

Student Handbook

DEPARTMENT OF OCCUPATIONAL THERAPY

FOREWORD AND WELCOME

This Department of Occupational Therapy Student Handbook is meant to guide you while you are a student in the Occupational Therapy program at Georgia State University. The faculty welcomes you and will assist you in every way possible along your journey toward becoming an occupational therapist.

The statements set forth in this handbook are not intended and should not be construed as a contract between a student and the Department of Occupational Therapy or the university. This handbook is intended to provide information for the guidance of Georgia State University Occupational Therapy students. While every effort has been made to ensure the accuracy of the information contained herein, accuracy cannot be absolutely guaranteed, and anyone who needs to rely on any particular matter is advised to verify it independently. The contents of this handbook are subject to change, and the OTD program, the Occupational Therapy Department and the Lewis College of Nursing and Health Professions reserve the right to depart without notice from any policy or procedure referred to in this handbook, or to revise and amend this handbook in whole or in part at any time. The students will be made aware of any changes to this handbook through posted, accessible communication from the department head and/or Assistant Director of OTD Program. Should you have any questions regarding the material contained in this handbook, please do not hesitate to ask your faculty advisor. For information and guidance related to graduate student life, student resources, academic policies, and other general information, refer to the Graduate Catalog, Student Handbook, and Student Code of Conduct at <https://policies.oie.gsu.edu/manuals-and-resources>. It is important that you become familiar with the contents of these manuals for success in the program.

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INTRODUCTION

Welcome to the Department of Occupational Therapy. This document contains information about both the academic and clinical requirements of this program. The Entry-Level Doctor of Occupational Therapy (OTD) curriculum in the Lewis College follows the philosophical base of the profession, the mission of the school and the university and reflects the beliefs and values of the faculty about the professional graduate education in occupational therapy. Our entry-level OTD program has been granted Preaccreditation Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE[®]).

The program must complete an on-site evaluation and be granted Accreditation Status before its graduates 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.

Students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience within 24 months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2018 ACOTE OTD Standard D.1.3.

The Accreditation Council for Occupational Therapy Education (ACOTE[®]) is part of the American Occupational Therapy Association (AOTA), and can be contacted by telephone (301) 652 2682, via their website (www.acoteonline.org), or by mail at:

ACOTE

C/o Accreditation Department

6116 Executive Boulevard, Suite 200,

North Bethesda, MD 20852-4929.

The entry-level Occupational Therapy program at Georgia State consists of a curriculum that incorporates didactic, clinical, and research experiences. The degree is a professional clinical degree that signifies the achievement of qualifications necessary to enter the occupational therapy profession. The degree represents the completion of comprehensive academic and clinical coursework and fulfillment of all stated requirements.

MISSION, VISION, AND VALUES

Mission

The mission of Georgia State University's program of occupational therapy is to improve human lives through innovations in research, community engagement, and education in occupational therapy and rehabilitation in general. We will prepare highly competent and ethical entry-level occupational therapists in the delivery of evidence-based, culturally competent, and compassionate care to improve health and independence of individuals and communities within a highly technological and globally diverse environment.

Vision

To be locally and globally recognized and regarded as a preferred destination for exemplary occupational therapy research and scholarly activity, education, and community engagement.

OT Values: GSU CARES

G: Growth

S: Science

U: Unique

C: Compassion

A: Accountability

R: Respect

E: Excellence

S: Service

PHILOSOPHY

The scientific study of humans as occupational beings is a central concept of this Occupational Therapy doctorate (OTD) program. Our concept of occupational therapy is based on the fundamental premise that occupation is an integral part of life and a pre-requisite to participation (Kielhofner, 2008; Christiansen & Townsend, 2010). The program is designed by keeping in mind the demand of the increasingly dynamic healthcare system that requires graduates to be flexible, autonomous, broadly educated generalists. The program also focuses on producing leaders who are able to use creative and critical thinking, as well as clinical reasoning with great effectiveness and efficiency. This is accomplished through enhanced understanding of the rich complexities of occupation. The intent of this understanding of occupation is to improve the effectiveness of using occupation as an assessment as well as intervention within the health and wellness system. This simply means that the students investigate the art and science of occupation: doing the everyday activities of life within their socio-cultural contexts; examining how lifestyles influence health and wellbeing, and how participation in occupation can be used therapeutically. Our curriculum philosophy therefore strongly embodies the profession's Centennial Vision priorities of an evidence-based profession that is globally connected with a diverse workforce prepared to meet society's occupational needs (AOTA, 2015).

The underlying philosophy of the doctoral program at Georgia State University is, therefore, also in sync with the Philosophical Base of Occupational Therapy as stated by the American Occupational Therapy Association as follows (AOTA, 2017):

“Occupations are activities that bring meaning to the daily lives of individuals, families, communities, and populations and enable them to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health, and well-being across the lifespan. Thus, participation in meaningful occupation is a determinant of health and leads to adaptation.

Occupations occur within diverse social, physical, cultural, personal, temporal, and virtual contexts. The quality of occupational performance and the experience of each occupation are unique in each situation because of the dynamic relationship among factors intrinsic to the individual, the environment and contexts in which the occupation occurs, and the characteristics of the occupation.

The focus and outcome of occupational therapy are clients' engagement in meaningful occupations that support their participation in life situations. Occupational therapy practitioners conceptualize occupations as both a means and an end in therapy. That is, there is therapeutic value in occupational engagement as a change agent, and engagement in occupations is also the ultimate goal of therapy.

