



MORAVIAN
COLLEGE

Occupational Therapy

Master of Science
Student Handbook
2021-2022

Program Faculty

James R. Scifers, DScPT, PT, SCS, LAT, ATC
Chair, Department of Rehabilitation
Sciences
Program Director, Athletic Training
Moravian College
SMRC 205
1441 Schoenersville Rd.
Bethlehem, PA 18018
610.625.7210
scifersj@moravian.edu

Ann Marie Potter, PhD, OTR/L
Program Director, Occupational Therapy
Moravian College
SMRC 278
1441 Schoenersville Rd.
Bethlehem, PA 18018
610.625.7205
pottera@moravian.edu

Jennifer Maloney, OTD, OTR/L
Director of Clinical Education, Occupational
Therapy
Moravian College
SMRC 211
1441 Schoenersville Rd.
Bethlehem, PA 18018
610.625.7231
maloneyj03@moravian.edu

Sara Benham, OTD, OTR/L, ATP
Assistant Professor, Occupational Therapy
Moravian College
SMRC 264
1441 Schoenersville Rd.
Bethlehem, PA 18018
610.625.7207
benhams@moravian.edu

Sonja Burmeister, OTD, MSPA-C, OTR/L,
EICP-OT
Assistant Professor, Occupational Therapy
Moravian College
SMRC 207
1441 Schoenersville Rd.
Bethlehem, PA 18018
610.625.7219
burmeisters@moravian.edu

Mary Culshaw, PhD, OTR/L
Assistant Professor, Occupational Therapy
Moravian College
SMRC 237
1441 Schoenersville Rd.
Bethlehem, PA 18018
610.625.7218
culshawm@moravian.edu

Marvel Blocker
Administrative Assistant-clinical education
Moravian College
SMRC 204
1441 Schoenersville Rd.
Bethlehem, PA 18018
610.625.7230
blockerm@moravian.edu

Cynthia Rommens
Administrative Assistant
Moravian College
SMRC 204
1441 Schoenersville Rd.
Bethlehem, PA 18018
610.625.7204
rommensc@moravian.edu

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Section I: Introduction to the Moravian College Entry-Level Master of Science in Occupational Therapy Program

Welcome to the Occupational Therapy Program at Moravian College. The successful culmination of this program will prepare you to become a registered occupational therapist. The faculty are here to support you through this academic, professional, and personal journey to reach your goal of becoming an occupational therapist. As a graduate student, you are expected to take responsibility for your learning, skill development, and professional demeanor. This handbook serves as a guide to faculty, students and academic fieldwork supervisors of the required policies and procedures of the Master of Science in Occupational Therapy Program (MSOT) at Moravian College. Along with this handbook, students must comply with college level policies and procedures published in the [Moravian Graduate Handbook](#) and the [Moravian College Catalog](#). Updates to all handbooks and the college catalog are made on the college website.

Our program's vision is to be a 'Revolutionary' occupational therapy educational program. We will offer you, the student, an opportunity to be innovative and creative in developing occupation-centered programming in an interprofessional environment. We will provide you with the background and training to be leaders in the delivery of health services that are framed in the recognition of humans as occupational beings and the interdependence of health and occupation. Graduates of the Moravian OT program will use the Power of Occupation to change lives at the personal, family, community, and societal levels.

The MSOT program at Moravian College, established in 2017, admitted its first class to begin in June of 2019. The program received full accreditation in April of 2021. The occupational therapy program is part of the Department of Rehabilitation Science and Sports Medicine with the School of Natural and Health Sciences. The Department of Rehabilitation Sciences is also home to Athletic Training, Physical Therapy, and Speech-Language Pathology. Students in all programs will have the opportunity to study together in shared coursework, interprofessional simulation, and community advocacy activities.

Accreditation

The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

[Accreditation Council for Occupational Therapy Education \(ACOTE®\)](#)

(From the ACOTE website: <https://acoteonline.org/about/>)

ACOTE®: Associated Advisory Council of the Board (AOTA Bylaws Article V. Section 10.)

Accreditation has been a stated function of the American Occupational Therapy Association ([AOTA®](#)) since 1923. AOTA's Accreditation Council for Occupational Therapy Education ([ACOTE®](#)) is recognized as the accrediting agency for occupational therapy education by both the United States Department of Education ([USDE](#)) and the Council for Higher Education Accreditation ([CHEA](#)). ACOTE is also an active member of the Association of Specialized and Professional Accreditors ([ASPA](#)). ACOTE currently accredits or is in the process of accrediting nearly 600 [occupational therapy and occupational therapy assistant educational programs](#) in the United States and its territories as well as programs in the United Kingdom.

ACOTE® accredited occupational therapy and occupational therapy assistant educational programs satisfy the states' educational requirements in all states, the District of Columbia, Guam, and Puerto Rico. Students graduating from an ACOTE® accredited occupational therapy and occupational therapy assistant educational program are eligible to take the National Board for Certification in Occupational Therapy (NBCOT) certification exam and apply for licensure in all states, the District of Columbia, Guam, and Puerto Rico. For more information regarding state qualifications and licensure requirements, please refer to the [AOTA State Licensure](#) webpage.

Purpose: To accredit occupational therapy educational programs and occupational therapy assistant educational programs. ACOTE establishes, approves, and administers educational standards to evaluate occupational therapy and occupational therapy assistant educational programs. ACOTE shall have complete autonomy in establishing standards for educational programs; developing and implementing policies, rules, and procedures for conducting accreditation reviews; and making accreditation decisions.

[Mission Statement](#)

Moravian College's Occupational Therapy Program builds on a liberal arts foundation to lead occupational therapy students to a reflective professional practice, a fulfilling and invigorating career dedicated to engaging individuals in meaningful occupations, and transformative leadership opportunities that improve the quality of life, improve the health and well-being of others, and change lives through the power of occupation.

[Vision Statement](#)

The vision of the Moravian College Occupational Therapy Program is to be recognized as a revolutionary occupational therapy educational program that offers innovative occupational based community programs while preparing professionals to change lives through the power of occupation.

[Learning Philosophy Statement](#)

Since its founding, Moravian College has been an innovative institution that has "promoted well-being of students, sought to build healthy local communities, and dared to cross geographical and cultural boundaries" while maintaining an emphasis on mutual respect (Moravian, 2018). The occupational therapy program builds

on these tenets by incorporating the fundamental beliefs and values of the occupational therapy profession. We view humans as occupational beings that require participation in personally meaningful and relevant occupations to achieve a state of health and well-being. This view is carried through in the education of future occupational therapists at Moravian College. A contemporary transformational learning approach focuses on complexity of learning and the relationship of learning to individual change, organizational change, social change, and global change (Taylor & Cranton, 2012). The Occupational Therapy Program integrates the core values and perspectives of the occupational therapy profession, occupational science, the Moravian tradition, the liberal arts, and transformative learning in a program in which students are encouraged and supported to create knowledge, solve problems, and reflect upon their experiences through a process of examining, questioning, and revising self-perceptions.

The American Occupational Therapy Association (2018) views the education of students as a “dynamic interaction with the learning context and the teaching-learning process”. At Moravian College this occurs in a student-centered environment in which learning occurs through the construction of meaning from experience, reflection, and promoting dialogue. The curriculum emphasizes experiential learning fostered by faculty in the role of facilitator, collaborator, and mentor. The faculty encourage students to view occupations in the context of personal factors such as beliefs and values, spirituality, culture, politics, social mores, and fundamental student rights.

Active learning is a cornerstone of the program and, as such, occurs in the classroom and the community. Skills in self-reflection that are foundational to developing clinical and critical reasoning skills are fostered through a variety of intentionally designed learning experiences with the outcome of constructing new knowledge. Students will build upon the theory base of the profession, technical knowledge and skills, research, ethics, and reflection on their path to becoming occupational therapy practitioners. Reflection contributes to the development of intellectual self-determination and agency and leads to authenticity in one’s life work. The Moravian College occupational therapy program strives to graduate occupational therapy practitioners who are dedicated to lifelong learning, meet the occupational needs of individuals, communities, society and being active members of a vibrant helping profession through transformative learning experiences.

American Occupational Therapy Association (2018). Philosophy of occupational therapy education. *American Journal of Occupational Therapy*, 72(Suppl. 2), 7212410070. <https://doi.org/10.5014/ajot2018.72S201>

Taylor, E. & Cranton, P. Handbook of transformative learning: Theory, research and practice. Hoboken, NJ: John Wiley & Sons, Inc.

Program Outcomes

Graduates from the Moravian College Occupational Therapy Program, through the power of occupation, will strive to be revolutionary and reflective leaders in Occupational Therapy by:

1. translating knowledge to meet the occupational needs of individuals, groups, and communities and work in a collaborative interprofessional healthcare environment
2. advocating and leading for occupational justice as a politically competent practitioner
3. engaging in the occupational therapy process as a reflective practice scholar

4. promoting quality of life, health, and wellness in a variety of contexts in collaboration with relevant disciplines
5. enjoying a fulfilling career in occupational therapy, consistent with the college mission
6. effectively incorporating research into everyday evidenced based practice in collaboration with clients and health professionals from related disciplines
7. ethically solving challenges presented in practice

Section I: Academic Program

Curriculum Design

The Moravian College Occupational Therapy curriculum is designed to promote the development of occupational therapists that can flourish in dynamic work settings. Rooted in transformative learning theory, students will be challenged to go beyond assimilating information. Students will identify underlying assumptions of current knowledge, utilize guided critical reflection, engage in critical discourse, and develop new perspectives throughout their course work and clinical experiences. The curriculum is viewed as a network, in which concepts and constructs will be linked through courses, within and across semesters. This approach encourages students to make meaning of the material they are learning, develop personal conceptions and theories of knowledge, and apply the knowledge in context (Moon, 2004). Best occupational therapy practice requires foundational competence in skills and knowledge to address the complexity of human occupation through occupation -based interventions. Pre-requisite coursework in physical science, social science and the humanities provide a foundation to understanding the human condition and societal factors that are the underpinnings of human behavior and performance. The curriculum threads are the power of occupation, reflective practice, and advocacy and occupational justice. These threads provide links throughout the curriculum with the intent of culminating in a well prepared, entry-level occupational therapy practitioner.

Additional facets of our curriculum are the full integration of Interprofessional Education (IPE) and fieldwork experiences. IPE occurs in shared didactic coursework, case studies, research, and advocacy. IPE is also networked in occupational therapy specific coursework. For example, students will learn concepts related to an occupational therapy approach to assessment and then use this knowledge in a simulated IPE patient case with team members from multiple disciplines. Level I fieldwork opportunities are networked with several courses each semester. The program concludes with Level II fieldwork where students will transfer their didactic knowledge to clinical practice.

Moon, J.A. (2004). *A Handbook of Reflective and Experiential Learning*. New York: Routledge.

Curricular Threads

The Power of Occupation - Occupations are the activities that bring meaning, value, and purpose to one's life and contribute to the social and economic fabric of the community (American Occupational Therapy Association [AOTA], 2014). This thread provides a foundation for and is integral to, all other curricular content. It is through engaging in meaningful occupations that are relevant to the individual, within a community, that individuals gain a sense of identity which can influence his/her overall health and well-being. Occupational Therapy utilizes occupations in a client centered approach to enable health, wellness and participation in society.

Reflective Practice - Reflective practice is consciously reflecting on one's actions, which leads to an ongoing process of continuous learning (Mann, Gordon & McCleod, 2007). During this process the individual utilizes

problem solving and analyzing skills, awareness of consequences, all while being self-aware of one's actions and influence on others.

Reflective practice is viewed as a skill and habit that is developed and nurtured through practice and it is threaded throughout every semester. This curricular thread prepares students in critical professional skills, enabling students to gain self-awareness in their abilities. As such, reflective practice is seen as integral to good sound clinical reasoning, judgment, and decision making and is essential to the lifelong process of professional development.

