



FAULKNER

DEPARTMENT OF OCCUPATIONAL THERAPY

Fieldwork Manual

2026-2027

Cohort 5

"As members of the Faulkner community, we commit ourselves to act honestly, responsibly, and above all, with honor and integrity in all areas of academic and campus life."

Faulkner Honor Code Statement

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Purpose

This fieldwork manual has been prepared by the Faulkner University Occupational Therapy Doctoral Program. The fieldwork manual has been prepared to be used in conjunction with the fieldwork course syllabi, the Faulkner Doctor of Occupational Therapy Program Handbook, the Faulkner College of Health Sciences Handbook, and the Faulkner University Handbook. The purpose of this handbook is to provide students with curricular information, policies and procedures, program information, and requirements as it relates to the fieldwork portion of the Occupational Therapy Program. This fieldwork manual is to be adhered to by students and the academic fieldwork coordinator.

It is the student's responsibility to thoroughly read this fieldwork manual and refer to it throughout the occupational therapy program and fieldwork experience.

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Faulkner University

Mission

The mission of Faulkner University is to glorify God through the education of the whole person, emphasizing integrity of character in a caring Christian environment where every individual matters every day.

Vision

The vision of Faulkner University is to be a leading Christian university that offers an engaging, learning community, transforming students for lives of faithfulness, accomplishment and purpose.

Values

Faith – we relentlessly pursue a relationship with Jesus Christ as God’s Son, depend upon God’s Word as our guide for life, and fellowship with other believers.

Learning – we foster a life-long commitment to pursue truth, knowledge and wisdom with humility through continued study, civil discourse and experience.

Excellence – we push each other to do our best at all times as working unto the Lord.

Reconciliation – we work to re-establish broken relationships between God and people, and among people.

Service – we seek to exceed the expectations of our students, colleagues and communities as we attend to their needs.

Stewardship – we take good care of what God has entrusted to us, live within our means and encourage wise innovation.

Respect – we value each individual regardless of background or belief, defend Christian liberty and welcome all who seek God.

Institutional Accreditation

Faulkner University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, and doctorate degrees. Faulkner University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Faulkner University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC’s website (www.sacscoc.org).

Faulkner Occupational Therapy Doctoral Program Overview

Faulkner University's Occupational Therapy Program's ultimate goal is to teach students to assimilate knowledge by putting it into practice. In order to ensure that all efforts the program undertakes are underpinned by the philosophy, mission, and curricular themes, the program created a document that demonstrates its top-down, bottom-up approach to the development of the mission, vision, philosophy, and program and student assessment. In so doing, the program has ensured that the common thread of experiential learning and the three themes of service, integration of faith, and interprofessional education are woven throughout all the program's processes and curriculum and drive the pedagogical approaches to the classroom and beyond.

Mission

The mission of Faulkner's OTD program is to glorify God by preparing students to become occupational therapists who exhibit excellence in clinical practice, research, and servant leadership in order to holistically treat patients and serve the communities in which they live and work. Consistent with and supportive of the Institution's mission, the mission of Faulkner's Occupational Therapy Program is designed to educate the whole person, preparing students both academically and personally for a productive and meaningful career as an occupational therapist. Based on the program's three themes of service, integration of faith, and interprofessional education, the program emphasizes a hands-on, experiential approach to learning that, as described in the philosophy, will mold students into practitioners who not only possess the appropriate knowledge, skills, and dispositions required for practice, but also possess the ability to apply those to real-world situations. Based on these themes and built upon a foundational mission, vision, and philosophy that underpins all elements of the program, the Occupational Therapy Program is uniquely and strategically designed to advance the mission of Faulkner University.

Vision

The vision of Faulkner's OTD program is to earn a reputation as a leading contributor to the field of occupational therapy by graduating exceptional occupational therapists who have a heart for service, advancing the field through the development of distinguished faculty members, promoting academic and professional excellence through academic research, and serving the local community through exemplary therapy services.

Philosophy of the Program

The program takes a bifurcated approach to the development of the program, defining its philosophy as it relates to the profession and its philosophy of teaching and learning.

Philosophy of Occupational Therapy Practice

The overarching themes of Faulkner's Occupational Therapy (OT) program are service, integration of faith, and interprofessional education. The program believes that devotion to service is one of the underpinning values of occupational therapy practice. After all, occupational therapists are servants in a helping profession that use their knowledge, skills, and abilities to improve the lives of individuals. As the first point in the philosophical base for the profession states, "occupations are activities that bring meaning to the daily lives of individuals, families, and communities and enable them to participate in society." In order to accomplish this goal, occupational therapists must serve

the people with whom they work. Therefore, the primary philosophy of the OT program is that occupational therapists must be servants to the individual, community, and practice. As has been previously explored, one of the cornerstones of Christianity is the idea of service. As Christians, we strive to be Christlike in all we do and say. Thus, we, as Christians, must be servants, for, as Mark noted, “even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many” (Mark 10:45). For this reason, service and integration of faith are intrinsically tied to the program philosophy. Just as the program’s mission states, the glorification of God through the preparation of practitioners who exhibit excellence in clinical practice, research, and servant leadership is pivotal to the program’s design. Faith is integrated throughout the curriculum, and it is the program’s belief that this integration can enhance the empathy, service orientation, and ethical standards of its students.

Aligned with this idea of integration of faith, several of the points in the philosophical base promote Christian principles, albeit indirectly. The point that “all individuals have an innate need and right to engage in meaningful occupations throughout their lives” and that “occupations occur within diverse social, physical, cultural, personal, temporal, or virtual contexts” is supported by several verses in the Bible that deal with work, such as “in all toil there is profit” (Proverbs 14:23) and “whatever you do, work heartily, as for the Lord and not for men” (Colossians 3:23).

Finally, the third core theme is interprofessional education. The program ascribes to the college’s belief that interprofessional education is key to successful practice in the health sciences. Occupational therapists are an integral part of the care team, just as the point in the philosophical base indicates: “the use of occupation to promote individual, community, and population health is the core of occupational therapy practice, education, research, and advocacy.” The best way in which this can be promoted is through a concerted effort of practitioners advocating for the patient collaboratively and inter-professionally. As evidenced by the above narrative, the three themes of the program are innately linked to the program’s philosophy. As such, the curriculum development and programmatic assessment all stem from the program’s philosophy, as is appropriate. This further solidifies the top-down, bottom-up approach.

Philosophy of Teaching and Learning

The Occupational Therapy Program values experiential learning as a means for students to not only acquire the knowledge, skills, and dispositions needed to be excellent practitioners, but also as a tool to instill the ability to apply those attributes to real-world situations, thus operating in the higher levels of cognition as described by Benjamin Bloom (applying, analyzing, evaluating, and creating). Using this pedagogical theory, the program has designed a curriculum that will introduce students to new ideas, assist them in performing tasks that implement that new knowledge, reflect on the experiences, and become independent actors in the implementation of occupational therapy theories and practices.

Faulkner University has adopted the pedagogical theory of experiential learning as developed by David A. Kolb. Specifically, the program ascribes to Kolb’s model of learning in which the learner has a concrete experience, engages in reflective observation on the experience, draws conclusions through abstract conceptualization, and, finally, engages in active experimentation. Fundamental to this pedagogical outlook is the belief that human beings must be an active participant in the learning process. As such, the program will introduce students to new ideas and then put them in hands-on situations in which they can apply previous learning and develop new ways of thinking. This will allow students to engage in higher order thinking based on Benjamin Bloom’s model of hierarchical

learning. As such, the program developed student learning outcomes (SLOs) that correspond with this philosophy.

Program Accreditation

The Faulkner University entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-6611. 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 to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Students must complete all program requirements according to the Degree-Plan Course Sequence guide. The program is aware that circumstances may arise that would require an extension of the time needed to complete the program course requirements and that delays may affect an on-time, on-schedule graduation.

Attaining the Faulkner OTD degree requires the successful completion of all didactic courses, clinical fieldworks, and a capstone project and experience as sequenced into eight consecutive semesters. Students must complete all didactic coursework in the first five (5) semesters with satisfactory progress to advance to Level II fieldwork in semesters six and seven.

All didactic and Level II fieldwork must be successfully completed before starting Capstone. Completion of all Level II fieldworks and the Capstone must be completed within a 24-month period of time after the completion of the didactic portion of the program.

The program graduated the first cohort in May of 2025.

Fieldwork Overview (C.1.0, C.1.1.)

Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote professional reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model. The academic fieldwork coordinator is responsible for the program's compliance with fieldwork education requirements (ACOTE, 2023, C.1.0.).

The fieldwork component of the Faulkner University Doctor of Occupational Therapy program is designed in collaboration with community partners to provide optimal fieldwork education experiences that address the needs of the student, meet the requirements of the program, and prepares future occupational therapists for entry into practice. Fieldwork education for Faulkner OT aligns closely with the curriculum design as Level I fieldwork experiences provide crosswalk exposures for students enrolled in companion Lifespan courses.

Curriculum Framework: Curriculum Design and Themes (C.1.1.)

The Faulkner OT curriculum prepares students to practice as a generalist following broad exposures to practice settings (e.g., school, hospital, community, long-term care) and practice areas, including new and emerging areas as defined by the program. The curriculum prepares students to work with a variety of populations including, but not limited to, infants, children, adolescents, adults, and older adults in areas of physical and mental health.

Curriculum and Course Sequencing (C.1.1.)

The complete fieldwork curriculum (single cohort) with corresponding courses or descriptions is tabulated as follows:

Course #	Semester 2 (Spring)	Corresponding Courses
OTD 6120	Fieldwork IA (Adult)	OTD 6434: OT Across the Lifespan: Adult Population
Course #	Semester 3 (Summer)	Corresponding Courses
OTD 6121	Fieldwork IB (Pediatrics and/or Psychosocial)	OTD 6430: OT Across the Lifespan: Pediatric Population OTD 6432: OT Across the Lifespan: Mental Health Population
Course #	Semester 4 (Fall)	Corresponding Courses
OTD 7122	Fieldwork IC (Aging Adult)	OTD 7433: OT Across the Lifespan: Aging Population
Course #	Semester 5 (Spring)	Description
OTD 7300	Fieldwork Preparation	Preparation for Level II Fieldwork Experiences
Course #	Semester 6 (Summer)	Description

OTD 7920	Fieldwork IIA	Students will engage in a full-time 12-week fieldwork placement during the summer semester.
Course #	Semester 7 (Fall)	Description
OTD 7922	Fieldwork IIB	Students will engage in a full-time 12-week fieldwork placement during the fall semester.

For a detailed outline of the program course curriculum and course descriptions, see the Faulkner Doctor of Occupational Therapy Program Handbook.

Fieldwork Structure

Level I Fieldwork (C.1.11., C.1.10., C.1.3., C.1.6.)

Overview

The goal of Level I fieldwork is to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients (ACOTE, 2023).

The student will complete the Level I Fieldwork experience with supervision by a fieldwork educator in the practice environment or through another instructional method listed by ACOTE and approved by the OTD Program and faculty. The student will complete a 30-hour minimum and 40-hour maximum fieldwork experience. Level I fieldwork is not substituted for any part of the Level II fieldwork experience. (C.1.11.)

Supervision

Level I fieldwork experiences will be completed with supervision by a fieldwork educator in a practice environment (C.1.11.). Supervision for the Level I fieldwork experience may be provided by currently licensed or otherwise regulated entities such as, but not limited to, occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech-language pathologists, nurses, and physical therapists (C.1.10.)

Grading

Level I fieldwork courses are graded using the following scale:

Letter Grade	Percentage
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Level I Fieldwork Objectives

By the end of the experience, the student will:

1. Adhere to AOTA's current Occupational Therapy Code of Ethics
2. Adhere to safety regulations and use sound judgment to ensure safety of self and others
3. Articulate the values and beliefs of occupational therapy relevant to the fieldwork setting
4. Demonstrate sound reasoning, problem solving and observational skills by verbalizing the thought processes utilized during the therapeutic process
5. Demonstrate therapeutic use of self as part of the therapeutic process with clients and others through active engagement, communication and interpersonal skills
6. Demonstrate effective written and verbal communication with clients, others and members of the intra-professional and inter-professional teams
7. Articulate the occupational therapy practitioner's role in addressing the psychosocial aspects of client's engagement in occupation (C.1.3.)
8. Demonstrate food time management skills, organization and dependability

Level IA (Adult)

This course introduces students to the fieldwork experience and encourages them to develop a basic comfort level and understanding of the needs of clients. The Level IA fieldwork experience is designed to enrich didactic coursework through directed observation and selected participation of learning the OT process for the adult population.

Required Forms

- Level I Fieldwork Educator Form
- Fieldwork hourly log
- American Occupational Therapy Association Level I Fieldwork Competency Evaluation for OT and OTA Students
- Level I Student Evaluation of the Fieldwork Experience
- Level I Mid-Week Communication

Assignments

- CANVAS discussion post:
 - Reflection
 - Role of OT addressing psychosocial aspects of client engagement in occupation

Level IB (Pediatric/ Psychosocial)

This course introduces students to the fieldwork experience and encourages them to develop a basic comfort level and understanding of the needs of clients. Level IB fieldwork experience

is designed to enrich didactic coursework through directed observation and selected participation of learning the OT process for the pediatric/ psychosocial population. This fieldwork experience is designed to have a primary focus on the role of occupational therapy practitioners in addressing mental health, behavioral health, or psychosocial aspects of client performance to support their engagement in occupation (C.1.6.)

Required Forms

- Level I Fieldwork Educator Form
- Fieldwork hourly log
- American Occupational Therapy Association Level I Fieldwork Competency Evaluation for OT and OTA Students
- Level I Student Evaluation of the Fieldwork Experience
- Level I Mid-Week Communication

Assignments

- CANVAS discussion post:
 - Reflection
 - Role of OT addressing psychosocial aspects of client engagement in occupation

Level IC (Aging Adult)

This course introduces students to the fieldwork experience and encourages them to develop a basic comfort level and understanding of the needs of clients. The Level IC fieldwork experience is designed to enrich didactic coursework through directed observation and selected participation of learning the OT process for the aging adult population.

Required Forms

- Level I Fieldwork Educator Form
- Fieldwork hourly log
- American Occupational Therapy Association Level I Fieldwork Competency Evaluation for OT and OTA Students
- Level I Student Evaluation of the Fieldwork Experience
- Level I Mid-Week Communication

Assignments

- CANVAS discussion post:
 - Reflection
 - Role of OT addressing psychosocial aspects of client engagement in occupation

Level II Fieldwork (C.1.12., C.1.0., C.1.13., C.1.16., C.1.14., C.1.8.)

Overview

The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork is integral to the program's curriculum design and includes an in-depth experience that delivers occupational therapy services to clients, focuses on the application of purposeful and meaningful occupation, research, administration, and management of occupational therapy services. The fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Each Faulkner occupational therapy student, in alignment with the program's curriculum, will complete one hospital-based Level II fieldwork. The student will complete the 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 (ACOTE, 2023, C.1.12.).

Grading

Level II fieldwork courses and experiences are PASS/FAIL. Students must complete all required assignments, maintain professional behaviors, pass the formal AOTA Final Fieldwork Performance Evaluation by the end of week 12, and complete all other requirements (including hours) in order to receive a PASS. These assignments must be completed and submitted on time to receive full credit unless an extension has been approved by the academic fieldwork coordinator beforehand. Failure to meet these requirements will result in a FAIL.

Supervision

The Level II fieldwork student will be supervised by qualified personnel serving as a role model (C.1.0.). The student will be supervised by an occupational therapy practitioner who is adequately prepared to serve as a fieldwork educator, currently a licensed or otherwise regulated occupational therapist, and has a minimum of 1 year full-time (or the equivalent) practice experience as a licensed or otherwise regulated occupational therapist (ACOTE, 2023, C.1.13.). The Faulkner OTD program does not place Level II OT students where no OT services exist and does not place students outside of the United States (C.1.13., C.1.16.)