Occupational therapy is based on the belief that occupations may be used for health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation. The use of occupation to promote individual, family, community, and population health is the core of occupational therapy practice, education, research, and advocacy”

View of Humanity

Our view of humanity is consistent with the AOTA Core Values and Attitudes of Occupational Therapy Practice (AOTA, 1993).

- All human life has intrinsic dignity and inherent worth. This inherent worth and dignity are not diminished by disease, dysfunction or disability.

- Participation in occupations fosters a sense of competence and self-worth, which enhances dignity and quality of life.
- Every individual has the potential for growth and change and meaningful, satisfying interaction with the environment.
- Each individual is unique. Diversity in human attributes, values, beliefs and life styles is acknowledged and respected.
- Human beings must be viewed holistically. The dynamic interaction of all aspects of the individual's life and environment, including physical, psychological, cognitive, social, emotional, spiritual and cultural components, must be considered when developing an understanding of the individual and the impact of occupational challenges on the individual.
- Life experience and perspectives are unique to the individual, and every individual has the right to make choices, experience self-determination, freedom and independence.

Approach to Learning and Instruction

The preparation of entry-level occupational therapists at Georgia State University is viewed as a collaborative effort between each student and faculty member and is based on the educational philosophy of pragmatism (Orstein, 1993; Breines, 1987; Hooper & Wood, 2002) and the occupational therapy tenant of learning by doing. Central to pragmatism are the concepts of change, process, and relativity. Pragmatism views knowledge as a process that is constantly changing and learning is considered a transaction between the learner and the environment, both of which are constantly changing and adapting. The following statements represent our view of the teaching and learning process.

- "Learning occurs as the person engages in problem solving; problem solving is moreover, transferable to a wide variety of subjects and situations" (Orstein, 1993, p.39).
- Learning becomes an active process that may take place individually or in groups. Active learning is facilitated through reflection, critiquing, critical analysis, collaboration and discussion, viewing information from different perspectives, associating and organizing relevant information, and clarifying one's own point of view (Schmidt, 1993).
- Given guidance and relevant experiences, the learner develops the ability to critically analyze and approach problems in a variety of settings and situations and to see the wholes and the parts and the relationships to each other and human performance.
- Teaching students to be reflective and critical thinkers is central to the educational process and our philosophy of education. The curriculum fosters the acquisition of clinical reasoning, critical thinking, and judgment through teaching and active learning activities that promote reflective and evidence-based decision-making in a student-centered learning environment.
- Teaching and learning is a collaborative process between faculty and students. It is fostered by faculty who are well-informed educators, scholars and professionals who model the level of excellence required of the students. The faculty member is accountable to design learning activities that challenge the student intellectually, convey accurate information and promote the professional development of the student as an occupation-based and client-centered practitioner.
- Students have a responsibility in the teaching and learning process to ensure that they have a commitment to a consistent level of preparation and participation in the collaborative process that will ensure mastery at the levels of knowledge, skill and attitude required.

References

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CURRICULUM DESIGN AND FLOW

The current healthcare system in the United States is very complex and constantly undergoing scrutiny and revisions in response to the demand and feedback from consumers, governmental agencies, and third-party payers. Pressure to increase the infusion of rapidly advancing modern technology, decrease cost, provide services guided by evidence, and increase life quality and patient outcomes in our health care operations are becoming everyday headlines in the media. Occupational therapy is an integral part of this health care system. Advocacy, evidence-based practice, and belief in core professional philosophy are essential elements for a successful delivery of professional practice. Today it is vital to our clients as well as to our profession, that occupational therapy graduates are flexible, autonomous, broadly educated generalists, scholars, and leaders. The graduates must be able to use creative and critical thinking, as well as clinical reasoning with great effectiveness and efficiency. These factors, along with the mission of the institution, were guiding principles in the development of the OT curriculum at Georgia State. The curriculum is designed in a planned progression to build upon and develop knowledge and skills at increasing levels of complexity, competence and integration through the course of the program.

The occupational therapy doctoral (OTD) curriculum is sequenced for the study of occupational behavior across the life span, therapeutic interventions to support occupational participation, professional skills, values and behaviors, and models of research and evidence-based practice. Understanding the complexities of occupation and how occupation can be used in assessments and interventions are fundamental aspects of the curriculum. Scholastic inquiry of occupation is woven through the curriculum and is paramount to the understanding of the complexities of occupation. Another fundamental component of the curriculum is the structure of the learning experiences based on adult learning theories to enhance the students' development of the necessary skills for thinking, self-reflection and reasoning as a therapist. The curriculum sequence includes six identifiable threads:

1. Foundational Knowledge – Reflects broad areas of study (i.e. social, behavioral, biological and physical sciences, education and contemporary society) which serve as foundations to the basic premises of occupational therapy.
2. Understanding the Rich Complexities of Occupation (Individual, Family, Community, Society) – Addresses the reciprocal influence of lifespan development on areas of occupation and the health & wellness/illness continua. Focus is given to understanding the interdependent relationship between one's ability or inability to engage in occupation, and participation in life.
3. Using Occupation as a Basis of Assessment and Intervention: – Focuses on the influence of factors such as: performance skills, performance patterns, context, activity demands and client factors on occupational performance. At this stage, previously constructed knowledge is organized and applied to occupational therapy assessment and interventions throughout the life span. Influence of technology on occupational assessment and intervention are also applied.
4. Investigating Occupation by Integrating Science and Therapy – Focuses on developing research and scholarship skills as well as clinical reasoning skills to practice as an evidence-based therapist.
5. Applying Knowledge to Practice – Applies problem solving skills to assorted clinical contexts for the application of knowledge and skills in diversified environments.
6. Advocacy, Leadership and Cultural Competency – Instills acceptance of self as a professional with recognition of concomitant responsibilities, duties and rewards. Integrates the end process of the development of a professional and the beginning of professional development as a culturally competent occupational therapist who can advocate for and lead the profession.