Advocacy and Occupational Justice - Advocacy are those efforts by the clinician to promote occupational justice while empowering clients to participate fully in daily life. Clinicians advocate for clients, and communities at the individual, municipal, state, and federal levels to improve health, well-being, and occupational participation (AOTA, 2014). Occupational justice is the right of an individual to meet their basic needs and to have equal opportunities to reach his/her/their potential in a manner that is cognizant of his/her /their engagement in diverse occupations.

Occupational therapists are ethically compelled to advocate to ensure justice is met. The clinician advocates in a manner that is honest, accurate and objective of the situation. This third curricular thread is within Moravian College's motto, "Be a little revolutionary," which creates a campus wide collegial environment that supports advocacy and occupational justice. Along with transformative leadership that is part of Moravian's mission, the college is a rich environment for this curricular thread which weaves through the entire Occupational Therapy program of study.

Curriculum Overview and Coursework

Course descriptions are available in the [Moravian College Catalog](#).

Curricular Accountability

The curriculum is assessed annually through an analysis of course outcomes, faculty and student feedback, and peer review. Many of the courses will fall in the Writing-Enriched Curriculum research project. The purpose of this research is to collect and analyze student-produced writing in this discipline to better understand and articulate disciplinary writing conventions. Student names will be redacted from all work; the goal of this research is instructional and educational, and your writing will be treated respectfully. If you decide that you would like your work to be excluded from this research project, you can withdraw your consent by emailing Dr. Crystal Fodrey, Director of Writing (fodreyc@moravian.edu). Opting out of this process will not affect your course grade in any way.

Academic Program Schedule

Semester	Course Number and Name	Credits
Summer I	OT 500 Foundations of Occupational Therapy	2

OT 501 Psychosocial and Physical Influences on Occupational Performance	4
OT 520 Development of Occupational Participation	1
OT 540 Clinical Neuroscience Lecture/Lab	4
OT 551 Level 1 Fieldwork A	0.5
OT 561 Interprofessional Development & Reflection I	1
Semester total	12.5
Fall I	
OT 502 Activity Analysis and Group Process	4
OT 510 Kinesiology & Biomechanics	2
OT 511 Movement in Everyday Occupations	1
OT 525 Evaluation Process in Occupational Therapy	4
OT 552 Level 1 Fieldwork B	0.5
OT 562 Interprofessional Development & Reflection II	1
OT 611 Evidence Based Practice I	1
Semester total	13.5
Spring I	
OT 515 Preparation for Occupation	1
OT 516 Sensory-motor Applications in Occupational Therapy	2
OT 530 Environmental Modifications & Adaptations	4
OT 535 Occupational Therapy Theories & Models of Practice	2
OT 541 Occupational Performance I: Pediatrics	4
OT 553 Level I Fieldwork C	0.5
OT 563 Interprofessional Development & Reflection III	1
Semester total	14.5
Summer II	
OT 605 Management of Therapy Services	2
OT 612 Evidence Based Practice in OT	3
OT 620 Advocacy and Occupational Justice	2
OT 630 Advanced Professional Ethics in OT	2
OT 642 Occupational Performance II: Adult	4
OT 654 Level I Fieldwork D	0.5
OT 664 Interprofessional Development & Reflection IV	1
OT 671 Research Mentorship I	1
Semester total	15.5
Fall II	
OT 606 Advanced Management of OT Services	2
OT 614 Evidenced Based Practice III: Research Data Analysis to Dissemination	2
OT 625 Applied Advocacy and Community Action	2

	OT 643 Occupational Performance III: Contextual Applications.	4
	OT 655 Level I Fieldwork E	0.5
	OT 656 Community Health & Wellness in OT	3
	OT 665 Interprofessional Development & Reflection V	1
	OT 672 Research Mentorship II	1
	Semester total	15.5

Spring II	OT 635 Transformational Leadership in Occupational Therapy	1
	OT 681 Level II Fieldwork A	4
	Semester total	5

Summer		
III	OT 666 Interprofessional Development & Reflection VI	1
	OT 682 Level II Fieldwork B	4
	Semester total	5

Admission into The Program

Students admitted to the MSOT program must meet all the requirements posted on the Moravian College website. The MSOT program utilizes a holistic admissions process in which academic performance (GPA & GRE scores), references and writing prompt, and interview are equally weighted.

Admission Appeals Process

Students who are denied admission to the MSOT Program may appeal this decision. This appeal must be in writing and forwarded to the MSOT Program Director within 10 days of the date of the program admission decision as indicated on the email notification of the admission decision. The appeal letter must state the student's rationale for challenging the admission decision. The MSOT Program Selection Committee will consider all appeals and a response will be forwarded to the student no more than 10 days following receipt of the appeal letter. In the case that a student chooses to contest an appeal decision made by the MSOT Program Selection Committee, he or she should appeal to the Chair of the Department of Rehabilitation Sciences within 10 days of the appeal decision. In the case that the Chair of the Department of Rehabilitation Sciences is an MSOT Program Faculty member, the appeal should be forwarded to the Dean of the College of Natural and Health Sciences. The Chair of the Department of Rehabilitation Sciences (or the Dean of the College of Natural and Health Sciences) will forward a final admission decision to the student within 10 days of the appeal letter.

Course Credit

Previous courses are not accepted for credit within the program. Questions should be directed to the program director.

Program Retention and Graduation Requirements

- Students must be continuously enrolled full time in the occupational therapy program.

- Students must maintain a grade point average of 3.00 or better in the occupational therapy courses throughout the curriculum. Any student who falls below the 3.0 in any given term will be placed on program probation and be required to raise the GPA to a 3.0 by the end of the subsequent term or be dismissed from the occupational therapy program.
- Students must acquire a grade of C or better in all occupational therapy courses in order to advance in the program.
- Students who receive an F in any didactic course will be dismissed from the occupational therapy program.
- Students who receive an F in a Level II Fieldwork placement will be permitted to repeat the Fieldwork experience one additional time.
- Students will be expected to adhere to the [Occupational Therapy Association Code of Ethics](#) and may be dismissed from the program for any serious violation of these principles by a vote of the fulltime occupational therapy faculty.
- Occupational therapy students are required to meet the prerequisites for progress in the occupational therapy course sequence; therefore, a C- or lower as well as an incomplete may disrupt the student's progression.

In addition to the requirements of the College, students enrolled in the occupational therapy program must complete the following to graduate:

- Maintain a cumulative GPA of 3.00 or better
- C or better in all graduate courses
- Satisfactory fieldwork evaluations in all occupational therapy fieldwork courses
- Completion of the prescribed occupational therapy program of study, including an NBCOT exam preparation course and end-of-program survey/exit interview
- Completion of all Level II Fieldwork requirements within 24 months from the completion of didactic fieldwork

[Probation Policy](#)

The faculty reserves the right to place a student on probation or dismiss any student whose lack of achievement in any academic area or whose lack of appropriate professional behavior may indicate potential problems in clinical performance. Once dismissed, a student may be reinstated only after initiating a timely appeal to the Department of Occupational Therapy. If the student desires to contest the decision, an appeal must be made to the Department of Rehabilitation Sciences Chairperson within 10 working days. If the Chairperson is a faculty member of the Occupational Therapy Program the appeal will be forwarded to the Dean of the College of Natural and Health Sciences.

[Leave of Absence](#)

Leave of absences may be requested through the occupational therapy Program Director (with signatures required from the business office and Associate Provost and an exit interview with the Assistant Dean of Graduate Studies) and may impact the student's ability to finish the curriculum as no guarantees can be made that the same occupational therapy curriculum will be available upon the student's return.

If the need for a leave of absence arises, the student should meet with their assigned academic advisor and the program director. A student cannot advance in either the academic or fieldwork education portions of the

program following a leave of absence. Rather, the student must return to the beginning of the last semester that was partially completed prior to being granted a leave of absence. If the leave of absence is longer than one calendar year, the student must demonstrate competency in the course content and skills through a knowledge based and practical exam. If the student scores 70% or higher on both exams, he/she will be allowed to continue their course of study as scheduled. However, if the student does not earn the minimum score on both exams, remediation will be required. Remediation must be completed prior to continuing with the student's MSOT coursework or clinical education experiences.

Withdrawal

Students must follow the college policy for “Withdrawal from the College” found in the [Moravian College Catalog](#). The effective date for any withdrawal will be the date that the student notified the Occupational Therapy Program Director. Prior to withdrawal students must complete and exit interview with the Assistant Dean of the Graduate Program.

Grievances

Students are encouraged to have respectful and open conversations with faculty and other students if issues arise. Faculty advisors are available to support students with challenging conversations. Students are to follow the policies identified in the Moravian College Student Handbook for any grade appeal. Any other grievances within the MSOT Program should utilize the following hierarchy:

- Student discusses the concern with the faculty member directly responsible for the class (academic concern) or with the Preceptor/ Clinical Fieldwork Supervisor (clinical concern)
- If the student does not feel the problem has been addressed, the student should then discuss the concern with the MSOT Program Director (academic concern) or with the Site Coordinator or Coordinator of Clinical Education (clinical concern)
- If the student has continued concerns regarding the issue, he or she should discuss the concern with the Chair of the Department of Rehabilitation Sciences (academic or clinical concern)
- If the student continues to feel that his or her concerns have not been addressed, the final level is with the Dean of the College of Natural Sciences and Health Sciences (academic or clinical concern)

Technical Standards

The purpose of this section is to outline the required standards for students to be successful in occupational therapy practice. Outlined below are those skills and dispositions that are generally associated with practice. Throughout the occupational therapy program, students will be required to demonstrate these skills, either in a practical setting or formal learning environment.

Students are required to review all the standards and seek clarification as needed. The Student’s Advisor and Program Director are available to answer questions regarding the technical standards. In accordance with the Americans with Disabilities Act (ADA), students who feel reasonable accommodations are required or anticipated should contact the Academic Support Center, located in the lower level of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the [Academic Support Center](#). Students should meet with the Director of Clinical Education to discuss any potential accommodations required for fieldwork placements.

Intellectual/ Conceptual Capacities

- Independently and effectively utilize detailed written and oral instructions.
- Locate and utilize relevant information and resources.
- Respond to questions asked; participate in class/lab and fieldwork learning activities.
- Analyze and integrate information from a variety of sources.
- Critically assess relevancy of information and materials to learning and client scenarios and utilize applicable resources to increase knowledge and skills.
- Effectively integrate new information with current knowledge.
- Recall and retain information effectively in order to recommend and/or provide realistic and safe client/ patient care.
- Anticipate potential problems and initiate strategies to clarify problem and/ or make recommendations to address the problem or concern.
- Determine when something is wrong or is likely to go wrong, and then be able to act before there are negative consequences.
- Identify and solve problems in a timely manner consistent with the demands of the situation.
- Utilize creativity in developing, designing, or adapting new applications, ideas, assistive technology to assist with patient/ client outcomes.

Physical/ Sensory/ Perceptual Skills

- Position one's body to move clients or equipment and handle materials. Move one's body to reach, stand, climb, walk, bend, stoop, balance, kneel, crawl, and twist.
- Demonstrate sufficient fine motor and gross motor skills to complete roles and responsibilities.
- Demonstrate sufficient energy and endurance to attend and carry out therapeutic interventions, attend meetings, and lectures for minimum 3-4-hour blocks and up to 8-10 hours with breaks.
- Lift (floor to mid-thigh 20-50#; mid-thigh to shoulder level 10-50#; shoulder level and above 10-50#).
- Utilize sufficient visual skills to observe others' movements in discerning differences and variances of movements, dexterity, functional performance, muscle integrity, to assess body language and reactions to the therapeutic intervention, acquire necessary and relevant information from written documents, utilize assessment tools, read and interpret evaluation results and implement therapeutic interventions safely.
- Utilize sufficient auditory skills to engage in classroom learning activities and to provide safe and effective therapeutic assessments and intervention sessions.
- Maintain balance while performing evaluation/ intervention with clients, including those with compromised balance. Able to physically and safely respond to clients who are losing balance.
- Respond quickly in emergency situations.