Level II Fieldwork Objectives

By the end of this experience, the student will:

1. Develop entry-level occupational therapy competencies defined by achieving a minimal passing score on the AOTA Fieldwork Performance Evaluation Form.
2. Manage a full client caseload and meet productivity and documentation standards, defined by the fieldwork site
3. Adhere to the AOTA Code of Ethics and safety regulations to ensure the safety and well-being of self and others
4. Communicate the values and beliefs of the occupational therapy profession and the role of occupational therapists to clients, families and others
5. Select and administer appropriate assessment tools and obtain necessary information during the evaluation process to determine client's occupational profile and needs
6. Develop, implement and modify plans of care that are client-centered and appropriate

7. Select and implement client-centered and occupation-based interventions using clinical judgment and evidence-based practice
8. Modify interventions, tasks and the environment to support client outcomes
9. Address mental health, behavioral health or psychosocial aspects of client engagement in occupation
10. Collaborate with members of the interprofessional team, clients, family and others to maximize learning and build therapeutic relationships
11. Delegate roles and responsibilities and provide appropriate supervision to occupational therapy assistants and aids if given the opportunity
12. Demonstrate professional behaviors through time management, effective communication with others, acceptable work behaviors and respectful communication
13. Articulate how service and faith are incorporated into occupational therapy practice

Fieldwork Educator Supervision Objectives

1. The fieldwork educator will provide supervision that is direct and then decreases to less direct supervision as appropriate for the setting, severity of the client's condition and the ability of the student to support progression toward entry-level competence (C.1.14.)
2. The fieldwork educator will monitor supervisory progression by completing the required communication forms, midterm AOTA Fieldwork Performance Evaluation and final AOTA Fieldwork Performance Evaluation forms (C.1.8.)

Level IIA

Students will engage in a full-time 12-week fieldwork placement. Students will apply their understanding of occupation, professional practice, therapeutic use of self, evidence-based practice, and leadership during this placement. Students will continue to focus on personal transformation as occupational therapists, applying content learning in didactic courses to clinical settings in order to develop the professional competencies of an entry-level occupational therapist.

Required Forms

- Level II Fieldwork Educator Form
- Communication form (week three and week nine)
- AOTA Midterm Fieldwork Performance Evaluation Form
- AOTA Final Fieldwork Performance Evaluation Form
- AOTA Student Evaluation of the Fieldwork Experience

Assignments

- Initial e-mail communication to Academic Fieldwork Coordinator
- CANVAS discussion post: Integration of faith and service in practice

- CANVAS discussion post: Role of OT addressing psychosocial aspects of client engagement in occupation

Level IIB

Students will engage in a full-time 12-week fieldwork placement. Students will apply their understanding of occupation, professional practice, therapeutic use of self, evidence-based practice, and leadership during this placement. Students will continue to focus on personal transformation as occupational therapists, applying content learning in didactic courses to clinical settings in order to develop the professional competencies of an entry-level occupational therapist.

Required Forms

- Level II Fieldwork Educator Form
- Communication form (week three and week nine)
- AOTA Midterm Fieldwork Performance Evaluation Form
- AOTA Final Fieldwork Performance Evaluation Form
- AOTA Student Evaluation of the Fieldwork Experience

Assignments

- Initial email communication to Academic Fieldwork Coordinator
- CANVAS discussion post: Integration of faith and service in practice
- CANVAS discussion post: Role of OT addressing psychosocial aspects of client engagement in occupation

Responsibilities

Academic Fieldwork Coordinator

The academic fieldwork coordinator will:

1. Ensure the fieldwork experience reflects the sequence and scope of content in the curriculum design in collaboration with faculty, to strengthen the ties between didactic and fieldwork education (C.1.1.)
2. Ensure students have access to site information and requirements, objectives, and performance expectations prior to the start of the experience (C.1.2.)
3. Ensure fieldwork objectives, including a psychosocial objective, are agreed upon with the fieldwork educator prior to the start of the fieldwork experience (C.1.3.)
4. Ensure written agreements are sufficient in number for varied practice experiences (C.1.4.)
5. Ensure valid written agreements are signed and in effect prior to the start of the fieldwork experience (C.1.5.)

6. Ensure effective supervision, including supervision ratio, is being provided for the fieldwork experience (C.1.7.)
7. Provide fieldwork educators with resources for enhancing supervision and that support student well-being (C.1.8.)
8. Communicate with the student and fieldwork educator throughout the fieldwork experience (C.1.9.)
9. Ensure Level I fieldwork educators are informed of the curriculum and fieldwork program design and affirm their ability to support the experience prior to the start of the experience (C.1.10.)
10. Provide the students with Level I fieldwork experiences that are similar (C.1.11.)
11. Ensure formal evaluations of student performance are completed and documented (C.1.11. & C.1.15.)
12. Ensure Level II fieldwork educators are adequately prepared to serve, currently licensed or regulated, and have a minimum of 1-year full-time experience prior to the start of the fieldwork experience (C.1.13.)
13. Ensure Level II fieldwork supervision progresses from direct to less direct as appropriate (C.1.14.)
14. Identify, designate and confirm fieldwork placements in a timely manner
15. Complete fieldwork site visits as appropriate
16. Review and evaluate student performance data, site evaluations, and other data collected throughout the experience
17. Collaborate with the student and fieldwork educator to establish individual plans for student success as needed throughout the fieldwork experience
18. Ensure program and fieldwork site requirements have been met prior to the start of the fieldwork experience
19. Support the student in finding housing and transportation for fieldwork experiences to the best of their ability
20. Manage fieldwork experience issues, concerns and re-assignments as appropriate and to the best of their ability
21. Adhere to program policies, procedures, requirements and ACOTE C-standards

Student

The student will:

1. Adhere to the Occupational Therapy Code of Ethics
2. Adhere to their fieldwork site regulations, requirements and policies
3. Complete the listed hours for Level I and Level II fieldwork experiences. If students miss any days of the fieldwork experience, students will notify their fieldwork

educator and academic fieldwork coordinator immediately. Students will comply with the make-up plan established by the fieldwork educator and academic fieldwork coordinator. (C.1.11. & C.1.12.)

4. Participate in the site selection process by completing the required fieldwork experience preference forms. Students are not guaranteed their preferences.
5. Communicate with the fieldwork educator and the academic fieldwork coordinator throughout the fieldwork experience (C.1.9.)
6. Evaluate the site and fieldwork educator, including effectiveness of supervision (C.1.8.)
7. Complete all program and site requirements prior to the start of the fieldwork experience
8. Complete all required forms and assignments for the program and site prior to and during the fieldwork experience
9. Complete all assigned duties at their fieldwork site required of the typical employee (clean up, sanitizing, organizing, etc.)
10. Report issues and concerns during the fieldwork experience immediately to the academic fieldwork coordinator and the fieldwork educator as appropriate
11. Arrange and pay for housing and transportation for fieldwork experiences
12. Maintain professional behaviors throughout the fieldwork experience
13. Engage only in therapeutic procedures they are deemed competent in by the fieldwork educator
14. Maintain compliance in Castlebranch
15. Maintain documentation of current health insurance, proof of health/ immunizations, and other program and site requirements and be able to present them when requested
16. Complete additional site-specific requirements prior to the fieldwork experience (including background checks, drug screens, fingerprinting, etc.) as needed

Fieldwork Educator

The fieldwork educator will:

1. Ensure fieldwork objectives, including a psychosocial objective, are agreed upon with the academic fieldwork coordinator prior to the start of the fieldwork experience (C.1.3.)
2. Report the ratio of fieldwork supervision being provided, including changes in the ratio of supervision throughout the fieldwork experience (C.1.7.)
3. Communicate and collaborate with the student and academic fieldwork coordinator throughout the fieldwork experience (C.1.9.)
4. Ensure all aspects of the student's progress and performance are addressed throughout the fieldwork experience (C.1.11. & C.1.15.)

5. Affirm their ability to support the Level I fieldwork experience (C.1.10.)
6. Complete required formal evaluations on student performance throughout the fieldwork experience (C.1.11. & C.1.15.)
7. Collaborate with the student and academic fieldwork coordinator to establish, document and implement plans to make-up missed time during the fieldwork experience (C.1.11. & C.1.12.)
8. Accurately report if they are adequately prepared to serve as a fieldwork educator, currently licensed or otherwise regulated and has a minimum of 1-year full-time experience prior to the start of the Level II fieldwork experience (C.1.13.)
9. Provide supervision that is direct and decreases to less direct as appropriate (C.1.14.)
10. Report issues and concerns regarding the student and/or student's performance immediately to the academic fieldwork coordinator
11. Inform the academic fieldwork coordinator immediately of any major changes or cancellations prior to and throughout the fieldwork experience
12. Provide the OTD program at Faulkner University with updated site information following any major changes or as requested (C.1.4.)
13. Provide appropriate orientation to the students at the beginning of the fieldwork experience
14. Inform the student of site policies, procedures, regulations and requirements (C.1.2.)
15. Provide appropriate supervision to the student using skilled judgment to ensure safety of the student and others (C.1.7., C.1.8., & C.1.14.)
16. Provide the student with feedback and support throughout the fieldwork experience
17. Maintain active licensure throughout the entirety of the fieldwork experience (C.1.13. & C.1.10.)