The sequence of the OT curriculum allows students to construct their knowledge and skills at increasing levels of complexity, competence, and synthesis. As students progress through the program, it is the goal of the faculty that they will achieve transformative learning. The focus of all courses is human occupation, occupation's relationship to development, the impact along the wellness-illness continuum on occupational performance, and the occupational

therapy process as defined in the OT Practice Framework, for the purpose of enabling individuals to fulfill occupational roles to their fullest potential. Learning activities shape the student's holistic understanding of the relationship between occupation and occupational performance including the areas of daily living, work or productive activities, as well as play and leisure. Ethical, scientific, historical, socio-cultural, political and economic factors provide a foundation and ongoing perspective in the education process. As represented in the Curriculum Sequence and Flow diagrams (Figures 1 and 2), the 'Foundational' and 'Occupation-Focused' courses provide general knowledge about occupational development, performance and disruptions, professional values and behaviors and the process of practice, and research in occupational therapy practice. While the 'Using Occupation as a Basis for Assessment and Intervention' and 'Applying Knowledge to Practice' courses progress to more specific detail about the relationship of occupational dysfunction to social participation. Throughout the curriculum, students learn about devising and implementing interventions that relate to deficits in occupational participation amongst individuals of all ages and from a broad range of cultural, ethnic, gender, and socioeconomic diversity.

Students participate in Level I Fieldwork experiences and accompanying Fieldwork seminars associated with each didactic semester to apply theory and knowledge learned in the classroom to clinical and community settings. As the semesters progress, the students take a series of courses designed to provide the fundamentals of clinical and scientific reasoning and research methodology that are relevant to the practice of occupational therapy. These courses culminate in research projects on topics relevant to occupational therapy practice, conducted under the supervision of occupational therapy faculty.

Students in the OTD program also participate in two courses focused on management, leadership and healthcare service delivery. Both courses have discipline-specific content to address the standards of practice relevant to occupational therapy. Students also have the opportunity to take elective graduate courses designed for special interest or that are relevant to their research project. Example courses might include special topics in motor control/motor learning, sensory integration, or policy analysis.

The OTD program includes 6 months (24 weeks) of Level II Fieldwork experiences during which time students apply knowledge gained in academic courses to clinical settings with the goal of becoming competent, entry level, generalist OT practitioners. The Level II Fieldwork experiences are carried out in two different clinical settings under the supervision of occupational therapy clinical educators.

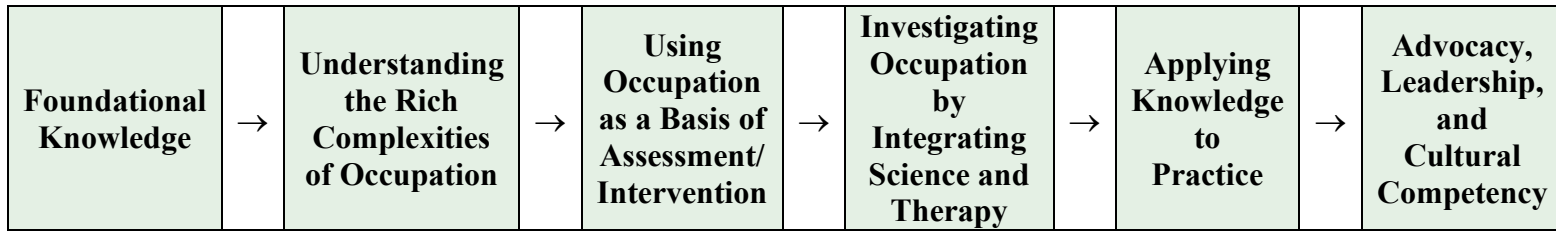
The final component of the OTD program requires the students to complete one additional fourteen-week Doctoral Capstone Experience (DCE) following Level II Fieldwork. The goal of this DCE is to develop occupational therapists with in-depth skills (those beyond a generalist level, within a focused area), and it is integral to acquiring deeper practice-scholar competencies as reflected in the program's curriculum design. The DCE directly connects clinical practice with scholarship via the implementation of a doctoral capstone project.