Emotional Abilities

- Take initiative for own learning; take responsibility for meeting deadlines and completing work assignments; able to set priorities and be dependable.

- Take responsibility for contributing to a positive work/ educational environment by demonstrating respect for others and engaging and facilitating dyadic and group collaboration.
- Accept constructive written and/ or verbal feedback from faculty, supervisors, colleagues, and peers to improve skills and abilities.
- Manage the complexities of a full caseload and full academic course load. (Any student may elect to complete the OT academic program and FW II requirements at a slower pace: however, all guidelines and institutional requirements related to student status, financial, aid and fieldwork completion must be maintained. Each FW II experience must be completed with 480 total hours and with a minimum of 20 hours per week, within 36 months of the start of the OT program).
- Manage high levels of stress, recognize the need for help and ask for help assertively.
- Recognize when plans are not working and be flexible in adjusting plan to accommodate educational or therapeutic situation.
- Accept responsibility for own actions and decisions.
- Abide by established policies and procedures; asks for clarification when needed.

Social/ Communication/ Interaction

- Demonstrate mature, empathetic, and effective professional relationships by exhibiting compassion, integrity, and concern for others.
- Demonstrate respect for others of different ages, backgrounds, disability levels, races, religions, cultural backgrounds, sexual orientation, and gender.
- Relate to a variety of individuals, engage others, and provide a range of affective responses appropriate to the therapeutic scenario.
- Build trust and working, collaborative relationships.
- Communicate effectively to others including 1:1 interaction, small group presentations, collaborative team or work meetings.
- Identify and resolve conflicts, asking for assistance as needed.
- Verbally communicate with others, adapting approach to meet the demands of the therapeutic scenario.

Professional/ Ethical Responsibilities

- Dress appropriately based on the expectations for the academic and therapeutic settings and maintain personal hygiene.
- Apply concepts of client-centered, family-centered, person-centered practice to the OT process.
- Abide by professional standards and utilize ethics in academic and therapeutic scenarios.
- Identify and respond appropriately to ethical issues and dilemmas.
- Demonstrate a commitment to excellence, honesty, integrity, and respect for others.
- Self-direct one's own learning and be engaged in learning in the classroom and in FW.
- Self-identify, evaluate, and communicate limits of one's own knowledge and skills.
- Incorporate a disposition of life-long learning including the ability to self-identify professional development needs and goals.
- Establish and maintain supervisory/ mentoring relationships, handle conflicts

- appropriately based on established policies and procedures.
- Seek supervision when needed.

Section II: Policies and Procedures

Attendance

The occupational therapy program expects students to recognize the positive effect on academic success of class attendance and participation. Students are reminded that they are in a professional, graduate program and demonstrate behaviors consistent with this. All students are expected to attend all meetings of the courses in which they are enrolled; any absence is incurred at the student's own risk.

The classroom is the center of academia and students are expected to attend all classes and laboratory sessions. In the case of an absence (excused or unexcused), the student is responsible for all material presented and assigned. Students are expected to attend class and actively participate. Advanced notice and appropriate documentation should be provided for excused absences related to academic conferences, religious holidays, or university-sponsored events. Students should contact the instructor in advance of an anticipated absence. If an extenuating circumstance arises, then students shall discuss the absence with the instructor and Program Director. Students will be expected to review any material missed with their classmates and meet with the course instructor with a proposal of how they will demonstrate mastery of this material. Students are responsible for completing any alternative assignment satisfactorily to pass the course.

Assignments

Assignments due date/time(s) are provided by the instructor. Assignments are submitted through Canvas, unless specifically instructed otherwise, and are time stamped. Assignments submitted late will be penalized at 10% of the assignment grade per day. Assignments that are more than five days late will not be accepted and will be marked as a zero. Students are advised to review assignment due dates well in advance to schedule their workload and other potential issues. Work missed due to an excused absence can be made up; however, any that are missed due to unexcused absence will receive a zero. For work associated with an excused absence, the instructor will work with the student to create a plan for submission. In the case of any extenuating circumstance, students should contact the instructor as soon as possible to arrange make ups for any missed assignments.

Learning Management System disruptions or personal computer failure are **not an excuse** for late or missing assignments. A student printer is available in the Sports Medicine & Rehabilitation Center. Students should not ask faculty or staff to print or copy assignments for them. Technology issues can best be avoided by completing work at an appropriate length of time prior to the due date. If students are experiencing technological difficulties or disruptions, they should notify the appropriate course instructor at least 24 hours prior to the due date/time.

Audio and Video Recording

The faculty recognize that some individuals utilize lecture recordings to reinforce learning. Students that require recordings to meet Reasonable Accommodations under the American with Disabilities Act should follow college procedures for the is specific accommodation. **No recordings in the classroom are allowed unless permission has been granted by the instructor.**

Alcohol and Drug Usage and Abuse

The Moravian College Department of Rehabilitation Sciences does not condone any form of drug, substance, or alcohol abuse by its students. No alcohol or illegal drugs may be manufactured, consumed, distributed, or sold by students on any Moravian College property or in any facility affiliated with or associated with Moravian College. **Alcoholic beverages may be served at an on-campus event only with the prior approval of the Chair of the Department of Rehabilitation Sciences.**

The MSOT Program requires periodic drug testing of students enrolled in the program. These drug tests will be scheduled by the MSOT program. Students will be responsible for all costs associated with these required drug tests.

Under the Influence during Class/Lab

Students who are perceived by the faculty to be under the influence as evidenced by student behavior which includes, but is not limited to, excessive tardiness, slurred speech, the odor of alcohol on the breath, and lack of coordination will be directed to the Program Director and/or Moravian College Health Center for appropriate intervention and referral. Students who violate this policy will be subject to disciplinary action through the MSOT Program, including possible course failure and program suspension or dismissal.

Under the Influence during Clinical Education Experience

Some clinical education sites require a drug test prior to beginning the clinical education experience. In the case of a required drug test, the Director of Clinical Education will inform the student of the requirement and he or she will be directed to an approved testing location. The student will be responsible for scheduling the drug test, all administrative processes associated with testing, as well as the cost of the test. Test results should be forwarded to the DCE or uploaded directly in EXXAT. Please note that random drug testing can occur throughout the student's tenure at Moravian College.

In the case of a positive drug test prior to the clinical experience, the student will be immediately suspended, with the potential to fail that clinical education experience, which will affect progress in the program. Students who appear to be under the influence of alcohol during any clinical education experience will be immediately removed from the clinical education site and will be referred to the MSOT Director of Clinical Education.

In the event of suspected drug usage or abuse perceived by the Fieldwork Educator/ Clinical Instructor, as evidenced by student behaviors including, but not limited to, irrational or unusual behavior, excessive tardiness or physical signs of drug usage / abuse, the student will be referred to the Moravian College Health Center and / or Counseling Services. Students will be immediately removed from the clinical education site and suspended from continued clinical education. The student will be required to undergo a drug test within 24 hours at an approved drug-testing site. The cost of this test will be the sole responsibility of the student. Assuming a negative test, the student may be reinstated into the clinical portion of the MSOT program. In the case of a positive test or failure to comply with the required test, the student will be immediately suspended from all further clinical education experiences. Failure to comply with a required test will be treated as if a positive test has been obtained.

Students who test positive will be immediately suspended from the clinical education portion of the MSOT program and may face further disciplinary action from the program, in the form of suspension from the didactic portion or dismissal from the program. As a result of any positive drug test, the student will be referred to the Moravian College Health Center and/or Counseling Services.

If a student has tested positive from a drug test and has not been dismissed from the program, the student will be required to complete appropriate counseling as determined by the MSOT Program Director, MSOT faculty and MSOT Director of Clinical Education. Additionally, the student must undergo a hair sampling drug test prior to reinstatement to the didactic and / or clinical components of the MSOT program. All costs for these drug tests will be the responsibility of the student. Upon reinstatement into the MSOT program, the student may be required to undergo unannounced or random drug testing for the remainder of the time he or she is enrolled in the MSOT program. The cost of these tests will be the sole responsibility of the student. Failure to complete the requested tests will result in dismissal from the MSOT program.

In the case of a second offense, the student will be referred to the Moravian College Health Center and Counseling Services and will be immediately dismissed from the MSOT program. Furthermore, students who demonstrate any episode of alcohol or drug use/abuse may be reported to the National Board for Certification in Occupational Therapy and appropriate state regulatory bodies.

Students should also familiarize themselves with the [Moravian College Student Code of Conduct](#) and [Moravian College Medical Marijuana Policy](#) which outlines additional information related to drug and alcohol use.

Cell Phones

The use of cell phones in class or lab, outside of specific instructor designed learning activities, are disruptive and considered unprofessional. Cell phone use is not permitted in any class or laboratory sessions, including texting, and emailing. Students who use cell phones during classes or laboratory sessions will be dismissed from class and subject to a 10-point deduction from their final grade in the course for each occurrence. Please discuss with the professor, in advance, any extenuating circumstance in which a student feels that a cell phone is required

Conduct

Students are in a professional, graduate program and as such, will be held to high standards for conduct and abide by the [Code of Ethics set out by the American Occupational Therapy Association \(AOTA\)](#). Courtesy and respect are key features of professional conduct and should be used in interactions with students, staff, and visitors to Moravian College. Students should also recognize that they carry the name of Moravian College and the Occupational Therapy Program with them in interactions outside of the campus environment. It's great to enjoy everything the Lehigh Valley has to offer, and during those times students should be cognizant of their behavior while in the "public eye".

Further information on student conduct can be found in the [Moravian Student Handbook](#).

Social Media

In our world of immediacy and social media, the ethical concerns are becoming a concern in colleges. Inappropriate sharing of information relating to any course material, classroom guests (patients and professionals), and gossip, bullying and damaging discussions of peers, faculty and staff is unethical. Students should be aware that social media such as Instagram, twitter, blogs, YouTube, as well as text messages, etc. are not private. Discussing or showing pictures of classroom guests (lecturers or simulated patients) is a HIPPA and confidentiality violation. Students are strongly advised to monitor privacy settings and limit personal social media to events and individuals outside of the classroom.

In addition:

- You must obtain consent from those involved to record in part or whole any lecture/lab/teaching situation
- You may not reveal the personal health information of other persons. Removal of an individual's name does not constitute proper confidentiality or protection of health information. Inclusion of any information that may identify a person such as: name, date of birth, gender, race, or diagnosis, evaluation date, type of intervention, or photographs still allow the reader to recognize or identify a specific person and is a violation of HIPAA.
- You may not report private academic information of another student, including but not limited to: course, exam, assignment of grades; narrative evaluations; adverse academic actions; professional behavior checklist or contracts; or fieldwork performance evaluations.
- When posting information on social networking sites, you may not present yourself as an official representative or spokesperson of Moravian College and/or the Moravian Occupational Therapy Occupational Therapy Program or an affiliate organization.
- You may not represent yourself as another person, real or fictitious, or otherwise attempt to obscure your identity to circumvent the prohibitions listed herein.
- You may not threaten or word statements that imply a threat to students, faculty, peers, staff, clients, caregivers, or fieldwork supervisors.

Health and Safety

During orientation and the first term of the program, students will be instructed in common health and safety procedures and demonstrate proficiency as required. This will include evacuation procedures, infection control including proper use of personal protective equipment (PPE), and assessment of vital signs. Gloves are available in most SMRC classrooms. If specific PPE is required (masks, face shields goggles, gowns...) please see Dr. Potter or Cynthia Rommens for assistance, the department maintains a stock of these supplies. We can provide limited PPE items for fieldwork experiences as needed.

General classroom and lab safety procedures

- Students must always observe safety precautions when handling materials and equipment in laboratory sessions.
- Long hair must be pulled back securely
- Students must wear gloves, masks, and/or goggles when instructed to do so by laboratory instructors.
- Students should dress comfortably, and wear flat, sturdy shoes (no flip-flops, high heels, etc.).
- Students are encouraged to bring and wear aprons or large, over-sized work shirts over their clothing during lab activities that involve paints, stains, solvents, etc. The Occupational Therapy Department is

not responsible for the replacement of clothing or personal items that become damaged during laboratory sessions.