Fieldwork Procedures

Fieldwork Objectives (C.1.3.)

The Academic Fieldwork Coordinator and the Fieldwork Educator must agree on fieldwork objectives prior to the start of the fieldwork experience. All fieldwork experiences must include an objective with a focus on the occupational therapy practitioner's role in addressing the psychosocial aspects of the client's engagement in occupation (ACOTE, 2023, C.1.3.). The Academic Fieldwork Coordinator will send a Formstack link via e-mail to the fieldwork educator to be completed prior to the start of the fieldwork experience. The fieldwork educator will be asked if they agree with the fieldwork objectives.

The following forms will be used:

- Level I Fieldwork Educator Form
- Level II Fieldwork Educator Form

The objectives are as follows:

Level I Fieldwork Objectives

By the end of the experience, the student will:

3. Adhere to AOTA's current Occupational Therapy Code of Ethics
4. Adhere to safety regulations and use sound judgment to ensure safety of self and others
5. Articulate the values and beliefs of occupational therapy relevant to the fieldwork setting
6. Demonstrate sound reasoning, problem solving and observational skills by verbalizing the thought processes utilized during the therapeutic process
7. Demonstrate therapeutic use of self as part of the therapeutic process with clients and others through active engagement, communication and interpersonal skills
8. Demonstrate effective written and verbal communication with clients, others and members of the intra-professional and inter-professional teams
9. Articulate the occupational therapy practitioner's role in addressing the psychosocial aspects of client's engagement in occupation (C.1.3.)
10. Demonstrate food time management skills, organization and dependability

Level II Fieldwork Objectives

By the end of this experience, the student will:

1. Develop entry-level occupational therapy competencies defined by achieving a minimal passing score on the AOTA Fieldwork Performance Evaluation Form.
2. Manage a full client caseload and meet productivity and documentation standards, defined by the fieldwork site
3. Adhere to the AOTA Code of Ethics and safety regulations to ensure the safety and well-being of self and others
4. Communicate the values and beliefs of the occupational therapy profession and the role of occupational therapists to clients, families and others
5. Select and administer appropriate assessment tools and obtain necessary information during the evaluation process to determine client's occupational profile and needs
6. Develop, implement and modify plans of care that are client-centered and appropriate
7. Select and implement client-centered and occupation-based interventions using clinical judgment and evidence-based practice
8. Modify interventions, tasks and the environment to support client outcomes
9. Address mental health, behavioral health or psychosocial aspects of client engagement in occupation

10. Collaborate with members of the interprofessional team, clients, family and others to maximize learning and build therapeutic relationships
11. Delegate roles and responsibilities and provide appropriate supervision to occupational therapy assistants and aids if given the opportunity
12. Demonstrate professional behaviors through time management, effective communication with others, acceptable work behaviors and respectful communication
13. Articulate how service and faith are incorporated into occupational therapy practice

If the fieldwork educator or site has specific objectives they require, the fieldwork educator is required to provide these to the student and the Academic Fieldwork Educator in order to be agreed upon prior to the start of the fieldwork experience.

Supervision

Ratio of Fieldwork Educators to Students (C.1.7.)

To ensure 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 conduct frequent assessment of student progress in achieving stated fieldwork objectives the following forms will be used:

- Level I Fieldwork Educator Form
- Level II Fieldwork Educator Form
- Level II Communication Form (completed at week three and week nine)
- Level I Mid-Week Communication Form

Evaluating the Effectiveness of Supervision (C.1.8.)

The following mechanisms will be used to evaluate the effectiveness of supervision:

- Level II Communication Form (week three and week nine)
- AOTA Student Evaluation of the Fieldwork Experience Form
- Level I Student Evaluation of the Fieldwork Experience

Qualified Level I Fieldwork Educators (C.1.10.)

The Level I Fieldwork Educator Form will be sent to the assigned fieldwork educator via a Formstack link in an e-mail prior to the start of the fieldwork experience. The form informs the fieldwork educator of the curriculum and fieldwork program design. The fieldwork educator will be able to affirm their ability to support the fieldwork experience using this form prior to the start of the fieldwork experience. Supervision for the Level I fieldwork experience may be provided by currently licensed or otherwise regulated entities such as, but not limited to, occupational therapists and occupational therapy assistants, psychologists, physician

assistants, teachers, social workers, physicians, speech-language pathologists, nurses, and physical therapists. Using the Level I Fieldwork Educator form, the fieldwork educator will be able to provide their discipline, license number, NBCOT certification/ other certification number and years of experience. This information is verified by the Academic Fieldwork Coordinator using state licensure searches and the NBCOT certification checker/ other certification checkers.

Qualified Level II Fieldwork Educators (C.1.13.)

The Level II Fieldwork Educator Form will be used to ensure the Level II fieldwork student will be supervised by an occupational therapy practitioner who is adequately prepared to serve as a fieldwork educator, currently a licensed or otherwise regulated occupational therapist, and has a minimum of 1 year full-time (or the equivalent) practice experience as a licensed or otherwise regulated occupational therapist. The Level II Fieldwork Educator Form Formstack Link will be sent to the assigned fieldwork educator via e-mail prior to the start of the fieldwork experience. The form informs the fieldwork educator of the Level II fieldwork objectives and gives them the opportunity to agree or disagree with them. The fieldwork educator will be asked to provide their NBCOT certification number, state licensure information and years of full-time experience. This information is verified by the Academic Fieldwork Coordinator using state licensure searches and the NBCOT certification checker. The fieldwork educator will be required to agree or disagree with their ability to support the student in achieving the Level II fieldwork objectives.

Level II Fieldwork Supervision (C.1.14.)

To ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, severity of the client's condition and the ability of the student to support progression toward entry-level competence the following forms will be used:

- Level II Fieldwork Educator Form
- Level II Communication Form (week three and week nine)
- AOTA Mid-term Fieldwork Performance Evaluation
- AOTA Final Fieldwork Performance Evaluation

Fieldwork Education Where No OT Services Exist (C.1.16.)

The Faulkner OTD Program does not place students for their Level II fieldwork experiences at sites where no OT services exist.

Communication of Student Progress (C.1.9.)

The following process for communication with the student and fieldwork educator will be used throughout the fieldwork experience to ensure all aspects of the student's progress and performance are addressed:

- Level I Mid-week Communication Form
- AOTA Level I Fieldwork Competency Evaluation

- Level II Communication Form (week three and week nine)
- AOTA Mid-term Fieldwork Performance Evaluation
- AOTA Final Fieldwork Performance Evaluation

The Academic Fieldwork Coordinator will review these communications throughout the fieldwork experience and reach out to the student and/ or fieldwork educator as needed to address student progress and performance concerns/ needs.

Access and Resources

Student Access (C.1.2.)

Students will be provided with access to site information and requirements, objectives, and performance expectations prior to the start of the fieldwork experience. Student objectives, student evaluation forms, and other fieldwork experience expectations can be found here in the fieldwork manual (students are required to sign acknowledgement that they have read the manual), on each CANVAS course and on the fieldwork syllabi.

Site information and requirements will be provided to the student via e-mail or in person by the Academic Fieldwork Coordinator and, if needed, the fieldwork site prior to the start of the fieldwork experience.

Student Resources

Eagle's TimelyCare

Medical: Faulkner University offers medical telehealth visits for all Faulkner students. Students have access from their mobile devices or any web enabled device (Smart Phone, iPad or computer) to Eagle's [TimelyCare](#), which provides 24/7 **medical telehealth care**. Eagle's TimelyCare telehealth offers unlimited tele-visits for when students are not feeling well and may not be able to get to the Health Center or a local physician. Faulkner recommends all students identify, contact, and secure a local healthcare provider covered by the student's insurance prior to registration. For the Montgomery campus, several area healthcare providers have agreed to accept Faulkner students as patients if needed. For all campuses, referrals to area emergency rooms will be made.

Mental health: [TimelyCare](#) also offers **mental health telehealth care** for all Faulkner students which provides 24/7 mental health telehealth care. Eagle's TimelyCare telehealth offers either scheduled counseling tele-visits or TalkNow which puts you in touch with a professional immediately. TalkNow service provides a safe space to talk about anything at any time (anxiety surrounding COVID-19, relationships, depression). Students have unlimited access to TalkNow and 12 visits per semester to the scheduled counseling appointments.