Specifically, students will apply:

- occupational knowledge
- professional ethics, standards, and values
- effective therapeutic relationships
- knowledge of the context of service delivery
- principles of management and systems
- evidence-based practice to promote participation in meaningful and culturally relevant occupations

FIGURE 1: CURRICULUM SIMPLE SEQUENCE AND FLOW

Simple Sequence



FROM TYPICAL TO ATYPICAL

FROM INFANCY TO LATE ADULTHOOD

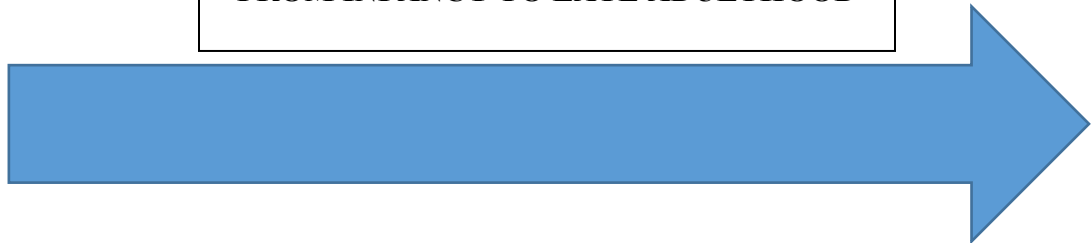


FIGURE 2: CURRICULUM SEQUENCE AND FLOW PRIOR TO START OF PROGRAM: DETAILED

SEMESTER	FOUNDATIONAL KNOWLEDGE					
0 – Prerequisites	<div>1. Human Anatomy and Physiology 1 with lab (3 credits)</div> <div>2. Human Anatomy and Physiology 2 with lab (3 credits)</div> <div>3. Human Growth and Development or Developmental Psychology (3 credits)</div> <div>4. Abnormal Psychology (3 credits)</div> <div>5. Statistics (3 credits)</div> <div>6. Sociology or Anthropology (3 credits)</div> <div>7. Medical Terminology (3 credits)</div>					

S E M E S T E R	FOUNDATIONAL KNOWLEDGE (Total 18 credits)		UNDERSTANDING THE RICH COMPLEXITIES OF OCCUPATION (Total 6 credits)		USING OCCUPATION AS A BASIS OF ASSESSMENT AND INTERVENTION (Total 22 credits)		INVESTIGATING OCCUPATION by INTEGRATING SCIENCE AND THERAPY (Total 24 credits)		APPLYING KNOWLEDGE TO PRACTICE (Total 27 credits)		ADVOCACY, LEADERSHIP & CULTURAL COMPETENCY (Total 8 credits)	
1	OT 6500	Human Gross Anatomy for OT (4 Cr)					OT 6700	Doctoral Seminar I - Profession of Occupational Therapy (2 Cr)				
	OT 6501	Human Gross Anatomy Lab (2 Cr)										
	OT 6600	Medical Conditions (4 Cr)										
2	OT 6800	Functional Movement across the Lifespan: Analysis and Assessment (4 Cr)	OT 7150	Analysis & Adaptation of Occupation (3 Cr)			OT 7500	Doctoral Seminar II – Advanced Statistics for Health Professions (3 Cr)	OT 7350	FW 1A (2 Cr)		
	OT 7200	Neuroscience: Assessing Human Performance (4 Cr)	OT 6900	Social & Cultural Determinants of Health and Occupation (3 Cr)								
3					OT 6910	Orthopedic A & I (4 Cr)	OT 7600	Doctoral Seminar III: Quantitative Research Design (3 Cr)	OT 7450	FW 1B (2 Cr)	CNHP 6200	Interprofessional Education (1 Cr)
					OT 6920	Disability Theory, Mental Health, and Group Process A & I (4 Cr)	OT 7650	Research Project I (3 Cr)				
4*					OT 6930	Neurologic Assess & Interv I (3)	OT 7660 OT 7700	Research Project II (3 Cr) Doctoral Seminar IV: Qualitative and Mixed Method Design (3 Cr)				
5					OT 6950	Neurologic Assess & Interv II (4 Cr)	OT 7670	Research Project III (3 Cr)	OT 7550	FW IC (2 Cr)		
					OT 6940	Assistive Technology & Environmental A&I (3 Cr)						
					OT 6960	Community Based Practice (4 Cr)						
6							OT 7800	Doctoral Seminar V - Preparation for Mentored Doctoral Capstone Project (1 cr)	OT 8320	FWIIA (12 Weeks) (6 Cr)	OT 8300	Competency Testing and Clinical Review Seminar (2 Cr)
7*							OT 8020	Development of Mentored Doctoral Capstone Project I (3 Cr)			OT 8050 OT 8000	Policy, Leadership, and Advocacy in OT (2 Cr) Healthcare Management and Business

												Development (3 Cr)
8									OT8350	FW IIB (12 weeks) (6 Cr)		
9									OT8400	Doctoral Capstone Experiential Component (15 Weeks) (9 Cr)		
Note: Semesters indicated with an (*) reflect semesters in which it is anticipated students will take electives.												