- Protect work surfaces and tables with craft paper, newspaper, or other protective covering as appropriate. Always keep all areas clean and neat.
- Use caution in using tools. All tools should be stored in their appointed cabinets. Keep all tools clean and properly maintained. Power tools should only be used by trained persons, in the presence of others in case of injury. Do not use power tools near wet surfaces.
- No food or open drink containers are allowed in Room 360 when chemicals are being used.
- All chemicals must be properly stored, and all work surfaces must be clean of all debris
- Students who wear glasses or contacts should take caution to remove them, if indicated, during any high-impact laboratory experiences, such as sensory integrative or perceptual-motor activities.
- Students with certain health problems that may be adversely affected by laboratory experiences should notify the lab instructor at the beginning of the semester (respiratory problems, allergies, skin problems or open wounds, seizure disorders, vestibular/balance disorders, gastrointestinal disorders, sensory/sensory integrative disorders, hearing deficits, visual problems, etc.). **Students who experience injury or illness during laboratory sessions, such as dizziness, wheezing, skin rash, lacerations, abrasions, vomiting, excitability, or aggression, should notify the instructor immediately.**
- Should students observe a safety hazard before, during, or laboratory sessions, they should notify the instructor immediately.
- Students are responsible for assisting in the set-up and clean-up of all laboratory equipment. All equipment and supplies must be stored away, and the laboratory room left clean, neat, and organized, before students can be dismissed from lab. Students are expected to assist the instructor, and one another, in maintaining and cleaning supplies & equipment used in lab. Any damage to supplies or equipment should be reported to the instructor immediately

OT 540 Neuroscience Lab Policies

The following policies are **always** in effect:

1. No eating or drinking in the lab.
2. Appropriate clothing is required for all labs.
 - a. This includes long pants or scrubs and closed-toed shoes with a rubber sole.
 - b. Disposable gloves must be worn when handling tissue, instruments, or chemicals.
3. Dispose of all materials properly.
 - a. Tissue should be placed in the red containers as designated and never mixed with other refuse.
 - b. Sharps, including scalpels and scissors, should be discarded in the sharp's container.
 - c. Gloves, paper towels and all other refuse that has been in contact with tissue or chemicals can be placed in the red biohazard waste containers.
 - d. Paper towels from hand washing can be disposed of in the regular trash.
4. Keep the lab clean.
 - a. Keep the floor clear of clutter.
 - b. Book bags and purses should not be brought into the lab but stored in the cubbies provided for you.
 - c. Before leaving for the day, pick up any paper or other material that may have fallen on the floor.

- d. Small spills should be cleaned up immediately using paper towels. Larger spills should be reported to the course instructor for proper containment and management. Use of the chemical spill containment kit will be implemented.
 - e. Dissecting and probing instruments should be wiped clean and returned to the bin before you leave the lab.
 - f. Any broken glass should be disposed in the glass disposal box.
 - g. At the end of every lab, lab tables and work surfaces should be decontaminated with the Versa Clean 10% solution provided.
 - h. At the end of every lab specimen should be misted with preservative and stored properly.
5. Ethical treatment of specimen tissue **must** be observed.
- a. Students are expected to demonstrate the same respect to the brains as they would show to a patient.
 - b. Brain tissue is delicate and must be handled carefully. Blunt probes and forceps should be used to minimize the amount of handling necessary.
 - c. Specimen tissue including brain material is never to be removed from the lab.
 - d. **Photography is strictly forbidden in the lab.** Students found violating this policy will be charged with cheating and brought before the Academic Standards Committee.
 - e. Brains should be kept covered with moistened paper towels when not in use during lab sessions.
 - f. Brains should be returned to the appropriate storage container at the end of every lab. Storage solution should be added as needed to cover the brain.
 - g. Students are expected to study from all brains but should limit dissection to what is assigned to them.
6. Adhere to personal safety procedures.
- a. Hands should be washed with soap and water at the end of every lab.
 - b. In case of accidental exposure to holding or cleansing solutions, exposed skin should be thoroughly washed with soap and water. In case of accidental contact with eyes, eyes should be flushed with copious amounts of water using the eye wash stations located in each lab. Course instructor should be notified. Soiled clothing should be changed as soon as possible after exposure. Emergency showers are in each lab, in the event large areas of the body are exposed to chemical solution.
 - c. Do not put probes or utensils in your mouth.
 - d. In the event of a cut, gloves should be safely removed. Cuts should be immediately washed with soap and water, if possible. First aid kits are available each lab. All cuts should be reported to the course instructor.
 - e. Students must notify their instructor of all injuries or illnesses occurring at the University, regardless of severity, including those related to hazardous substance exposures. **The incident must then be immediately reported to Campus Police 610 861-1421** so that it can be documented properly. If a student refuses medical treatment their signature should be documented on Campus Police Incident Reporting Forms.
 - f. **If it is an emergency, call 911 and Campus Police at 610 861-1465.** Safety Data Sheets should accompany the injured student to the medical facility.

7. Laboratory facilities are designed to provide appropriate ventilation during dissection activities. This can only occur when lab doors are closed. **Laboratory doors are NEVER to be propped open.**
8. The lab is for registered students only. Visitors are not permitted at any time.
9. Specimen tissue will be kept in **Cold Room 329** when not in use.
10. Brains will only be studied under the oversight of a lab coordinator, lab instructor, or lab teaching assistants.

Guidelines Regarding Use of Laboratory Equipment:

- **Suspended Sensory Integration Equipment:** Instructions for safe equipment set-up and use are described in the equipment specification manuals that are stored in the pediatric lab closet. All equipment, fittings, and support systems should be inspected prior to each use to guard against injury. The equipment should only be used for therapeutic purposes and should never be used unsupervised.
- **Sewing Machines, Splinting Equipment, and Power Tools:** Students shall review the operational manuals for sewing machines, heating pans, heat guns, and power tools prior to using the equipment. Course instructors and students shall frequently monitor heat gun positioning to prevent burns and fires during use. Students shall adhere to all operating instructions and guidelines any time equipment is in use.
- **Physical Agent Modalities:** Faculty & students will engage in safe use of modalities (light, water, sound, temperature, and electricity) as instructed in course work. Students must have permission from the course instructor to use any modality equipment outside of scheduled classroom hours.
- **Wheelchairs, Walkers, and Mobility Devices:** Students shall be instructed in the safe use of mobility devices and will demonstrate safe and competent use of these devices. Devices must be inspected for any loose nuts, bolts, or pieces prior to each use, or if an unsafe condition is noted. Students shall adhere to these guidelines any time these devices are in use. Notify a faculty member or the program director if any equipment is in a state of disrepair
- **Test/evaluation/treatment supplies, kits, or equipment needed to complete laboratory assignments** will be available for student use outside of scheduled laboratory time. Laboratory equipment may be used within the SMRC and should not be removed from the building without permission. Please be careful to make sure small pieces do not get lost. One missing piece can render an assessment unusable. Assessments may be signed out through Marvel Blocker, a faculty member, or designated research assistant.
- **Damage to equipment, or failure to return equipment, will result in the student being responsible for payment of repair and/or replacement costs.**

First Aid Supplies

First aid supplies are available in SMRC 285 (Modalities Lab). Students must notify a faculty or staff member in the event of an injury.

Blood Borne Pathogen Exposure

"Blood borne pathogens" refers to disease-causing microorganisms present in blood or other potentially infectious body fluids. Any "high-risk" exposure, defined as an accidental puncture injury, mucous membrane, or non-intact skin exposure to human blood/body fluid, should be considered infectious regardless of the source, and the following steps should immediately be taken.

Immediate Post-Exposure:

1. Cleanse the wound and surrounding area with soap and water (for a needle stick or body fluid exposure), or flush eyes, nose, or mouth with copious amounts of tap water (for a splash to the face).
2. Inform an instructor/supervisor that an exposure has occurred. Provide details about the time and location of the incidence, and what type of exposure occurred (e.g., needle stick, direct contact with blood or body fluid)
3. Report to the triage staff according to where the exposure occurs:
 - On Moravian College's campus during normal business hours: Report to the Student Health Center, 250 W. Laurel Street (Hillside 5H), Bethlehem, PA 18018. (610) 861-1567
 - On Moravian College's campus before/after normal business hours:
 - St. Luke's North (Walk-In Care), 153 Broadhead Road, Bethlehem, PA 18017. (484) 526-3000 OR
 - St. Luke's University Hospital, Bethlehem (Emergency Department) 801 Ostrum Street, Bethlehem, PA 18015. (484)-526-4000
 - Off campus exposure/out of area:
 - Report to the nearest hospital and ask for the Blood Exposure Triage Staff.
 - Tell the triage staff you experienced an occupational blood exposure.

After Receiving Care:

- Inform your advisor/ the occupational therapy program director/ clinical supervisor of your exposure as soon as possible.

Contact with the following bodily fluids or materials is not covered by this section: feces, nasal secretions, saliva, sputum/spit, sweat, tears, urine, and vomit. If any of the preceding bodily fluids contain visible blood, follow the high-risk procedures listed above.

Do not attempt to clean up any spills of human blood or other potentially infectious body materials. Campus Safety and Custodial Staff have been immunized and trained for spill cleanups. For assistance dealing with spills of bodily fluids containing visible blood, contact Custodial Services at (610) 861-1553 during business hours. Outside of work hours, contact Campus Security at (610) 861-1421.

On Campus Safety

Campus safety is a priority at Moravian College. The Campus Police are available to assist students in need. Campus Police can be reached for emergencies at 610-861-1465. For non-emergencies please call 610 861-1421. All students should enroll in e2Campus system on AMOS to receive [emergency notifications](#). College guidelines for individual emergency preparedness are available on the [college website](#) are posted visibly throughout the campus.

Fire alarm response and evacuation

Students should locate the closest emergency exit to evacuate campus buildings. Evacuation route maps are posted in each building. Students must follow [Moravian College Fire Safety Procedures](#)

Clinical Education During the Pandemic

The academic preparation of a healthcare practitioner has potential risks including, but not limited to, physical injury or illness, emotional stress, and/or psychological impact to the student. Your orientation, and ongoing training in lecture, laboratory, clinical experiences, and capstone classes/experiences provide you with knowledge of appropriate preventative measures and best practices to minimize these risks. The program handbook policies and procedures and specific instructions provided in the syllabus and by the faculty are intended to mitigate these risks. Your responsibility is to comply with these policies and inform faculty of any concerns that may need to be addressed.

- 1) Due to the current uncertainties related to COVID-19 and/or other contagious conditions, and the potential impact on clinical education / fieldwork placements, it is important for students to be aware of the following information:
- 2) Any student who has concerns about completing a clinical education / fieldwork experience and associated risks (e.g., contracting/spreading COVID-19) may defer the experience until a later semester without incurring an academic penalty. However, by choosing to defer, students may extend their program by one (or more) semesters.
- 3) Moravian College's professional education programs in the Department of Rehabilitation Sciences will strive to provide students with a clinical education / fieldwork placement that will satisfy student's individualized health and safety needs for clinical experiences (e.g., tele-practice opportunities for individuals with pre-existing, high risk conditions). However, the program cannot guarantee that it can secure an appropriate placement for every student since these placements depend on external partners who are determining risk levels and ability to accept students. If an appropriate placement cannot be provided, then the student may be required to delay their clinical education / fieldwork experience until a later semester and their program may be extended by one (or more) semesters.
- 4) Moravian College's professional education programs in the Department of Rehabilitation Sciences will identify appropriate clinical education / fieldwork placements that meet student's graduation requirements and programmatic accreditation requirements. Should a suitable clinical education / fieldwork placement be identified for a student and the student elects not to complete the clinical education / fieldwork experience, the student may extend their program by one (or more) semesters.
- 5) If an experience is interrupted or discontinued prior to completion, students may need to repeat this experience in a later semester. This will depend on the proportion of the semester completed and the student's individual need for specific types of clinical hours. If the student is required to repeat the clinical education / fieldwork experience, their graduate program may be extended by one (or more) semesters.
- 6) If the student opts to pursue a clinical experience, the program will do its best to facilitate the student's completion of the clinical education / fieldwork requirements. However, as noted above, many factors that impact clinical experience outcomes are beyond the program's control.