No fees: There is no charge for these services. TimelyCare services are a part of your student fees. To get started with medical and/or mental health telehealth care, visit Eagle's [TimelyCare](#) to register.

Academic Advising

Once students enter into the Level II fieldwork portion of the program, the Academic Fieldwork Coordinator will schedule advising appointments related specifically to fieldwork

with students as needed. The Academic Fieldwork Coordinator may also require meetings between students and their fieldwork educators. The student may request an advising appointment with the Academic Fieldwork Coordinator at any point during the fieldwork experience via e-mail or phone: mnunez@faulkner.edu, 334-386-7978.

AOTA Resources

- OT Student Pulse: <https://www.aota.org/publications/student-articles/fieldwork>
- Quality toolkit: [Quality Toolkit | AOTA](#)
- Coding and billing: [Coding and Billing Resources for OTs and OTAs | AOTA](#)
- Practice Guidelines and Evidence-Based Clinical Resources: [Practice Guidelines and Evidence-Based Clinical Resources | AOTA](#)

Fieldwork Educator Resources

Support for Enhancing Supervision (C.1.8.)

- Fieldwork educator self-assessment tool: [safecom-2.pdf](#)
- Fieldwork educators certificate workshop: [Fieldwork Educators Certificate Program Workshop | AOTA](#)
- Other resources: [Fieldwork educators | AOTA](#)

Support for Student Well-being (C.1.9.)

- General: [Fieldwork educators | AOTA](#)
- OT Student Pulse: [OT Student Pulse fieldwork and capstone articles | AOTA](#)
- Faulkner: You may also recommend and remind students that advising and TimelyCare are available to them here at Faulkner

Other Resources

- ACOTE Standards: [ACOTE Accreditation Standards – ACOTE](#)
- Faulkner Doctor of Occupational Therapy Program Handbook

Site Selection Process and Assignments

Written Agreements (C.1.4., C.1.5.)

Written agreements are stored in an electronic database. Additionally, physical printed copies are stored in a secure filing cabinet. The Academic Fieldwork Coordinator ensures there are a sufficient number of agreements that are active and cover a variety of settings, populations and locations to allow completion of graduation requirements in a timely manner in accordance with the policy in the Faulkner Doctor of Occupational Therapy Handbook. Prior to placing students, the Academic Fieldwork Coordinator ensures there is a valid written agreement signed by both parties and in effect prior to the onset and through the duration of Level I and Level II fieldwork experiences for all entities outside of the academic program

(ACOTE, 2023, C.1.5.). If an agreement is not already in place and a site is agreeable to forming a relationship with the Faulkner OTD program, they will receive the Faulkner University Clinical Affiliation agreement for review and signature. Responsibilities of the university and facility are listed in the agreement. If a facility chooses to use their own agreement, it is reviewed by the Faulkner OTD legal team for approval and must include responsibilities of the university and facility (C.1.5.)

Site Selection (C.1.5.)

The Academic Fieldwork Coordinator researches potential fieldwork sites through a variety of methods such as web-based searches and reviews, meetings with sites and clinicians, and collaboration with students and faculty members. In order for a site to be considered, it must meet the course objectives, student objectives, program requirements and standards, and curricular design. A modified American Occupational Therapy Association site data form is used to collect additional data regarding the fieldwork sites processes, interventions, population, assignments, supervision, etc. Students complete evaluations of sites at the end of their fieldwork experiences. The Academic Fieldwork Coordinator uses this information to continuously analyze and evaluate how to use and select sites, how to incorporate them into the fieldwork curricular design, and ensure sites meet objectives and standards.

Level I Fieldwork Site Selection (C.1.5., C.1.6.)

Level I fieldwork sites are selected based on the curricular design. Level IA fieldwork sites focus on the adult population. Level IB fieldwork sites have a primary focus on mental health, behavioral health, or psychosocial factors (C.1.6.). The Level IB fieldwork experience is typically a pediatric or mental health experience. The Level IC fieldwork sites focus on the aging adult population. This curricular design is considered when selecting Level I fieldwork sites. Student preferences are also considered during the selection and assignment process for Level I fieldwork experiences. This includes the student's preferred setting, population, geographical location, and commute. The Academic Fieldwork Coordinator aims for a commute time of two hours or less.

Level II Fieldwork Site Selection (C.1.5.)

Level II fieldwork sites are selected based on multiple factors including student preferences, student strengths and weaknesses, and curricular design. Students are required to complete one hospital-based Level II fieldwork experience. Student preferences are considered during the selection and assignment process including preferred setting, population, geographical location, and commute. Students are ultimately responsible for housing and transportation for fieldwork assignments. Furthermore, at this point in the fieldwork experience, students' learning needs are greatly prioritized in order to develop competent, generalist therapists.

Policies

While student preferences are considered, under no circumstances should a student reach out to a site regarding fieldwork opportunities or engage the fieldwork educator (C.1.13.). All initial contact is to be made by the Academic Fieldwork Coordinator. Students in the Faulkner OTD program are not assigned to any sites that do not provide OT services (C.1.6.). Students in the Faulkner OTD program are not assigned for fieldwork experiences out of the country (C.1.13.). Sites in which students have a conflict of interest are avoided to the best of the programs abilities (previous place of employment, friends/family members, etc.). Students are ultimately responsible for paying for their housing, transportation and other needs during

fieldwork experiences.

General Process

The site selection and assignment process consists of the following steps carried out and managed by the Academic Fieldwork Coordinator:

1. Students complete preference forms
 - a. Level IA and IB form: first semester
 - b. Level IC and Level IIA/IIB forms: second semester

****Preference forms are completed this far in advance for scheduling and assignment purposes. Some sites schedule one year in advance, require interviews and/or applications****

2. Academic Fieldwork Coordinator considers the preference form, student needs, curriculum, and other important factors to identify and select potential fieldwork sites
3. Academic Fieldwork Coordinator reviews previous evaluations and researches the site (such as web-based searches, phone calls, collaboration with faculty, clinicians, etc.) before moving forward
4. Academic Fieldwork Coordinator reviews records and documents for existing clinical affiliation agreements before contacting the site
 - a. If a clinical affiliation agreement is in place, the Academic Fieldwork Coordinator ensures the agreement is signed by both parties and in effect prior to the onset and through the duration of Level I and Level II fieldwork experiences for all entities outside of the academic program. Once confirmed, the Academic Fieldwork Coordinator will move forward with the site rotation request process in place
 - b. If a clinical affiliation agreement is not in place, the Academic Fieldwork Coordinator will move forward with the site clinical affiliation agreement request process followed by the site rotation request process once in place
5. Once the site approves the rotation, the Academic Fieldwork Coordinator will create an initial student assignment draft to present to the faculty
6. OTD faculty will meet to discuss and approve the site selection and student assignments
7. Once the OTD faculty approves site assignments, the Academic Fieldwork Coordinator will move forward with finalizing the site assignment and rotation
 - a. Fieldwork educator form is sent to ensure the site and fieldwork educator will be able to support the student in achieving program and course objectives
8. After final confirmation from the site, students will receive their fieldwork assignment and site information

Formal Evaluation of Student Performance (C.1.11., C.1.15.)

Level I Fieldwork

For formal evaluation of the student's performance on Level I fieldwork experiences, the American Occupational Therapy Association Level I Fieldwork Competency Evaluation for OT and OTA Students is utilized. This form has five sections with only the first three sections required: Fundamentals of Practice, Foundations of Occupational Therapy, Professional Behaviors, Screening and Evaluation and Intervention. The students are rated using the following scale: Unacceptable, below standards, meets standards, exceeds standards, outstanding. These forms must be completed by the assigned fieldwork educator at the end of the experience, signed and reviewed by both the fieldwork educator and student.

Level II Fieldwork

For formal evaluation of the student's performance on Level II fieldwork experiences, the American Occupational Therapy Association Midterm and Final Fieldwork Performance Evaluation Form is utilized. The evaluation consists of 37 items divided into six categories: Fundamentals of Practice, Basic Tenants, Screening and Evaluation, Intervention, Management of Occupational Therapy Services, and Communication and Professional Behaviors. Students are rated using the following scale: Exemplary performance (4), proficient performance (3), emerging performance (2), or unsatisfactory performance (1). To receive a "pass" on the form, students must score 111 points and above, must score a 3 or above in the Fundamentals of Practice on all items, and are not allowed to receive a 1 on any item.