FIGURE 3: CURRICULUM SEQUENCE AND FLOW FOR OTD PROGRAM: DETAIL

SUMMER START –GSU OTD COURSE SEQUENCE

OCCUPATIONAL THERAPY CURRICULAR CREDITS	
1ST SEMESTER (SUMMER) 12 CREDITS	CREDIT(S)
1. OT 6500: GROSS ANATOMY	4
2. OT 6501: GROSS ANATOMY LAB	2
3. OT 6600: MEDICAL CONDITIONS	4
4. OT 6700: DOCTORAL SEMINAR I	2
	=12
2ND SEMESTER (FALL) 19 CREDITS	
1. OT 6800: FUNCTIONAL MOVEMENT ACROSS THE LIFESPAN	4
2. OT 6900: SOCIAL AND CULTURAL DETERMINANTS OF HEALTH	3
3. OT 7150: ANALYSIS AND ADAPTATION OF OCCUPATION	3
4. OT 7200: NEUROSCIENCE: ASSESSING HUMAN PERFORMANCE	4
5. OT 7350: FW 1A AND SKILLS FOR OCCUPATION BASED PRACTICE SEMINAR	2
6. OT 7500 DOCTORAL SEMINAR II	3
	=19
3RD SEMESTER (SPRING) 17 CREDITS	
1. OT 6910: ORTHOPEDIC ASSESSMENT AND INTERVENTION ACROSS THE LIFESPAN	4
2. OT 6920: DISABILITY THEORY, MENTAL HEALTH AND GROUP PROCESS	4
3. OT 7450: FW 1 B -I AND SKILLS FOR OCCUPATION BASED PRACTICE SEMINAR II	2
4. OT 7600: DOCTORAL SEMINAR III	3
5. OT 7650: RESEARCH PROJECT I	3
6. CNHP 6200: INTERPROFESSIONAL EXPERIENCE	1
	=17
4TH SEMESTER (SUMMER) 12 CREDITS	
1. OT 6930: NEUROLOGIC ASSESSMENT AND INTERVENTION I	3
2. OT 7660: RESEARCH PROJECT II	3
3. OT 7700: DOCTORAL SEMINAR IV	3
4. OT ELECTIVE *OPTIONAL*	3
	=12
5TH SEMESTER (FALL) 16 CREDITS	
1. OT 6940: ASSISTIVE TECHNOLOGY AND ENVIRONMENTAL ASSESSMENT AND INTERVENTION	3
2. OT 6950: NEUROLOGIC ASSESSMENT AND INTERVENTION II	4
3. OT 6960: COMMUNITY BASED PRACTICE ASSESSMENT AND INTERVENTION ACROSS THE LIFESPAN	4
4. OT 7550: FW 1C AND SKILLS FOR OCCUPATIONAL BASED PRACTICE SEMINAR III	2
5. OT 7670: RESEARCH PROJECT III	3
	=16
6TH SEMESTER (SPRING) 9 CREDITS	
1. OT 7800: DOCTORAL SEMINAR V	1
2. OT 8300: COMPETENCY TESTING AND CLINICAL REVIEW SEMINAR [FIRST 2 WEEKS]	2
3. OT 8320: FIELDWORK EXPERIENCE II A (12 WEEKS)	6
	=9
7TH SEMESTER A: (SUMMER MAY-MESTER) 3 CREDITS	
1. STUDY ABROAD OR ELECTIVE *OPTIONAL*	=3
7TH SEMESTER B: (SUMMER) 8 CREDITS	
1. OT 8000: HEALTHCARE MANAGEMENT AND BUSINESS DEVELOPMENT	3
2. OT 8020: DEVELOPMENT OF MENTORED DOCTORAL CAPSTONE PROJECT	3
3. OT 8050: POLICY, LEADERSHIP, AND ADVOCACY IN OT	2
	=8
8TH SEMESTER (FALL) 6 CREDITS	
1. OT 8350: FIELDWORK EXPERIENCE II B (12 WEEKS)	=6
9TH SEMESTER (SPRING) 9 CREDITS	
1. OT 8400: DOCTORAL CAPSTONE EXPERIENTIAL COMPONENT (15 WEEKS)	9
	=9
TOTAL OTD PROGRAM CREDITS (INCLUDING 2 REQUIRED ELECTIVES)	111

STUDENT LEARNING OUTCOMES

I. Foundational Knowledge / Understanding the Rich Complexities of Occupation

Provide the underpinnings for understanding the motor, sensory, social, cognitive and psychological substrates of human occupation in typical and non-typical development

- The student will demonstrate understanding of body structures, function and pathological conditions.
- The student will describe and critically examine multiple theories and models of practice associated with the science and research of human occupation.
- The student will understand and appreciate the role of occupational participation on health promotion and wellbeing and the prevention of disease and occupational dysfunction.

II. Using Occupation as a Basis of Assessment and Intervention / Applying Knowledge to Practice

Provide services to support and enhance participation in daily life tasks and occupations

- The student will assess clients' participation in occupations and employ a collaborative approach to determine the clients' occupational needs within the context of family and society.
- The student will assess factors within the environment that influence participation in occupation.
- The student will develop an occupation-based plan that encompasses the clients' needs and desires, their ability to participate in environments, and the goals and methods to accomplish those aims.
- The student will demonstrate the ability to analyze, grade and adapt occupation.
- The student will employ culturally relevant occupations to support the intervention goals that are meaningful to the client.
- The student will monitor and assess the effect of occupational therapy intervention.
- The student will plan for discharge in collaboration with the client, terminate occupational therapy when intervention goals have been achieved or determined that they cannot be achieved and an alternative plan designed.
- The student will be able to appropriately refer clients to specialists for consultation.
- The student will be able to skillfully supervise and collaborate with occupational therapy assistants and other professionals.

III. Investigating Occupation by Integrating Science and Therapy

Understand the principles and importance of research, scientific inquiry and theory development for the advancement of the profession

- The student will articulate the importance of research for best practice and continued development of the profession.
- The student will use professional literature to make informed practice decisions.
- The student will understand and interpret basic descriptive, correlation, and inferential statistics.
- The student will understand and critique research studies.
- The student will understand the importance of scholarly activities that will contribute to the development of a body of knowledge relevant to the occupational therapy profession.