- 7) Should a student test positive for COVID-19 prior to completion of their clinical education / fieldwork experience, the student may be required to complete the remainder of the experience at a later date. Rescheduled clinical completion will be at the discretion of the clinical placement site and subject to their COVID-19 rules and regulations. In this situation, a student's graduate program may be extended by one (or more) semesters.

Students must provide their decision regarding clinical education, in writing (e.g. via email) to their Director of Clinical Education and Program Director, no later than two weeks prior to the beginning of the clinical education experience.

Dress Code and Appearance

Classroom Dress:

Grooming:

- Clean and neat appearance
- Neatly trimmed facial hair
- Nails-trimmed to a functional length, clean, conservative nail polish
- Conservative/ natural toned hair color
- Avoid strong perfume and cologne and discernible body odor
- Hair-neatly styled, worn safely (pulled back) for class activities

Accessories:

- Conservative jewelry
- Avoid jewelry that can be pulled or snagged during classroom activities
- Avoid jewelry that may impeded speech
- No Baseball caps during exams or learning assessments

Pants/Skirts/Dresses

- Shorts of appropriate length (underwear should not be visible)
- Pants should fit well and allow for movement during classes-no fraying, holes, low riding on the waist, cargo style with loops
- Dress of appropriate length

Tops

- Modest neckline with midriff and back coverage during movement
- Shirts should have sleeves-cap, short or long.
- Clean, no holes, opaque, no sheer or see-through lace

Undergarments

- Should not be visible at any time

Shoes

- Clean
- Must be able to move and maintain stability in the shoes
- Closed toe, closed back as needed for transfer and mobility
- No Flip Flops
- No High Heels

- No Slippers

Presentations and Campus Events

In addition to the above guidelines

- Business casual is appropriate for most situations. This is typically casual slacks and collared shirts, skirts and shirts, or dresses, fitting as not to expose inappropriate skin areas.
- Shoes are to be flat or a low heel and appropriate for the situation. For example, running shoes may be appropriate for movement assessment class.
- No jeans, shorts, T-shirts, sandals, hats, sunglasses, or facial jewelry.
- Tattoos should be covered
- Consult instructor for specific situations.

Fieldwork and Fieldtrip Attire

Students must dress according to the clinical site requirements. Please check with your assigned site for dress code. If no dress code is provided by the clinical site, dress should be business casual.

Please remember that your appearance represents you and the program. Also, please keep in mind that St. Luke's University Health Network (SLUHN) patients and clinicians utilize our classrooms and labs for education and patient care activities. Finally, please important visitors regularly tour the Sports Medicine & Rehabilitation Center (SMRC).

Section III: General Information

American Occupational Therapy Association (AOTA)

The American Occupational Therapy Association (AOTA) is the national professional association for occupational therapists in the United States. Students are **required** to maintain a membership in AOTA while enrolled in the OT program at Moravian. Students must upload a copy of their current AOTA membership card to EXXAT. AOTA provides guidance on practice, ethics and research and represents the profession through advocacy at the federal and state levels.

State Occupational Therapy Association Membership

Students are highly encouraged to maintain memberships in their home state occupational therapy associations. The State associations advocate for occupational therapy at the local and state levels of government. They offer opportunities for scholarships, networking, and professional development.

Liability Insurance

The Department of Rehabilitation Sciences maintains liability insurance for students with active enrollment in the Occupational Therapy program. The liability insurance certificate is kept on file in the Rehabilitation Sciences Office.

Library and Research Assistance

The MSOT program encourages students to take an active role in their learning and to take the initiative. Students who need assistance with obtaining research should first refer to course textbooks, with the next

step to consult [Reeves Library](#) .

Articles, evidence-based practice resources, statistics, and other information can be found on this site. Students may also contact the [Health Sciences Librarian](#) for assistance.

Room and Equipment Use

Regular classrooms are identified in the syllabus for the specific class. The instructor will communicate if there is a change in classroom to students as require. Students will be allowed to sign out test kits and specified equipment for practice and other classroom-based activities. The instructor will give specific directions on this at the start of term. Students will be instructed in the proper use of equipment during class and will need to demonstrate proficiency in its use prior to independent use.

Student Advisement

Each student will be assigned a faculty advisor for the duration of the program. The purpose of the advisor is to answer questions, provide feedback on student progress/behavior/academic standing, and guide the student in any issues that may arise. There will be regularly scheduled meetings; however, students are welcome to meet with their advisor at any time during the program. Students can meet with their advisor in the advisor's office or a conference room on campus, as appropriate. Students should utilize Momentum available on AMOS during the advising process.

GLOSSARY OF TERMS

Accreditation Council for Occupational Therapy Education (ACOTE): ACOTE is the accrediting body that sets the standards for occupational therapy education programs. (www.acoteonline.org).

Affiliation Agreements: Affiliation agreements are contractual agreements between Moravian College and the clinical facilities. Prior to the start of students' fieldwork education experience an current written agreement must exist between the institutions. The affiliation agreement is also referred to as a contract or a memorandum of understanding (MOB).

American Occupational Therapy Association (AOTA): AOTA is the organization that professionally represents occupational therapists in setting policy, procedures, standards, and serves as a governmental liaison. (www.aota.org).

Director of Clinical Education (DCE): The DCE is the academic faculty person within the occupational therapy program who has been designated to be responsible for the clinical education courses outlined in the program's curriculum. The DCE is also referred to as the Academic Fieldwork Coordinator (AFWC).

EXXAT: This is the web-based program that Moravian College utilizes to manage fieldwork data including affiliation agreements, fieldwork sites, student prerequisite forms, student profiles, student placements, and student and site evaluations.

Fieldwork Educator (FWE): The FWE is a staff member within the clinical setting who is responsible for the teaching and supervision of an assigned student. The FWE is also referred to as the Clinical Instructor (CI) or Preceptor.

Fieldwork Performance Evaluation (FWPE): This standardized form is approved for use by ACOTE to assess the student's performance on Level II fieldwork at mid-term and at the end of the fieldwork experience. The rating scale used in the FWPE determines whether a student has been successful in fieldwork.

National Board for Certification in Occupational Therapy (NBCOT): NBCOT is the credentialing agency that provides certification for the occupational therapy profession. NBCOT serves the public interest by developing, administering, and continually reviewing a certification process that reflects current standards of competent practice in occupational therapy. (www.nbcot.org).

Student Evaluation of the Fieldwork Experience (SEFWE): This document provides information from the student regarding a specific Level II fieldwork experience.

OCCUPATIONAL THERAPY FIELDWORK EDUCATION

INTRODUCTION TO FIELDWORK

Fieldwork is a fundamental component in the preparation to become an occupational therapist. During fieldwork, students incorporate knowledge, evidence, and information learned in the classroom and apply it to the practical setting. Fieldwork experiences provide an opportunity for students to develop competence in applying occupational therapy theories, understanding and integrating the occupational needs of various client populations, cultivating clinical skills through evidence-based interventions, and building professional collaborative relationships with future colleagues.

Fieldwork education is a required component of an occupational therapy education as defined by the [2018 ACOTE Standards and Interpretive Guide](#). Fieldwork education is divided into Level I and Level II affiliations. Students must pass all Level I and Level II fieldwork affiliations and successfully complete all coursework to qualify to sit for the National Board for Certification in Occupational Therapy (NBCOT) examination.

Fieldwork Office Contact Information

Director of Clinical Education for Occupational Therapy
Jennifer Maloney, OTD, MS, OTR/L
Moravian College,
1441 Schoenersville Road, Bethlehem, PA 18018
Office phone: 610-625-7231
Cell phone: 610-739-1978
Email: maloneyj03@moravian.edu

Occupational Therapy Administrative Specialists
Marvel Blocker
Office phone: 610-625-7230
Email: blockerm@moravian.edu

Cynthia Rommens
Office phone: 610-625-7204
Email: rommensc@moravian.edu

Participants in Fieldwork Education

Director of Clinical Education (DCE)

The DCE is a full-time faculty member of the Occupational Therapy Department and is responsible for providing students with quality Level I and Level II fieldwork opportunities. The DCE develops, coordinates, and monitors student's fieldwork experiences. The DCE is responsible for ensuring the MSOT program's compliance with ACOTE fieldwork education requirements (C.1.1-C.1.16) and collaborating with FWEs to ensure fieldwork experiences meet the MSOT's program objectives. The DCE will:

- Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education. (C.1.1)
- Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience. (C.1.2)
- Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience. Ensure that fieldwork objectives for all experiences include a psychosocial objective. (C.1.3)
- Ensure that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives. (C.1.4)
- Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.4.7. (C.1.5)
- The program must have evidence of valid memoranda of understanding in effect and signed by both parties from the onset to conclusion of the Level I fieldwork and the Level II fieldwork if it involves an entity outside of the academic program. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding. (C.1.6)
- At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation. (C.1.7)
- Ensure that personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social

workers, physicians, speech language pathologists, nurses, and physical therapists.
(C.1.8)

- Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process and includes mechanisms for formal evaluation of student performance. The program must have clearly documented student learning objectives expected of the Level I fieldwork. Level I fieldwork may be met through one or more of the following instructional methods: Simulated environments; Standardized patients; Faculty practice; Faculty-led site visits; or Supervision by a fieldwork educator in a practice environment. All Level I fieldwork must be comparable in rigor. (C.1.9)
- Require a minimum of 24 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings. (C.1.10)
- Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of the Level II fieldwork. Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork. The supervising therapist may be engaged by the fieldwork site or by the educational program. (C.1.11)
- Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice). (C.1.12)
- Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence. (C.1.13)
- Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site. (C.1.14)
- Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA *Fieldwork Performance Evaluation for the Occupational Therapy Student* or equivalent). (C.1.15)

- Document and verify that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork. (C.1.16)

Administrative Specialist

The Administrative Specialist assists the DCE and is a full-time member of the Rehabilitation Sciences Department. Primary responsibilities include:

- Liaison between Moravian College and fieldwork sites in placing students in Level I and Level II fieldwork experiences.
- Managing all paperwork related to fieldwork including initiating and processing contracts with fieldwork sites.
- Maintaining the fieldwork database, EXXAT, and all administrative files.
- Managing requirements of fieldwork sites (insurance, background checks, vaccinations, etc.).
- Communicating with students via telephone and email concerning general fieldwork information.

Fieldwork Educator (FWE)

The FWE is a facility member assigned to supervise the OT student. During Level I Fieldwork, the FWE can be an OT, OTA, psychologist, teacher, nurse, or other licensed professional (C.1.8). For Level II Fieldwork, the FWE must be a licensed OT with a minimum of one year of practice experience after initial certification (C.1.11). The FWE will:

- Be informed of Moravian College's MSOT curriculum and fieldwork program design.
- Coordinate appropriate orientation of the facility to the student.
- Communicate expectations, objectives, and assignments required for successful completion of fieldwork.
- Supervise the provision of occupational therapy services, documentation, and oral reporting by the student.
- Provide ongoing feedback to the student regarding performance, including a written mid-term and final student performance evaluation.
- Act as a professional role model for the student.
- Inform the DCE of any problems regarding student performance.

Student

Level I Fieldwork Experiences

The student will:

- Attend all required fieldwork meetings and classes related to Level I fieldwork.
- Complete and maintain up to date prerequisites on EXXAT.
- **NOT** contact any fieldwork site prior to notification of fieldwork placement.
- After notification of placement, contact the fieldwork site and request site-specific requirements/objectives.