Fieldwork Requirements

Program Requirements

The Faulkner OTD Program has initiated a standard list of required documents and activities that must be completed before students are considered for fieldwork placement. The OTD Program uses an electronic management system to store and track documents in a secure and encrypted document locker. Specific costs are associated with various compliance management systems that exist. The program informs students of the costs and specifies which fees are covered by the program, and which fees are to be covered by the student. All students must create their own account to upload and update immunization records, background checks, drug screens, and other required documents prior to participation in the fieldwork experience. The electronic management system will notify students who are out of compliance or when documents are set for new renewal. Students must be in compliance in order to participate in their fieldwork experiences. The following are required by the program:

- Immunizations
- Basic Life Support
- Background check/ drug screening
- Student health insurance
- HIPAA and OSHA training
- Flu: declination or proof

- COVID-19: declination or proof
- AOTA student membership

Immunization Requirements

Immunization records must be submitted upon being admitted to the program by the date provided during the New Student Orientation Session. All vaccine/immunization records must include full date details (i.e., month/day/year) and the health care providers' signatures. Health care provider initials may be considered sufficient if the document is on the letterhead (including the name and address of the practice) of a health care provider. School records which merely reflect dates of administration will NOT be accepted. **Immunization records submitted without thorough documentation such as date received, lot #, expiration date, etc., may not be accepted at clinical sites, and the student will be required to repeat vaccines or obtain titers in lieu of vaccines if applicable.**

Proof of the following immunizations is required prior to any clinical participation:

- Tdap – Tetanus, Diphtheria, and Pertussis (must be renewed every 10 years)
- Tuberculin Skin Test or chest X-ray as indicated (within the past year and again annually while participating in program)
- MMR – 2 doses or Positive Titer – Measles, Mumps, and Rubella (must submit lab report)
- Varicella – 2 doses or Positive Titer (Lab report required for Titers.)
- Hep B Series – Dependent on series offered by provider; 3 dose series (dose 2 (30) days after dose 1, dose 3 (5 months) after dose 2) or 2 dose series (2 doses separated by at least 4 weeks).
-

The following list of immunizations are universally advised for healthcare workers, immunocompromised individuals, and specific high-risk exposure groups and are not required by the Faulkner OT Program. They may may be required by clinical fieldwork or capstone sites as a site-specific requirement:

- Flu – Due annually and must be current flu season (September – April).
- COVID-19
- Meningitis – complete primary dose/series or Positive Titer (Lab Report required for Titers).

*** Please note that any titer results that are negative may require a repeat of vaccine doses and additional titer screening.

Background Checks and Drug Screening

Graduation from the Doctor of Occupational Therapy Program at Faulkner University requires students to interact with others in various settings, both inside and outside of the classroom. One of the graduation requirements is the successful completion of the fieldwork education component of the curriculum. Because many fieldwork education sites are legally required to perform background checks on all individuals who interact with patients, background checks are often required for student placements. A criminal background check is required of all students admitted into the Faulkner Occupational Therapy Program for program matriculation. Students may be required to have additional background checks as a site-specific requirement during fieldwork. Students are responsible for the cost of these additional background checks and any other site-specific fieldwork requirements such as drug screens, immunizations and such. Students are required to undergo drug screening per the Faulkner College of Health Sciences Graduate Student Handbook and as required by clinical sites. Failure to meet clinical eligibility requirements, including a clean drug screen, may delay or prevent graduation.

Standard Precautions Policy

All faculty and students will observe standard precautions when performing any tasks which may result in exposure to blood or other potentially infectious body fluids. Standard Precautions are the practices that are designed to prevent the spread of infection. These practices are implemented regardless of the suspected or confirmed infection status of the individual and are required in any health care setting. All students are required to complete training in OSHA for workers, OSHA first aide training and standards, bloodborne pathogens, and HIPAA compliance training.

All medical costs will be filed to the students' personal health insurance. Students will be granted excused absences from the clinical experience to complete infectious exposure protocol. The involved individual should follow-up with recommended care. The involved individual should inform the OTD Program Director and the Dean of the College of Health Sciences in the event and inform him/her of the recommended treatment plan and any treatment that has been provided since the exposure.

Basic Life Support

Students are required to maintain current certification in Basic Life Support through the American Heart Association prior to and throughout all fieldwork experiences. Students will not be allowed to begin the fieldwork experience if their Basic Life Support expires during the scheduled timeline. The program provides the initial certification course to students at no additional cost. All subsequent certifications costs are the responsibility of the student.

Health Insurance

All students are required to provide evidence of personal health insurance upon admission to the OTD program within the timeframe established at the New Student Orientation. This insurance will be needed for coverage of laboratory testing and medications (if necessary) in the event of an exposure incident. Health insurance may be required as a site-specific requirement for fieldwork placements. It is the responsibility of the student to maintain health insurance coverage (i.e. - active status) throughout the program of study. Students who are interested in exploring options on the Health Insurance Exchange and Marketplace, please click [HERE](#)

Site Specific Requirements

The academic fieldwork coordinator will communicate with fieldwork sites and notify students of site-specific requirements prior to each fieldwork placement.

Students may be required to complete additional site-specific requirements prior to their fieldwork experience. This may include additional background checks, drug screens, fingerprinting, documentation, orientations, onboarding/ onboarding packets etc. Students are expected to complete additional site-specific requirements in a timely manner in order to prevent delays in the fieldwork experience and/ or graduation.

Please refer to the Faulkner OTD Program Handbook regarding program requirements.

Liability Insurance

Faulkner University provides proof of liability insurance covering students on their Fieldwork experiences and is evidenced by a Certificate of Insurance.

Fieldwork Policies

Attendance

Students are required to complete a minimum of 24 weeks' full-time Level II fieldwork (ACOTE, 2023, C.1.12.). Students are required to complete a minimum of 30 hours and maximum of 40 hours for each Level I fieldwork experience. Students are expected to know and adhere to the operating hours of the site at which they are assigned for Level I and Level II fieldwork experiences. There are no vacation or sick days built into the fieldwork experience. All absences must be reported to the Academic Fieldwork Coordinator and Fieldwork Educator immediately. Any missed days from fieldwork must be made up during the same semester, whether excused or unexcused. Absences and make up days may result in a delay in graduation. Any time away for medical reasons prescribed by a medical professional (doctor, nurse, etc.) will require a medical statement of clearance to return to fieldwork.

Communication

Communication and response time is crucial throughout the fieldwork experience. This includes communication with and between students, Academic Fieldwork Coordinator and fieldwork educator. The student and the Academic Fieldwork Coordinator are responsible for responding to and/or acknowledging fieldwork related e-mails within 48 hours.

Fieldwork Dress Code Policy

Students should abide by the policies and procedures set forth by the fieldwork site to which they are affiliated. Students are required to wear a name tag, badge, or other identifying label that clearly states the student's identity and the name of the University. Students are encouraged to contact the fieldwork site in advance to prepare for and secure the required uniform only once they have received permission from the Academic Fieldwork Coordinator to do so. The student is responsible for any costs involved. If no formal policy exists, students should refer to the dress code outlined in the Faulkner College of Health Sciences Graduate Student Handbook. OTD students are expected to demonstrate a mature Christian attitude and the ability to discern propriety by their dress and appearance. The University also seeks to prepare students for professional careers where certain standards of dress are required for employment. OTD graduate students are held to a high standard due to the professional nature of the learning environment and the future career paths that they are being prepared for.

Nondiscrimination

Nondiscrimination Statement

Faulkner University complies with all applicable laws, regulations, and executive orders prohibiting discrimination towards students, faculty, staff, and persons served in the program's clinics. This includes prohibitions on discrimination based on any category prohibited by applicable law but not limited to age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status. In connection with its educational policies, admissions, financial aid, educational programs, or activities, Faulkner University complies with all applicable laws, regulations, and executive orders prohibiting discrimination on the basis of age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status to those who meet its admission criteria and are willing to uphold its values as stated in the Conduct Regulations contained in the Faulkner University Student Handbook and relevant program handbooks. Faulkner University is a church-affiliated liberal arts institution committed to employing a highly qualified and diverse administration, faculty and staff,

who reflect the University's religious traditions, values, affiliation, and purpose. Faulkner University complies with all applicable laws, regulations, and executive orders prohibiting discrimination towards faculty and staff on any category prohibited by applicable law but not limited to age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status. However, Faulkner University exercises a preference in employment for those qualified applicants who are members of the Churches of Christ, whose lifestyles are consistent with the mission of the University and with the beliefs and values of the Churches of Christ.