IV. Advocacy, Leadership and Cultural Competency

Demonstrate and understanding and appreciation of professional values and behaviors and a role in professional conduct and lifelong learning

- The student will understand the values of the profession.
- The student will understand the varied roles of the occupational therapist as practitioner, educator, researcher, and entrepreneur.
- The student will establish appropriate therapeutic relationships with individuals, groups, organizations and systems.
- The student will utilize effective interpersonal communication and demonstrate effective and culturally sensitive group communication.
- The student will demonstrate use of safety precautions with the client during the process of practice.
- The student will demonstrate knowledge about legal and ethical issues related to care in health, education, and community settings.
- The student will accept responsibility for one's own professional growth.

COURSE DESCRIPTIONS

Summer Year 1:

OT 6500 – Human Gross Anatomy for Occupational Therapy – 4 credits

This lecture course is designed to provide OT students a comprehensive understanding of normal human anatomy. We take a regional approach and divide the course content into five modules to cover (1) back, (2) upper extremity, (3) trunk (thorax, abdomen, pelvis), (4) lower extremity, and (5) head & neck regions. We emphasize the structure and function of the musculoskeletal system in each region, and the essential nerve and vascular innervations. The purpose is to provide students the foundational knowledge throughout the OTD program to better understand human function and occupation.

OT 6501 – Human Gross Anatomy for Occupational Therapy Lab – 2 credits

This lab course coincides with the OT 6500 Anatomy Lecture course. Through hands-on experiential learning with cadaver dissection and virtual anatomy technology, students will gain an in-depth understanding of the structure and function of the musculoskeletal system in different body regions, and the relevant nerve and vascular innervations. We follow the anatomy lecture course to set up five lab modules: (1) back, (2) upper extremity, (3) trunk (thorax, abdomen, pelvis), (4) lower extremity, and (5) head & neck regions. The purpose is to enhance students' learning outcomes from lecture material through visualization and exploration of the human body and strengthen the understanding of the functional relationships between structures.

OT 6600 – Medical Conditions Across the Life Span – 4 credits

In this course, the student critically examines a variety of medical conditions affecting individuals across the lifespan with an emphasis on conditions frequently encountered in various settings in which occupational therapists may practice. The student analyzes content related to the etiology, pathology, symptomatology and medical/surgical management of selected medical conditions which affects an individual's ability to participate in occupational endeavors. Students critically explore literature related to less frequently encountered conditions and present their findings to peers in both oral and written formats.

OT 6700 – Doctoral Seminar I: Profession of Occupational Therapy – 2 credits

This course provides the students with an understanding of the historical foundation of the profession of occupational therapy, focusing on core concepts of the profession. This course is designed to introduce students to the Occupational Therapy process and introduces The Occupational Therapy Practice Framework: Domain & Process (OTPF) 4th edition (AOTA, 2020), an official document for the profession. Students examine their role in the creation of practice-based evidence in occupational therapy. This course supports students in the development of critical reading and writing skills with particular relevance to understanding human occupation and the practice of occupational therapy through scientific inquiry. This course is designed to introduce students to foundational concepts about clinical applications of research that will ultimately support them in their research and capstone projects.

Fall Year 1:

OT 6800 – Functional Movement Across the Lifespan – Analysis and Assessment – 4 credits

In this course students will develop an understanding of clinical human anatomy and biomechanical principles underlying human movement and their application to occupational performance and how it changes across the lifespan. Students will perform detailed regional analyses of the upper and lower extremities and the trunk. Assessment procedures, including palpation, muscle strength testing, range of motion, and flexibility testing will be learned in order to analyze their relationships to occupational performance.

OT 6900 – Social and Cultural Determinants of Health and Occupation Across the Lifespan – 3 credits

Taking an in-depth perspective of current theory and research, this course focuses on the effects of occupations on health and how societal and cultural determinants influence an individual's quality of life throughout the lifespan. Through case analyses, expert panel groups, interactive teaching, peer instruction, and participatory activities, students will explain, evaluate, and analyze occupational performance and apply relevant theories and constructs to demonstrate an understanding of the development of human occupation.

OT 7150 – Analysis and Adaptation of Occupation – 3 credits

This second semester course focuses on philosophical assumptions, and core concepts of the occupational therapy profession including the OT Code of Ethics, occupation-based theories, models of practice, and frames of reference. Additionally, this course will follow lifespan development from infancy through older adults and the relevant occupational engagement at each stage. Through using the flipped class design, the lab component provides the students with an opportunity for interactive, dynamic, hands-on activities to develop an understanding of occupation, activity analysis, evaluation of ADLs/IADL and professional documentation.

OT 7200 – Neuroscience: Assessing Human Performance – 4 credits

This course, including lecture and lab sections, introduces students to the basic neuroanatomical structures and neurophysiological functions to allow them to build foundational knowledge throughout the OTD program. We cover neuroscience terminology, cellular neurophysiology, structure & functions of the central and peripheral nervous systems and address human behavior and performance in relation to the nervous systems.

The lecture section is divided into four modules covering from the cellular level of the nervous system to different systems (e.g., autonomic nervous system, somatosensory system, motor system) and the higher-level neural functions (e.g., language, memory, emotion). Students will also be asked to focus on pathophysiology and clinical manifestations, along with prevention in occupational therapy.