- Complete and provide all prerequisites to the site before beginning the Level I fieldwork assignment.
- Notify the FWE and the DCE regarding any missed Level I fieldwork scheduled time.
- Be responsible for any additional expenses encountered for fieldwork (clearances, travel, housing, clothing, etc.).
- Actively participate in all fieldwork experiences.
- Inform the DCE regarding any problems that cannot be resolved between the student and the FWE.
- Provide written evaluation/feedback to the DCE about the facility.
- Complete all assignments related to Level I fieldwork experience by established due date.
- Complete all required fieldwork forms by established due date.

Level II Fieldwork Experiences

Prior to Level II fieldwork, the student will:

- Attend all required fieldwork orientation meetings.
- Complete and maintain all up-to-date prerequisites on EXXAT.
- **NOT** contact any fieldwork site prior to notification of fieldwork placement.
- After notification of placement, contact the fieldwork site and request site-specific requirements/objectives.
- Complete and provide all prerequisites to the site before beginning the Level II fieldwork assignment.
- Be responsible for any additional expenses encountered for fieldwork (clearances, travel, housing, clothing, etc.).

During or after Level II fieldwork, the student will:

- Actively participate in all fieldwork experiences.
- Follow the rules of the specific facility and demonstrate professional behavior.
- Provide safe and ethical OT services under supervision.
- Complete all assignments related to Level II fieldwork experience by established due date.
- Provide accurate documentation of all OT services provided.
- Inform the DCE regarding any problems that cannot be resolved between the student and the FWE.
- Provide written evaluation/feedback to the DCE about the facility.
- Complete all required fieldwork forms by established due date.

Required Prerequisites--Moravian College Department of Occupational Therapy Policies and Forms

- Immunization Records
- Student Profile
- Pennsylvania Child Abuse Clearance
- Pennsylvania State Police Criminal Record Check

- FBI Fingerprinting
- CPR Certification *must be completed on campus at the beginning of the program
- HIPAA Training *provided by the program
- Professional Liability Insurance *provided by the program

Immunization Records

Students are responsible for submitting current immunization records to EXXAT prior to following admission to the program and prior to beginning classes.

Student Profile

Students are required to create and maintain a profile on the EXXAT platform throughout the OT program. This profile is provided to the assigned fieldwork sites. .

Pennsylvania Child Abuse Clearance

Students are required to complete a Pennsylvania Child Abuse History Clearance (ACT 151) following admission to the MSOT program and prior to beginning classes. Students are responsible for the cost as outlined in the Department of Rehabilitation Science [Tuition & Fees](#).

Pennsylvania Mandated Reporter Training

Students are required to complete the online course: [Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania Online Training](#) following admission to the MSOT program and prior to beginning classes.

Pennsylvania State Police Criminal Record Check

Students are required to complete a Pennsylvania State Police Criminal Records Check (Act 34) following admission to the MSOT program and prior to beginning classes. Students are responsible for the cost as outlined in the Department of Rehabilitation Science [Tuition & Fees](#). Students coming from out of state and/or going out of state for fieldwork should contact the DCE.

FBI Fingerprinting

Students are required to complete an FBI Criminal History Record (Act 114) following admission to the MSOT program and prior to beginning classes. Students are responsible for the cost as outlined in the Department of Rehabilitation Science [Tuition & Fees](#).

PPD Test

Students are required to complete an annual two-step PPD test following admission to the MSOT program and prior to beginning classes at the Moravian Health Center. Students are responsible for the cost as outlined in the Department of Rehabilitation Science [Tuition & Fees](#).

Drug Screen

Students are required to complete an annual five-panel drug screen **through the OT program** prior to the start of the MSOT program and prior to initiating fieldwork experiences. Students are responsible for the cost as outlined in the Department of Rehabilitation Science [Tuition & Fees](#).

CPR Certification

Students are required to have a **current BLS CPR for Healthcare Providers certification through the American Red Cross**, which includes infant, child, and adult CPR/AED/breathing emergencies. Students are required to maintain their CPR certification for the duration of the MSOT program. Students are responsible for the cost as outlined in the Department of Rehabilitation Science [Tuition & Fees](#). The BLS CPR course **required** as part of orientation.

HIPAA Training

The Health Insurance Portability and Accountability Act (HIPAA) was enacted by Congress in 1996 to address insurance portability to reduce fraud and to protect confidential medical information. Students are required to complete HIPAA training during orientation. Additional HIPAA training may be required at specific fieldwork sites.

Technical Standards

Technical standards set forth by the MSOT Program establish the essential qualities considered for students admitted to this program to achieve the knowledge, skills, and abilities of an entry-level occupational therapist, as well as meet the expectations of the program's accrediting agency, the American Occupational Therapy Association (AOTA). Students are required to complete the technical standards form at orientation as stated in the [Moravian College Occupational Therapy Handbook](#).

Professional Liability Insurance

Moravian College provides liability insurance coverage during all fieldwork placements for MSOT students. Please refer to the General Information section of the [Moravian College Occupational Therapy Handbook](#) for further information. The certificate of liability may be requested from the DCE or Program Director.

Dress Code

Students are expected to have a neat, professional appearance while on fieldwork. No jeans, shorts, leggings, low riding pants, cropped tops, hats of any kind, or dangling jewelry should be worn. Shoes should have a low heel, closed toe, and be comfortable. If the student has a visible body piercing other than earrings, it must be removed prior to attending fieldwork. Tattoos must be always covered. Perfumes, colognes, and scented body lotions should be avoided. Students must follow the dress code requirements of the individual fieldwork sites, which may involve wearing scrubs or other uniforms. There may be instances that the DCE, in consultation with the Program Director, makes an exception to the above dress code based on the

appropriateness of the fieldwork setting. Please refer to the Dress Code section of the [Moravian College Occupational Therapy Handbook](#) for further information.

Name Tags

Moravian College provides each student with a name tag. Students must wear their name tags for all fieldwork experiences. Name tags are kept in the Administrative Specialists' office and can be picked up prior to each fieldwork experience. If students choose to hold onto their name tags, they are responsible if lost or stolen. The replacement fee for a lost name tag is \$15.00. Some fieldwork sites will issue a name tag. In this case, students should use the facility provided ID.

Infection Control

Students are required to follow the policies and procedures of the fieldwork site for providing care to clients with a communicable disease and take full responsibility for that knowledge. Blood borne pathogen and infection control training is completed by the students during orientation and the first term of the program. Students should discuss any questions related to providing care to clients with their fieldwork supervisor and DCE. Please refer to the Health and Safety section of the [Moravian College Occupational Therapy Handbook](#).

Cellular Phone Use During Fieldwork

The use of cell phones, tablets, or other non-site sanctioned electronic devices is prohibited during fieldwork. If a student is using a cell phone for personal business, texting personal messages, or taking pictures, the student will automatically fail the fieldwork experience (Level I or Level II). Any of these actions are a violation of HIPAA. If there are extenuating circumstances in which a student needs to be accessible to someone outside of the facility or requires the use of a cell phone for medically related reasons, the student should discuss the situation with the FWE to determine the best solution.

Policy on Student Relationships During Fieldwork

The Moravian College OT Department places emphasis on promoting professionalism in all aspects of the curriculum, including the fieldwork site. Students will demonstrate an appropriate relationship with the FWE, employees, and volunteers at the fieldwork site. These relationships are to be held in the highest regard and in a manner that builds mutual respect and trust. Students are expected to follow the standards of the Pennsylvania Code of Licensure and the American Occupational Therapy Association Code of Ethics. Students are not to engage socially, in person, or on social media with the FWE, employees, or volunteers while engaged in the fieldwork experience and throughout the entire time the students are enrolled in the Moravian College MSOT program.

Regarding relationships with clients, the Moravian College OT Department prohibits social or sexual relationships of any kind. The client views the student in a position of authority, and for

this reason, makes this type of relationship unequal as well as unethical. During enrollment in Moravian College's MSOT program, a student shall not engage in:

- Any type of social activity, which includes, but is not limited to, socializing after hours, texting, or emailing, communicating via social media, or any other contact that is social in nature.
- Sexual or intimate contact with a client, even after the client has been discharged from occupational therapy services or the facility.
- Any conduct that may be interpreted as sexual or seductive in nature.

Students who do not comply with this policy will fail the fieldwork experience (Level I & Level II) and face dismissal from the program, depending on the nature of the violation.

Harassment

Moravian College does not tolerate harassment in any form, whether based on race, sex, national or ethnic origin, age, religion, marital status, disability, sexual orientation, genetic information, of any other legally protected classification. The occupational therapy department interprets harassment to mean unwelcomed verbal, written, or physical conduct based on a protected classification (race, sex, disability, etc.) that has the purpose to affect or unreasonably interfere with an individual's work or education, creating intimidating, hostile, offensive environments, or threat to an individual's personal safety. Sexual harassment includes sexual violence and assault. This policy applies to education, fieldwork placements, and related extracurricular occupational therapy Moravian College sponsored activities, within the scope of occupational curriculum. Moravian College Handbook details the college's process for reporting harassment. If the incident occurs during an off-campus fieldwork experience, the student should immediately report the incident to the DCE. The DCE will support the student in reporting at the fieldwork site. Both Moravian College and the institution/placement site (where the incident occurred) under the Title IX departments could investigate the reported harassment.

Accommodations for Students with Disabilities

Students with documented disabilities (e.g., physical, learning, emotional, etc.) should consult with the DCE during the fieldwork placement process. The DCE and Director of Moravian's Academic and Accessibility Support Center will meet with the student to discuss types of reasonable accommodations for participation in fieldwork. It is the student's decision to disclose a disability and request accommodations. The student must provide written permission for the DCE to disclose a disability in accordance with FERPA. Students who do not disclose a disability and request specific accommodations are not guaranteed accommodations for fieldwork. The DCE will work closely with students that request accommodations for field work. We recommend disclosure of disabilities and requesting specific accommodations prior to start of fieldwork placements. Students opting not to disclose a disability and request accommodations for fieldwork are not protected under the ADA.

Moravian College, through the Accessibility Services Center (ASC), coordinates its efforts to arrange effective accommodations for students with disabilities into all areas of campus life. All

academic support services and accommodations needed for classroom, clinical, and fieldwork experiences are provided through the ASC. Services from the ASC are provided based on provision and completion of specific documentation requirements. Students with documented disabilities are responsible for contacting the ASC to identify any needed accommodations. Please refer to Moravian College's [Accessibility Services & Accommodations](#) for additional information.

Please note that accommodations will **NOT** be provided unless appropriate documentation is completed.

[Medical Marijuana Policy](#)

Students must abide by the Moravian College Medical Marijuana Policy while enrolled in the MSOT program. Please refer to Moravian College's [Medical Marijuana Policy](#) for additional information.

[Development of New Fieldwork Sites](#)

The Moravian College MSOT Program is interested in establishing clinical affiliation agreements with new sites that demonstrate the ability to effectively provide fieldwork education. Sites are evaluated on many variables including: supervisor level of clinical experience, the ability of the site to manage a full entry-level caseload (Level II), the type of population/ setting, geographical location, and the fit between the site and the curriculum design of Moravian's MSOT program. Students may suggest new sites for fieldwork to the DCE for consideration. If a student suggests a new site and the new site provides the fieldwork placement, that student is guaranteed the spot.

[Maintenance of Existing Fieldwork Sites](#)

Each student completes an evaluation for Level I and Level II fieldwork. The feedback provided to the DCE assists the program in identifying that the site is meeting curricular objectives. The DCE maintains communication with sites accepting students and evaluates the suitability of the sites during fieldwork visits (in person or virtual).

[Student Contact with Fieldwork Site](#)

Students are not permitted to contact a fieldwork site or arrange fieldwork placement on their own at any point during the educational process. Students must go through the DCE to offer suggestions for potential fieldwork sites. The DCE will follow up with sites on behalf of the student to initiate a contract and determine if the site is appropriate.