Based upon this commitment, Faulkner University follows the principle of nondiscrimination and operates within applicable federal and state laws prohibiting discrimination. As a recipient of federal financial assistance, Faulkner is required by Title IX of the Educational Amendments of 1972, as amended, not to discriminate on the basis of sex in its admissions policies, treatment of students, employment practices or educational programs except as required by religious tenets of the Churches of Christ.

Nondiscrimination Policy

Purpose: To preserve a learning environment that is free from unlawful discrimination Faulkner University's policy is to ensure that persons who apply for admission and persons who are enrolled are treated in a nondiscriminatory manner in matters of race, color, nationality or ethnic origin, gender, age, or disability, including qualified disabled veterans and qualified veterans of the Vietnam Era, in accordance with applicable federal, state and local laws. Scope: This policy applies to all students at the university. This policy applies to all terms and conditions of enrollment, including, but not limited to, admission standards and processes, and the guidelines by which enrollment may be denied or terminated, based on the standards outlined in the Faulkner University Student Handbook.

Remediation, Probation and Dismissal

Academic Probation

Due to the complexity and volume of the knowledge, skills, and behaviors required of students in the OTD program, Faulkner is committed to facilitating the success of every individual in the program.

To continue with the cohort's course sequence, students must pass every course in the OTD program with 70% or higher ("C" or better) and maintain a cumulative GPA of 3.0 or higher. Students must have an overall GPA of a 3.0 to advance to Fieldwork IIA within the curriculum sequence.

All didactic and Level II fieldwork experiences must be completed in order to start Capstone. Completion of both Level II fieldwork experiences and the Capstone experience must be completed within a 24-month period of time after completion of the didactic portion of the program.

Academic Remediation Policy

Students are strongly encouraged to seek assistance from faculty whenever a risk is identified **before** midterm. However, when students fall below the required score/grade at midterm, they will be placed on a remediation plan designed in collaboration with the Academic Fieldwork Coordinator and the Fieldwork Educator.

The student, Academic Fieldwork Coordinator, and Fieldwork Educator will determine the course of action for the remediation plan and submit it and any other documents as a part of the student record. The remediation plan ends at the end of the fieldwork experience. Failure to meet this requirement and/or any requirements outlined in the remediation plan may delay graduation in the program and potentially lead to academic probation or program dismissal.

Midterm Performance Remediation

Students on their Level II fieldwork experience will be evaluated using the American Occupational Therapy Association Midterm and Final Fieldwork Performance Evaluation. The Midterm Fieldwork Performance Evaluation portion is completed at week six of the Level II fieldwork experience. Students are strongly encouraged to seek assistance from the Academic Fieldwork Coordinator and Fieldwork Educator whenever a risk is identified **before** midterm. However, based on interpretation guidelines for the Midterm Fieldwork Performance Evaluation, if any of the following occur at midterm, the student will be placed on a remediation plan:

1. Scores of 1 (unsatisfactory behaviors) in a substantial number of tasks
2. Score of 1 or 2 in the “Fundamentals of Practice” and/or
3. Student’s potential for achieving entry-level competence by the end of the experience is questionable

The student, Academic Fieldwork Coordinator, and Fieldwork Educator will determine the course of action for the remediation plan and submit it and any other documents as a part of the student record. The remediation plan ends at the end of the fieldwork experience. Failure to meet this requirement and/or any requirements outlined in the remediation plan may delay graduation in the program and potentially lead to academic probation or program dismissal.

Dismissal

A student in the Occupational Therapy Program at Faulkner University will be subject to dismissal for any of the following reasons:

- Inability to achieve a cumulative 3.0 GPA prior to the start of Fieldwork IIA,
- Earning lower than a “C” in any required course,
- Earning a “fail” on any “pass/fail” course,
- Behavior outside of the program that results in a felony conviction, which may deem a student ineligible for licensure,
- Inability to use professional judgment and emotional maturity to seek help when needed to address personal issues that interfere with professional practice, act in a professional manner and ensure the safety of patients/clients/colleagues and faculty,
- Unprofessional behavior, and/or
- Violating the AOTA Code of Ethics, University Code of Conduct, or Academic Integrity Policy.

Students who are dismissed from the program may reapply for admission; however, readmission is not guaranteed.

Accessibility

In conjunction with Faulkner's community principles and overall mission, the Center for Accessibility acknowledges disability as an integral part of the campus experience. We are committed to providing equal access and opportunity to all campus programs and services for individuals with disabilities. To establish equal access, documentation of disability by qualified professionals is necessary. Accommodations must be reviewed each semester and are not retroactive. If you are interested in obtaining reasonable accommodations, please contact the Director of the Center for Accessibility (334-386-7185) at your earliest convenience or visit [the Center for Accessibility page](#) on Faulkner's website for additional information. Reasonable Accommodations are academic adjustments that assist the individual with a disability to have equal access to the educational program.

Students will attest to their ability to perform all the criteria within the Program's "Essential Functions" document with or without reasonable accommodations. If it becomes apparent to OTD faculty and staff that the student cannot perform these essential functions with reasonable accommodations; or the accommodations are not reasonable and would put an undue hardship on the university; or that the performance of these functions would significantly increase the risk the harm or jeopardize the safety of others, the program may dismiss the student from the program.

Withdrawal and Reimbursement

Due to the nature of the program, withdrawal from one course in the curriculum is withdrawal from the entire program. Registration is considered a contract binding on the student. If the student officially notifies Faulkner University of the withdrawal, the withdrawal date is the date, as determined by the University, that the student began the withdrawal process or otherwise provided official notification to the Registrar's Office, in writing, of his/her intention to withdraw. No combination of awards, however, may result in a refund of more than 100% of the student's total charges. Refunds for housing and meal plans are made in accordance with their respective refund schedules. All other fees and charges are non-refundable. Any refunds for payments that have been made by check will not be processed until the check has cleared the bank. If financial aid has posted to the student's account, a refund will not be processed until any necessary adjustments have been made to financial aid. In addition, refunds are not processed until the conclusion of the published refund period as described in the Refund Schedule as prescribed by Faulkner University.

Leave of Absence

CHS students may need to take a one-time leave of absence from their respective program for various reasons such as personal medical or health issues, family emergencies, etc. A student may request a single leave of absence by submitting a written request and explanation to their program director. The program director should consult the Dean of the College of Health Sciences prior to granting a request for leave of absence. A student must reenroll no later than twelve months after being granted a leave of absence. If a student fails to reenroll within twelve months, the leave of absence will automatically convert to a voluntary withdrawal and the student will have to re-apply to the program. Students will adhere to any curricular changes that may occur during their absence. A leave of absence will cause a delay in program completion and an on-time graduation.

Withdrawal

A student may withdraw from a course(s) without academic penalty through the last day of the first week following midterms. During this time, the student must fill out a withdrawal form. All withdrawals after the time noted above are “withdrawn-failing” except in cases of dire and obvious necessity as determined by the Office of the Dean in concert with the VPAA. Forms for withdrawal may be completed online by accessing the Registrar’s page on the Faulkner University’s website and clicking on the “forms” link. A student has not officially withdrawn from a class or from school until the proper forms have been filed with the Registrar’s Office.

Pass/fail grades are assigned for Level II fieldwork courses. Any course classified as pass/ fail will count toward the number of credits needed for degree requirements but will not be used in the GPA calculation. Students withdrawing or failing a Level II fieldwork course may be permitted to re-enroll once, and the delay will affect graduation.

Academic Appeals and Grievances

If a student has reason to question the decision of an instructor regarding course content, a grade received, or penalties imposed for academic dishonesty, misconduct, or unacceptable classroom or instructional behavior, the student must follow the academic appeal procedure which begins with an appeal to the instructor if appropriate. Students should also follow this process if appealing a Notice of Dismissal and for all other academic grievances. An instructor’s decision as to any matter takes effect immediately and remains in place until the appeals process is complete. If an individual program maintains certain academic requirements (such as a 3.0 GPA), appeals regarding sanctions or dismissal should refer to the current Faulkner College of Health Sciences Graduate Student Handbook (Appendix C Student Grievance Form (Academic)).

Professionalism

Students are expected to follow professional behavior requirements outlined in the Faulkner College of Health Sciences Graduate Student Handbook. Students are expected to demonstrate professional behaviors during their fieldwork experiences. Students are evaluated on professional behaviors during their Level II fieldwork experiences using the AOTA Midterm and Final Performance Evaluation. Students are evaluated on professional behaviors during their Level I fieldwork experience using the Level I Fieldwork Competency Evaluation for OT and OTA Students.