The lab section provides hands-on experience and clinical application of material covered in lecture. A variety of assessments and diagnostic procedures will be utilized to establish students' knowledge and skills needed in occupational therapy.

OT 7350 – FW 1A and Skills for Occupation Based Practice Seminar I – 2 credits

This course is the first occupation-based practice seminar of the 3-seminar Level I FW sequence. It is an essential element of the first Level 1 FW Experience as it facilitates the integration of information students are learning in the didactic courses through clinical observations and application in traditional Level I FW sites for approximately 40 hours over semester. Faculty lead reflective questions help the students focus on specific factors during the FW experience to facilitate students' understanding of occupation and task analysis in practice and the importance cultural competency. The students are also introduced to the concept of "soft skills" such as empathy, active listening, and flexibility and the important role they play in developing therapeutic relationships.

OT 7500 – Doctoral Seminar II: Advanced Statistics for Health Professions – 3 credits

The Doctoral Seminar II is the second seminar course in the Doctoral Seminar Series. The Doctoral Seminar II will provide students the skills needed to perform advanced statistical analysis of occupational performance data for research and practice. Students will develop knowledge and skills to choose, apply and interpret appropriate quantitative statistics to conduct research in occupational therapy and health-related professions. The course will cover descriptive, correlational, and inferential statistics beyond basic statistical analysis such as Analysis of Variance (ANOVA), multiple regression modeling, and combining regression and ANOVA (ANCOVA) etc., and non-parametric tests. Students will have hands-on experience utilizing a statistical software program.

Spring Year 1:

OT 6910 – Orthopedic Assessment and Intervention Across the Lifespan – 4 credits

In this course, students will explore a variety of orthopedic diagnostic conditions and their impact on occupational performance through critical analysis of research evidence and current concepts and techniques utilized in orthopedic rehabilitation. Biomechanical considerations of major orthopedic injuries including injury potential of various human movement activities and methods for injury prevention are explored. Additionally, students will demonstrate orthotic fabrication and use of physical agent modalities with this population.

OT 6920 – Disability Theory, Mental Health and Group Process–Assessment and Intervention Across the Lifespan – 4 credits

In this course students will explore models and theories of practice, diagnostic conditions and disorders, and research evidence for occupational therapy practice with children, youth, and adults, individually and in groups, who present with mental and behavioral health conditions. This course is designed to provide knowledge and skills needed to select and implement specific occupational therapy assessments and interventions including individual and group interventions. This course will focus on individuals living with conditions most likely to benefit from remedial interventions focusing on performance skills and client factors that impact occupational functioning. Students learn through peer-led instruction and dynamic hands-on activities. They complete in-class exercises targeting assessment and intervention and learn by designing, demonstrating, and critiquing therapeutic group sessions.

OT 7450 – FW 1 B and Skills for Occupation Based Practice Seminar II – 2 credits

This course is the second occupation-based practice seminar and corresponding Level I Fieldwork Experience in the 3-seminar sequence. The focus will be on psychological and social factors that influence engagement in occupation. The students will incorporate mental health and group dynamics theories from their didactic courses into their FW I experience. The students will utilize the OT process of assessment, intervention and discharge with individuals with psychosocial impairments and will incorporate therapeutic use of self, ethical principles, occupational justice, and clinical reasoning skills throughout the OT process. The students will participate in approximately 40 hours of supervised clinical experience.

OT 7650 – Research Project Seminar I – 3 credits

This is the first of a series of research project courses that supports the development of the skills needed to develop, implement and disseminate a research project. This course focuses on the skills needed to complete a research proposal. The topics of this course include ethics in the conduct of human subject research, ethical review through institutional review boards (IRB), plagiarism, scientific writing, sound research inquiry and process, literature reviews and methodology plan. Through a series of lectures, small group discussions and hands-on activities, students are guided through the development of a research proposal and a submission to the GSU IRB.

OT 7600 – Doctoral Seminar III: Professional Development to Become an Evidence-Based Practitioner: Quantitative Research Design – 3 credits

The Doctoral Seminar III is the third seminar course in the Doctoral Seminar Series. The Doctoral Seminar III continues developing student scholars who will be able to use scientific evidence for clinical decision-making. Quantitative research methods are explored in the context of clinical inquiry to increase understanding of clinical evidence. Topics of this course include searching the literature, utilizing reference managing programs, quantitative study designs (experimental, quasi-experimental, single-subject, case series, observational studies design, etc.). Students will demonstrate the ability to locate, select, analyze, and critically appraise quantitative studies by identifying the level of evidence, the strength of the methodology, and relevance to the profession of occupational therapy. This course will further develop the skills needed for student research and capstone projects.

CNHP 6200 – Interprofessional Education Seminar – 1 credit

Inter-professional education is a collaborative approach to develop healthcare students as future inter-professional team members. A recommendation by the Institute of Medicine suggests that training future healthcare providers to work in inter-professional teams results in improved healthcare outcomes for patients. The students in this course will closely examine recent trends and research evidence regarding inter-professional collaboration and will participate in an inter-professional team with other healthcare disciplines. Trends in healthcare service delivery, the way in which services are offered, will also be examined. Comparison of service delivery can consider elements such as setting, provider, format, frequency and so forth. Students participate in small group, interactive assignments.

