOR OF FIELDWORK EDUCATION AND FIELDWORK OFFICE

- Investigate new sites for potential fieldwork opportunities.
- Establish contracts and insurance for new sites.
- Maintain contracts and insurance with existing sites.
- Provide all fieldwork sites with Program Guides and ACOTE Standards.
- Provide a confirmation letter to the site with the student name and dates of the Level II fieldwork experience.
- Document and track all OT student placements to ensure that each student is experiencing a wide range of experiences in service areas with a variety of clients.
- Works collaboratively with the Director of Student Health Services in ensuring students have health clearance for fieldwork.
- Send the Fieldwork Educator all necessary paperwork.
- Meet with students concerning any issues or professional behaviors violations.

- Handle all telephone contact and written correspondence for all student placements.
- Mail student placement confirmations to all students.
- Provide on-site visits.
- Provide counseling to students during fieldwork and at off clinic times to discuss concerns, issues or answer questions, seven days a week.
- Place all midterm and subsequent calls to the site and document any issues or concerns in the student's academic file.
- Place all final student evaluation forms into the administrative filing system.
- Collect data on student performance and student feedback of experience and present information to the OT Department on an annual basis.

FIELDWORK EDUCATOR

- Must be a certified occupational therapist with a minimum of one-year experience in a practice setting.
- Orient the student to the Level II fieldwork site and provide a student manual for the student to refer to.
- Introduce the student to the other staff and clients.
- Encourage the student to explore the department.
- Explain the rules and regulations of the department and the facility.
- Explain the role of OT in the facility.
- Review all required paperwork and the billing system.
- Provide student with a weekly progression of student responsibilities.
- Observe and give feedback on the student's interpersonal skills.
- Observe and give feedback on the student's approach to learning and developing an understanding of assessment and treatment modalities.
- Demonstrate skills necessary to enhance student learning.
- Demonstrate professionalism as a developmental process and a professional responsibility.
- Supervise the student's treatment plans for individual clients.
- Evaluate the student's application of treatment plans.
- Ensure safety of clients during student intervention.
- Provide one-on-one supervision at least weekly with the student. More supervision time may be negotiated between the fieldwork educator and student.
- Assist student in making the connection between theory and practice.
- Discuss with the student their strengths and limitations in knowledge and approach to the occupational therapy process.
- Contact the ACFWE at Misericordia University at any time there is a concern about a student's performance.
- Assist the student in developing their learning needs and review on a weekly basis.
- Supervisors will evaluate student progress at midterm and at the completion of the fieldwork experience using the *AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student*.
- Discuss the evaluation with student and provide the opportunity for the student to reflect on their strengths and areas of concern. Allow the student to sign the form

acknowledging that they have received it. The student does not have to agree with the evaluation or sign it.

- Immediately upon the completion of Level II Fieldwork, mail the AOTA *Fieldwork Performance Evaluation for the Occupational Therapy Student* and the AOTA *Student Evaluation of the Fieldwork Experience* forms to the ACFWE at Misericordia University.

OCCUPATIONAL THERAPY STUDENT

- Provide on the first day, all fieldwork site required prerequisites.
- Obey all policies and procedures of the fieldwork site, unless exempted, including prompt notification of absences to site and ACFWE at Misericordia University.
- In cases of absences, make up the absence at the end of the 12 week experience. Student must contact fieldwork supervisor and ACFWE to notify them of any absences.
- Fulfill all responsibilities and assignments required by the fieldwork site, unless exempt, within the timeframe specified.
- Follow the Professional Behaviors as outlined in the Program Guide.
- Follow the Student Code of Ethics at all times.
- Provide honest feedback with your fieldwork educator and other staff.
- Show initiative by asking questions, observing, discussing ideas, and reviewing materials independently.
- Be able to receive and apply positive feedback and constructive criticism.
- Follow Standard Precautions at all times.
- Call the ACFWE at any time in the fieldwork experience if you have a concern or problem.
- Review with the Fieldwork Educator a completed copy of the AOTA *Student Evaluation of the Fieldwork Experience* no later than the last day of the affiliation, after the signing of the AOTA *Fieldwork Performance Evaluation for the Occupational Therapy Student*.