Cancellations

Fieldwork experiences are mutually agreed upon by the program and the site. Students must be prepared for circumstances that may arise that result in cancellation of the fieldwork experience. This may include site cancellation due to staffing changes or other unforeseen circumstances, breach of the clinical affiliation agreement, and/or inability to meet site and program requirements. If a site is cancelled, the Academic Fieldwork Coordinator will notify the student as early as possible. The Academic Fieldwork Coordinator will begin the process to secure a new site for the student. Reasonable effort by the Academic Fieldwork Coordinator will be made, but there are no guarantees that reassignment will occur within the same fieldwork rotation or semester.

Student Employment

Due to the rigorous nature of the curriculum, students are highly discouraged from engaging

in off campus employment. If a student is approved for federal work-study, the student may be permitted to work a limited number of hours per week on campus. Some students with exemplary knowledge of course work may function as a paid peer tutor. Matriculation through the OTD program at Faulkner University is a full-time responsibility. Students should expect OTD program activities to occur Monday through Friday between 7:30am and 5:30pm, as well as some nights and weekends. The Level I fieldwork experiences require a 30-hour minimum and 40-hour maximum per experience. The Level II fieldwork experiences require the student complete a minimum of 24 weeks' full-time Level II fieldwork.

Substance Use

Faulkner University is an alcohol, illegal drug and tobacco free environment. Students are required to adhere to this policy on campus and throughout the fieldwork experience. Students are required to comply with all applicable federal, state and local laws regarding controlled substances. Students must remain free from the influence of illegal drugs, including marijuana, during all academic and clinical activities. This includes marijuana used for medical purposes, even if legally prescribed.

Forms

Communication

Level I Mid-Week Communication Form

This form is completed on day three of the Level I fieldwork experience in collaboration with and by the Level I occupational therapy student and the fieldwork educator. The form addresses the ratio of supervision being provided, student progress, student ability to meet Level I fieldwork objectives, and student strengths/weaknesses. This form must be reviewed and signed by both student and fieldwork educator.

Level II Communication Form

This form is completed at week three and week nine of the Level II fieldwork experiences in collaboration with and by the Level II occupational therapy student and the fieldwork educator. This form addresses the ratio of supervision being provided, progression of supervision from direct to less direct, missed fieldwork days and the plan to make up time if needed, review of the student experience, student feedback for the fieldwork educator regarding supervision, review of the students' performance, a goal for student progression, and additional concerns/comments. This form must be reviewed and signed by both student and fieldwork educator.

Evaluation

AOTA Level I Fieldwork Competency Evaluation for OT and OTA Students

For formal evaluation of the student's performance on Level I fieldwork experiences, the American Occupational Therapy Association Level I Fieldwork Competency Evaluation for OT and OTA Students is utilized. This form has five sections with only the first three sections required: Fundamentals of Practice, Foundations of Occupational Therapy, Professional Behaviors, Screening and Evaluation and Intervention. The students are rated using the following scale: Unacceptable, below standards, meets standards, exceeds standards,

outstanding. The first 16 questions are graded. Scores of unacceptable receive 1 pt, below standards receive 3 pts and meets standards or above receive 5 pts for a possible total of 80 pts. These forms must be completed by the assigned fieldwork educator at the end of the experience, signed and reviewed by both the fieldwork educator and student.

Level I Student Evaluation of the Fieldwork Experience

This form is completed at the end of the Level I fieldwork experience by the student to evaluate the fieldwork experience. The student will rate items related to the fieldwork educator and the experience as a whole using the following scale: strongly disagree (1), disagree (2), neutral (3), agree (4), strongly agree (5). Additionally, students will answer open-ended questions about the population, common interventions, assignments/ learning assignments required by the site, and other comments.

AOTA Mid-term and Final Fieldwork Performance Evaluation

For formal evaluation of the student's performance on Level II fieldwork experiences, the American Occupational Therapy Association Midterm and Final Fieldwork Performance Evaluation Form is utilized. The evaluation consists of 37 items divided into six categories: Fundamentals of Practice, Basic Tenants, Screening and Evaluation, Intervention, Management of Occupational Therapy Services, and Communication and Professional Behaviors. Students are rated using the following scale: Exemplary performance (4), proficient performance (3), emerging performance (2), or unsatisfactory performance (1). To receive a "pass" on the form, students must score 111 points and above, must score a 3 or above in the Fundamentals of Practice on all items, and are not allowed to receive a 1 on any item. This form must be reviewed and signed by both the student and fieldwork educator.

AOTA Mid-term and Final Fieldwork Performance Evaluation (Self-Assessment)

Students will complete a copy of the AOTA Mid-term and Final Fieldwork Performance Evaluation to complete a self-assessment. The student will not score themselves pass/fail. The student will write that it is a self-assessment in the summary comments on the first page. The fieldwork educator will not sign this copy of the form. This self-assessment should be used by the students to compare to the formal evaluation completed by the fieldwork educator to assess student insight into their strengths, weaknesses and performance.

AOTA Student Evaluation of the Fieldwork Experience

This form is to be completed at the end of the Level II fieldwork experience by the student to evaluate the fieldwork site. This form provides basic information about the site, orientation, the occupational therapy process, summary of the fieldwork experience, and open-ended questions. This form is designed to be reviewed with the fieldwork educator. This form must be signed by the student.

Other

Level I Fieldwork Educator Form

The Level I fieldwork educator form is sent to fieldwork educators for completion prior to the start of the fieldwork experience via email using a Formstack link. This form allows the fieldwork educator to provide basic information including years of practice, certification and licensure information, practice setting and contact information. This form also provides the fieldwork educator with the curriculum and fieldwork program design to allow the fieldwork

educator to affirm their ability to support the assigned fieldwork experience. Level I fieldwork objectives are listed on this form and provides the fieldwork educator with the opportunity to agree or disagree with supporting the student in achieving them. Finally, resources to support the fieldwork educator are provided.

Level II Fieldwork Educator Form

The Level II fieldwork educator form is sent to fieldwork educators for completion prior to the start of the fieldwork experience via email using a Formstack link. This form allows the fieldwork educator to provide basic information including years of practice, certification and licensure information, practice setting and contact information. This form also provides the fieldwork educator with the Level II fieldwork objectives (including fieldwork educator supervision objectives) and allows the fieldwork educator the opportunity to agree or disagree with supporting the student in achieving them. Finally, resources to support the fieldwork educator are provided.

Level I Preference Forms

The preference forms for Level IA and Level IB are sent to students via email in a Formstack link in the first semester of the program. The Level IC preference form is sent to students via email in a Formstack link in the second semester of the program. These forms are designed to provide an overview of the design and focus of each of the fieldwork experiences. The forms provide students with the opportunity to share their place of residence, geographical locations of interest, facilities and sites of interest, primary preference (location or facility), and information regarding potential conflicts of interest. Indicated preferences are not guaranteed. See site selection process section for more details.

Level II Preference Forms

The preference form for Level II fieldwork experiences is sent to students via email in a Formstack link in the second semester of the program. The form provides students with the opportunity to share their place of residence, geographical locations of interest, facilities and sites of interest, primary preference (location or facility), preferred population/setting, content area of most and least confidence, and information regarding potential conflicts of interest. Indicated preferences are not guaranteed. See site selection process section for more details.

Modified AOTA Site Data Form

The Modified AOTA Site Data Form can be used for new and current sites to provide a summary of information regarding the site. This form collects information about practice setting, student requirements, site schedule, environment, interventions, caseload and other relevant information that is beneficial to know prior to the fieldwork experiences. If a Modified AOTA Site Data Form is not on file, students will be provided with a blank form to be completed by the site, or the form may be provided to the site via email from the Academic Fieldwork Coordinator for completion. Modified AOTA Site Data Forms that are already on file can conveniently be used to provide students with useful information regarding the site and site expectations prior to the experience.

Fieldwork Level I Hours Log

This form is used to document that the minimum required hours for the Level I experience have been completed, but do not exceed the hour maximum. These forms must be signed by

both student and fieldwork educator before submission.

Fieldwork Level II Missed Hours Log

This form can be used by the student and fieldwork educator to log missed hours during the fieldwork experience. This form provides an easy method for maintaining a record of dates, hours missed, plan of action to make up these hours and if it has been successfully completed.