[Cancellation/Changes](#)

Cancellation of a student's affiliation by the site may occur due to unforeseen circumstances, such as staffing, maternity leave, or reorganization of the facility. If a cancellation by a site occurs, the DCE will make every possible effort to meet the needs of the student in determining another placement in a timely manner. The DCE reserves the right to place the student in

another setting, geographical location, or timeframe as necessary. The student's rescheduled fieldwork may not occur within the specified curriculum sequence of the MSOT program. The DCE cannot be held responsible for a site cancelling a fieldwork experience or making changes in the fieldwork experience offered.

Students are not permitted to cancel, change, or modify the schedule of a fieldwork experience. Students with extenuating circumstances such as a major life change related to health, finances, or family emergency, must notify the DCE immediately and provide written documentation prior to any official cancellation. The DCE and Program Director will review the circumstances and make the final decision on the cancellation and a plan for another placement. Students are not permitted to contact the fieldwork site to cancel their scheduled fieldwork.

The OT Faculty and/or the DCE, in collaboration with the Program Director, have the right to cancel or delay a student from participating in a Level I or Level II Fieldwork experience for documented professional behavior violations, failure to meet the academic criteria for progression in the OT program, and/or incomplete required prerequisites of either the fieldwork site or the MSOT program.

Attendance

Students are expected to complete all assigned hours and dates of Level I and Level II Fieldwork experiences. For emergencies, illness, or unforeseen circumstances, a student must make up the missed experiences and initiate completing a make-up date with the site. In the event of an absence, it is the student's responsibility to notify the FWE and the DCE prior to the start time of the scheduled fieldwork day or in the event of being late for a fieldwork experience. All Level I experiences must be completed by the last day of the concurrent semester term.

Each fieldwork site may have an established attendance policy. If the site does not have an attendance policy the following guidelines will be implemented: The only time off permitted during fieldwork should be due to illness, injury, severe weather, or family emergency and is expected to be made up. Any other approved time off during fieldwork is to be decided by the fieldwork facility and the DCE. All time off needs to be reported to the DCE. The student should be in close communication with their FWE regarding weather impact, policies and emergencies, and attendance. If the fieldwork site declares a weather emergency, the student is not required to attend fieldwork; however, the time must be made up. It is the student's responsibility to call the FWE at the assigned facility as soon as possible to make them aware of the reason for missing fieldwork time. It will be up to the fieldwork facility and the DCE to determine how the time will be made up. All students must have the required hours for each Level I fieldwork and the required 12 weeks full-time for each Level II placement. For certain fieldwork placements, students may be required to complete a fieldwork time log on EXXAT to be approved by the FWE and the DCE. Any unexcused absence may result in an automatic dismissal or suspension from the fieldwork experience. Work and vacations, and personal events, among other reasons, are not considered an excused absence. Extended absences due to illness or extenuating

circumstances will be managed in conjunction with the DCE. Students must document all absences using the My Leave tab on EXXAT and upload the appropriate documentation for the excused absence. All students must complete the required minimum of 24 weeks of full-time Level II fieldwork or equivalent.

Injury and Illness

If at any time the student is injured during fieldwork, the injury should be reported to the immediate FWE and the DCE as soon as possible. If the DCE is unavailable and immediate assistance is needed, the Program Director should be contacted. Any missed time must be reported to the DCE and must be made up as determined by the FWE and the DCE.

In case of illness, students should not attend fieldwork if they have a fever over 100°F, have diarrhea, are vomiting, have strep throat, or other highly contagious illnesses. Any missed time due to illness must be reported to the DCE and must be made up as determined by the FWE and the DCE.

In case of severe injury or surgery, students must provide the FWE and the DCE with a physician's note stating the student is safe to return to fieldwork and must state restrictions, if any.

Weather Policy

Due to the differing locations that students complete their fieldwork placements; weather conditions can be significantly different from campus. Students are responsible for determining driving conditions in his/her geographical area and for making the decision to attend assigned hours, arrive late, leave early, or be excused for the full day. In the event the fieldwork site declares a weather emergency, the student is not required to attend fieldwork. Students are responsible for communicating any weather-related emergencies to the FWE and the DCE.



MORAVIAN
COLLEGE

Occupational Therapy

LEVEL I FIELDWORK SPECIFICS

LEVEL I FIELDWORK

The goal of Level I Fieldwork is to introduce students to the fieldwork experience, apply knowledge to practice, and to develop an understanding of the needs of clients. The [2018 ACOTE Standards and Interpretive Guide](#) for a Master's Degree Level Educational Program for the Occupational Therapist states the following for Level I Fieldwork Placement. The MSOT Program will:

- Ensure that at least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation. (C1.7)
- Ensure that personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed, or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists. (C.1.8)
- Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process and includes mechanisms for formal evaluation of student performance. The program must have clearly documented student learning objectives expected of the Level I fieldwork. Level I fieldwork may be met through one or more of the following instructional methods: Simulated environments; Standardized patients; Faculty practice; Faculty-led site visits; or Supervision by a fieldwork educator in a practice environment. All Level I fieldwork must be comparable in rigor. (C.1.9)

Level I Fieldwork Overview

The Level I Fieldwork experience at Moravian College is an integrated component of the curriculum design. Students are required to successfully complete five Level I Fieldwork experiences: OT 551 Level I Fieldwork A (Summer 1); OT 552 Level I Fieldwork B (Fall 1); OT 553 Level I Fieldwork C (Spring 1); OT 654 Level I Fieldwork D (Summer 2); and OT 655 Level I Fieldwork E (Fall 2). Students should refer to individual course syllabi for related objectives.

General Level I Fieldwork Objectives

Under the supervision of the clinical/community supervisor, the student will:

- Demonstrate understanding of the OT service delivery systems, policies and procedures, and a basic understanding of the process of evaluation, intervention, reassessment, and termination of services.

- Observe and assist with meaningful activity selection and modifications specific to client/patient goals/interests.
- Become familiar with therapeutic equipment, adaptive devices, assistive technology, and durable medical equipment used in clinic/community settings.
- Develop insight into the documentation process for evaluations and client progress/treatment summaries.
- Maintain organization of supplies and equipment within clinic/community setting.
- Identify and/or discuss roles and responsibilities of Certified Occupational Therapy Assistants and/or support personnel within the clinic or community setting.
- Recognize and identify the impact of dysfunction on individuals' daily lives, including activities of daily living, work, play, socialization, transportation, etc.
- Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgements as part of the therapeutic process in individual and group interactions.
- Demonstrate sound judgement regarding safety of self and others and adhere to safety regulations throughout the occupational therapy process.
- Identify and gain insight into the psychosocial health, cultural diversity and norms that impact beliefs, attitudes, and values and influence engagement in occupation throughout the therapeutic processes.
- Recognize the use of occupation as both intervention and client-centered, meaningful outcomes.
- Demonstrate an increased comfort and confidence when interacting with clients, colleagues and administrators within practice settings.
- Demonstrate professional and ethical behavior, including appropriate responses to supervisory feedback.
- Identify and integrate the OT program curriculum into fieldwork experiences.
- Gain insight into the interprofessional collaboration and the contribution of various disciplines within the assessment and intervention process through effective interaction, observation, and communication.
- Demonstrate interpersonal skills necessary for effective communication and collaboration with clients/patients, colleagues, as well as with health care professionals.
- Demonstrate an appreciation for the influence of contextual variables on performance of individuals with dysfunction in clinical areas as outlined in course content.
- Identify opportunities for advocacy and emerging practice areas.

Level I Fieldwork and Interprofessional Education (IPE)

Interprofessional education sessions are embedded into the curriculum. Each semester there will be approximately 4 IPE events. Each student is required to attend **all** IPE sessions and complete **all** associated IPE surveys and reflections. If a student is unable to attend an IPE session due to extenuating circumstances, it is the student's responsibility to meet with the DCE and Program Director to develop a makeup plan. The IPE sessions are part of Level I fieldwork.

Interprofessional Development & Reflection Course Sequence

The interprofessional development & reflection course sequence is designed to provide students a structured process and environment to build reflective practice skills. Each course in this sequence complements the experiential Level I FW courses and provides the opportunity to develop professional skills.

OT 561 Interprofessional Development & Reflection 1 (Summer 1) Students are given the opportunity to reflect on and examine their experience as an emerging occupational therapist emphasizing reflective practice and professional behaviors that promote meaningful collaborative working relationships. Students will engage in the study of communication and the therapeutic relationship, applying these concepts in a Level I Fieldwork experience and Interprofessional Education Sessions which focuses on psychosocial challenges and interviewing skills.

OT 562 Interprofessional Development & Reflection II (Fall 1) Students are given the opportunity to reflect on and examine their experience as an emerging occupational therapist emphasizing reflective practice and professional behaviors that promote meaningful collaborative working relationships. The emphasis on this second in a six-semester sequence is on cultural competence and self-awareness.

OT 563 Interprofessional Development & Reflection III (Spring 1) This course offers an opportunity for students to reflect on and examine their experience as an emerging occupational therapist with an emphasis on reflective practice and their own professional behaviors that promote meaningful collaborative working relationships. In this third course of the sequence, students explore their varied roles in occupational therapy as well as effective skills for managing conflict and dealing effectively with challenging behavior.

OT 664 Interprofessional Development & Reflection IV (Summer 2) This course offers an opportunity for students to reflect on and examine their experience as an emerging occupational therapist with an emphasis on reflective practice and their own professional behaviors that promote meaningful collaborative working relationships. Students will reflect on their own therapeutic use of self and how it influences therapeutic outcomes and examine how occupational balance contributes to health and wellness.

OT 665 Interprofessional Development & Reflection V (Fall 2) This course offers an opportunity for students to reflect on and examine their experience as an emerging occupational therapist with an emphasis on reflective practice and their own professional behaviors that promote meaningful collaborative working relationships.

OT 666 Interprofessional Development & Reflection VI (Summer 3) This course offers an opportunity for students to review, self-assess, and reflect on knowledge and competence within occupational therapy practice through the completion and analysis of a formal assessment measure. Students will construct a plan for remediation in any deficit areas that are

identified, review for and formulate an *NBCOT exam study plan and relate this process to professional development and continued competence.

LEVEL I FIELDWORK POLICIES AND PROCEDURES

Level I Site Selection/Assignment Process

The MSOT program aims to provide students with exposure to a variety of individuals in various settings. This ensures that upon completion of the curriculum, the graduating MSOT student is an entry-level practitioner with a level of comfort to demonstrate skills and knowledge effectively within a multitude of settings and populations.

The Level I Fieldwork selection/assignment process is performed by the DCE. Assignment to fieldwork sites can include various methods such as randomized lottery, faculty recommendations and input, and the fit and strengths of the student in relation to the fieldwork site, type of population or setting, geographical location, and the fit between the site and curriculum design of the Moravian College MSOT program.

Students will not be placed at a fieldwork site where an immediate family member is employed or receiving treatment, or where the student has previously been employed. Students are not permitted to contact a fieldwork site to arrange a fieldwork placement at any point during the educational process.

Notification of Level I Fieldwork Placement

The DCE will inform students of their final Level I Fieldwork assignment through an email notification generated through EXXAT that includes the name of the site, contact person, and contact information. The contact person listed in EXXAT may not necessarily be the student's direct supervisor. It is expected that the students will effectively communicate with the designated contact person at the fieldwork site to introduce themselves and obtain all necessary information related to the fieldwork site prior to beginning the fieldwork. If several students are assigned at one site, one student will be identified as the primary contact with the site and the group of students. Students are responsible for inquiring about the required clearances and submission deadlines. Failure to do so may delay the start of the fieldwork experience and can result in cancellation of the fieldwork.

Evaluation of Level I Fieldwork Experience

Evaluation of the student's performance in fieldwork is an ongoing process and occurs during supervisory sessions at the fieldwork site. Students will be evaluated by the fieldwork supervisor using the *Moravian College Level I Fieldwork Student Evaluation Form*. The form is completed by the fieldwork supervisor on the final day of the fieldwork experience.

Student Evaluation of The Fieldwork Site

Students are responsible for completing the *Level I Fieldwork Student Site Evaluation Form* on the final day of the fieldwork experience and uploading to EXXAT. This form allows the student to reflect on his/her learning experience and the effectiveness of the fieldwork experience/supervisor.

Level I Fieldwork Grading

The Level I Fieldwork courses (OT 551, OT 552, OT 553, OT 654, OT 655) will be graded as Pass/No Credit.

Level I Fieldwork encompasses the entire semester even though certain designated times are on-site. To successfully complete Level I Fieldwork, students must meet achieve a passing score, as detailed on the *Moravian College Level I Fieldwork Student Evaluation Form* and pass all course-specific requirements as outlined in the syllabus, including any ethical or regulatory considerations.

If a student does not pass a Level I Fieldwork experience, attempts to repeat the experience during the current semester will be made. If the student is unable to repeat the experience during the semester an Incomplete grade will be given. The fieldwork will need to be completed within the Moravian College timelines for Incomplete coursework. The student will have only one opportunity at another site to participate in and pass the Level I Fieldwork experience. In this case, the student must complete the required hours for fieldwork outside of class time. If the student does not pass the second attempt at the Level I Fieldwork experience, the student will receive a no credit grade. This will result in dismissal from the program.

If an evaluation by an FWE indicates that the student has demonstrated unsatisfactory performance or needs improvement in one or more areas, the DCE will seek clarification from the FWE and discuss with the student. If necessary, an appropriate remediation plan will be developed between the student and the DCE to address areas of concern in future Level I placements.



MORAVIAN
COLLEGE

Occupational Therapy

LEVEL II FIELDWORK SPECIFICS

LEVEL II FIELDWORK

Level II Fieldwork is the culminating educational experience for the MSOT student. Students are provided the opportunity to apply academically acquired knowledge of the occupational therapy process to a broad variety of traditional and non-traditional settings. During Level II fieldwork, students will be expected to incorporate prior learning and experiences as they complete higher-level requirements and implement higher-level responsibilities. Students will gain an understanding of what it means to be part of an occupational therapy department, how to work collaboratively within an interprofessional team, and how to effectively interact with a variety of individuals in the world of healthcare. This is the time for the MSOT student to learn how to be an entry-level occupational therapist.

According to the [2018 ACOTE Standards and Interpretive Guide](#), the goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The program will:

- Require a minimum of 24 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings. (C.1.10)
- Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of the Level II fieldwork. Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork. The supervising therapist may be engaged by the fieldwork site or by the educational program. (C.1.11)
- Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice). (C.1.12)
- Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence. (C.1.13)
- Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct

supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site. (C.1.14)

- Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student or equivalent). (C.1.15)
- Document and verify that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork. (C.1.16)

Level II Fieldwork Overview

The Level II Fieldwork experience at Moravian College is integrated as a component of the curriculum design. Students are required to successfully complete a minimum of two (24 weeks), Level II Fieldwork experiences:

OT 681 Level II Fieldwork A (Spring 2) This is a supervised and mentored Level II fieldwork experience in a setting that provides occupational therapy services. Students synthesize prior learning in a setting where they complete occupational profiles, evaluate clients, formulate, and implement occupational therapy intervention plans, and plan for discharge. Students also gain experience with administrative responsibilities associated with documentation, billing, and the day to day operation of an occupational therapy service.

OT 682 Level II Fieldwork B (Summer 3) This is a supervised and mentored Level II fieldwork experience in a setting that provides occupational therapy services. Students synthesize prior learning in a setting where they complete occupational profiles, evaluate clients, formulate, and implement occupational therapy intervention plans, and plan for discharge. Students also gain experience with administrative responsibilities associated with documentation, billing, and the day-to-day operation of an occupational therapy service.

Level II Fieldwork Objectives

- Students will articulate and demonstrate the values and beliefs of the occupational therapy profession to clients, families, other professionals, and to the public.
- Students will demonstrate clinical reasoning and reflective practice that enables sound judgement and ethical practice.
- The student will recognize and discuss how psychosocial factors influence engagement in occupation and identify how they contribute to the development of client-centered, meaningful, occupation-based outcomes.
- Students will demonstrate consideration of client factors, performance skills, patterns, and context in addressing the areas of occupation of their clients.
- Students will use professional terminology in reports and conversing with related professionals.

- Students will demonstrate inter-professional collaboration to meet program and client needs.
- Students will self-initiate seeking additional related resources to increase learning experience within fieldwork placement site.
- Students will follow the evaluation procedures and guidelines and treatment protocols in collaboration with fieldwork educators.
- Students will demonstrate objectivity, cultural awareness, and sensitivity in the administration of functional assessments and evaluations according to the client's needs and strengths.
- Students will develop entry level competencies in occupational therapy as demonstrated by achieving a passing score on the AOTA Fieldwork Performance Evaluation.
- Students will communicate the role of the occupational therapy assistance, and therapy aides to clients and other professionals.
- Students will document effective writing/communication using email and online communication with other professionals as well as within treatment notes and evaluations.
- Students will demonstrate therapeutic use of self effectively during treatment sessions.
- Students will use modifications and grade activities within treatment for clients to successfully participate in meaningful activity.

Each Level II fieldwork site is encouraged to develop their own site-specific objectives that match with the general Moravian College Level II fieldwork objectives. Students are required to follow both objectives.

Level II Fieldwork Duration & Time Frame

For each Level II Fieldwork experience, students are required to complete a minimum of 12 weeks of fieldwork. In certain cases, Level II Fieldwork may be completed on a part-time basis in accordance with the fieldwork site's policies and procedures if it is at least 50% full-time equivalent of that site. A part-time Level II Fieldwork experience needs to be requested by the DCE and the assigned site.

Level II Fieldwork is a full-time work commitment with homework, and it is not recommended that students take on additional workloads or time-consuming responsibilities during this time. To qualify to take the NBCOT exam, students must successfully meet the Level II Fieldwork requirements. Students must successfully complete Level II Fieldwork within 24 months following the completion of academic courses.

Level II Fieldwork Dates

According to the curriculum sequence, Level II Fieldwork typically occurs from January to March and May to July of the second year of the program.

LEVEL II FIELDWORK POLICIES AND PROCEDURES

Level II Site Selection & Assignment Process

Students are encouraged to meet with the DCE during the fall semester of their first year to discuss Level II Fieldwork preferences. Students are required to complete a wish list on EXXAT including preference for specific sites, types of settings, and geographical locations. The DCE will contact sites to request a placement. The site selection and assignment process are the ultimate decision of the DCE.

Students are assigned to Level II Fieldwork assignments based on a variety of factors including the student's interests, skills, background, geographical location, previous student feedback, professional behaviors, and site expectations.

Notification of Level II Placement

The DCE will inform students of their Level II Fieldwork assignment through an EXXAT notification. Students are responsible for inquiring about the required clearances and submission deadlines. Failure to do so may delay the start of the fieldwork experience and can result in cancellation of the fieldwork.

Level II Fieldwork Travel, Housing, & Financial Requirements

Students are responsible for transportation and housing during Level II Fieldwork. Students may be expected to travel up to 90 miles one way to their fieldwork site or travel out of state for at least one of their Level II Fieldwork experiences. Students are responsible for obtaining housing and covering all expenses incurred during Level II Fieldwork. It is recommended that students prepare to budget in advance for Level II Fieldwork.

Clinical Education Extension

If additional clinical education is required of students enrolled in professional graduate programs in the Department of Rehabilitation Sciences, beyond the student's anticipated graduation date, for any reason other than the student repeating a clinical education experience due to unacceptable performance or professionalism issues (e.g. COVID-19 pandemic, medical leave of absence, etc.), students will not be charged additional tuition but will be responsible for any additional costs associated with clinical education experience (e.g. cost of background checks, required vaccinations, travel, housing, etc.).

Communication During Level II Fieldwork

On Level II Fieldwork, students are expected to communicate with the DCE regarding absences or concerns. The DCE will communicate with students via Canvas discussion board and email/phone call as needed. The DCE will contact supervisors at the beginning of fieldwork, at midterm, at the end of fieldwork, and more often as needed. The DCE will conduct a midterm visit for sites within a 2-hour radius from the College and a phone call/video conference all for sites further away.

Level II Fieldwork Supervision

Level II Fieldwork students are supervised by an occupational therapist with at least one year of practice experience and who is sufficiently prepared to serve as a Fieldwork Educator. Fieldwork supervision can occur as several different models including 1:1 (one student per one FWE) or collaborative models of 2:1 (two students per one FWE) or 1:2 (one student per two FWEs). The FWE(s) must be on site and available at all times while the student is actively engaged with clients. For nontraditional sites, an OTR must provide a minimum of 8 hours per week of direct supervision. During times when the OTR is offsite, the FWE is a licensed professional designated at the site. When the FWE is off site, a substitute FWE on site must be identified. It is expected that supervision begins as direct, in line of site supervision at the start of the fieldwork and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence. Adherence to facility or reimbursement guidelines may also dictate the level of supervision during the provision of services.

Level II Fieldwork Grading Policy

Level II Fieldwork courses (OT 681 and OT 682) will be graded as Pass/No Credit. The grade will be determined by the DCE after review of the Fieldwork Performance Evaluation (FWPE) completed by the FWE and upon satisfactory completion of all assignments related to the Level II experience. The FWE will be emailed a link to complete the FWPE through Formstack. The completed FWPEs will be downloaded and saved in the electronic student record. To pass the FWPE, students must receive a 122 or higher on the final evaluation and a "3" or above on items numbered 1-3.

If at midterm, a student who is not meeting the fieldwork site's expectations a remediation process will be initiated. The process will be facilitated by the DCE, with the FWE, and the student. The remediation plan will outline areas of concern, the desired outcome, strategies/processes for success, measurement of success, and a target date for completion. If the goals of the remediation plan are not met by the target date, the student may not pass Level II fieldwork.

No Credit for Level II Fieldwork Experience

Students must pass two Level II fieldworks to complete the MSOT program. In the case in which a student does not pass a Level II fieldwork, either OT 681 or OT 682, the student has one opportunity to repeat a Level II fieldwork. If a student fails two Level II fieldwork experiences, the student will be dismissed from the OT program and will not be eligible to sit for the NBCOT exam. Prior to repeating a Level II Fieldwork course, remedial work will be required before the student can retake the course.

Termination of Fieldwork by Site During Affiliation

All fieldwork sites reserve the right to request that a student be removed from an affiliation. The most common reason for a site-initiated termination is due to unacceptable student performance, including violation of a patient's rights or the AOTA Code of Ethics, unprofessional behaviors, unsafe practices, excessive tardiness, etc. Termination by a fieldwork site is considered a failed fieldwork and the student will not receive credit.

Termination of Fieldwork by Student During Affiliation

Due to extenuating circumstances, such as major life changes related to health and family emergencies beyond a student's control, there may be a need to terminate the affiliation. The student is responsible for notifying the DCE in the case of a major life change to ensure completion of Level II Fieldwork requirements.

REFERENCES

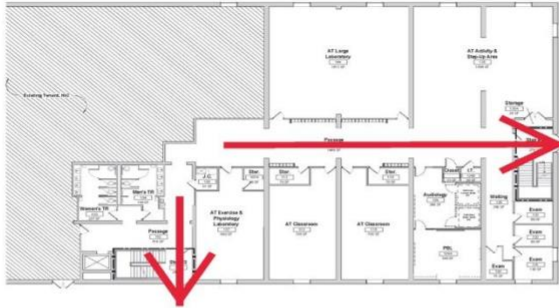
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SMRC Evacuation Maps



SPORTS MEDICINE & REHABILITATION CENTER Second Floor Evacuation Plan

IN CASE OF EMERGENCY
CALL CAMPUS SAFETY AT
610-861-1421



**SPORTS MEDICINE & REHABILITATION CENTER
1st Floor Evacuation Plan**

IN CASE OF EMERGENCY
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610-861-1421