Summer Year 2:**OT 6930 – Neurologic Assessment and Intervention Across the Lifespan I – 3 credits**

This course is the first in a pair of courses focused on neurologic rehabilitation. In this course students explore theoretical frames of reference, as well as clinical theories and techniques that use neurophysiological concepts in assessments, and interventions for sensory, cognitive-perceptual, and motor dysfunction. Students will perform evaluations and implement strategies focused on remediation and compensation to support occupational performance and participation in pediatric populations. Emphasis will be placed on sensory, cognitive, and perceptual challenges that impact occupational performance. A lecture and lab format is followed with additional practicum experiences.

OT 7660 – Research Project Seminar II – 3 credits

This is the second of a series of research project courses. This course focuses on the skills needed to collect/manage data and implement interventions if needed. The topics of this course include recruitment strategies and procedures, screening, scheduling, assessors training, data collection, data entry and data security. Through a series of lectures, small group discussions and hands-on activities, students are guided through the completion of data collection.

OT 7700 – Doctoral Seminar IV: Professional Development to Become an Evidence-Based Practitioner: Qualitative and Mixed Method Design – 3 credits

The Doctoral Seminar IV continues to develop student scholars who can use scientific evidence for clinical decision-making. The Doctoral seminar IV will explore qualitative and mixed method research designs in the context of clinical inquiry to increase understanding of clinical evidence. Students will critically appraise qualitative study designs followed by synthesis of appraised studies. Students will demonstrate the ability to locate, select, analyze and critically evaluate qualitative and mixed methods studies to identify level of evidence, strength of the methodology, and relevance to the profession of occupational therapy. Students will also learn to select, apply, and interpret qualitative methods, while analyzing and synthesizing qualitative data. This course will continue to further develop skills needed for student research and capstone projects.

Fall Year 2:**OT 6940 – Assistive Technology and Environmental Assessment and Intervention Across the Lifespan – 3 credits**

In this course students will examine technology for health and wellness of populations and individuals with and without disabilities. Students will explore the impact of the non-human environment on occupational performance of individuals across the lifespan and gain the necessary knowledge and skills to provide evaluation and intervention. Through this course, students learn how to apply evidence-based practice, resource coordination, and advocacy for clients who utilize technology and environmental intervention. Students participate in dynamic experiences that afford the opportunity interact with technologies and consult with experts in the field.

OT 6950 – Neurologic Assessment and Intervention Across the Lifespan II – 4 credits

This course is the second in a pair of courses focused on neurologic rehabilitation. This course addresses the role of occupational therapy in medical settings including, acute, sub-acute, rehabilitation and skilled nursing facilities. In this

course, students will continue to apply the foundational concepts learned in OT6930 in these settings, while focusing more on the neuromotor difficulties experienced by adults and older adults with developmental, acute, and progressive conditions. Students will continue to learn and apply evidence-based evaluation tools and methodologies for assessment and treatment of individuals presenting with specific neurologic conditions.

OT 6960 – Community Based Practice Assessment and Intervention Across the Lifespan – 4 credits

This course examines models of community occupational therapy practice along with the skills and challenges related to community practice. Research evidence related to individual, group, and community interaction to promote occupational functioning, health promotion, and disease prevention will be analyzed. The role of occupational therapy in assisting at-risk or underserved individuals, families, and groups living in the community will be examined by looking at factors influencing occupational performance such as the social, cultural, political, and physical environment. Students will gain hands-on experience with program development in collaboration with local organizations that serve at risk or underserved individuals in the community. Following development of an occupation- and evidence-based program, students will create a portfolio and deliver a presentation to community stakeholders.

OT 7550 – FW 1C and Skills for Occupation Based Practice Seminar III – 2 credits

This is the third and final occupation-based practice seminar and Level I FW experience in the 3-seminar sequence. The focus of this semester will be the application of the OT process including assessment, intervention and discharge while working with individuals in various environments. The students will participate in approximately 40 hours of FW over the course of the semester as they apply concepts from several courses taught this semester including traditional practice settings, evidence-based practice and health literacy. Through peer activities, seminar discussions and on-line discussion posts, the students will continue to develop clinical reasoning and professional behaviors that will prepare them for their future Level II experiences.

OT 7670 – Research Project Seminar III – 3 credits

This is the final of a series of research project courses. This course focuses on the skills needed to complete data analyses as well as a poster and a manuscript for dissemination of the findings. The topics of this course include: data analysis, preparation of tables and figures, integration of the findings with existing literature, and development of posters, manuscript and scientific presentation. The scientific writing and presentation emphasize the importance of contribution to the OT literature and continuing education programs.

Spring Year 2:

OT 7800 – Doctoral Seminar V: Preparation for Mentored Doctoral Capstone Project – 1 credit

This course introduces the OT Doctoral Capstone Project and Experience which is an integral part of the OTD program. This preparatory course will present the students with the roles, responsibilities, and expectations of the capstone. The students will explore the areas of focus for the capstone established by the Accreditation Council of Occupational Therapy Education (ACOTE). In addition, the student will begin the brainstorming process required for the development of the capstone experience.

OT 8300 – Competency Testing and Clinical Review Seminar – 2 credits

This course will review major concepts of all competency-based coursework taught throughout the curriculum to help students prepare for Level II Fieldwork and the National Board of Credentialing for Occupational Therapy (NBCOT) exam. Students will dialogue with peers and faculty to discuss clinical reasoning when making decisions about assessments and interventions. They will take practice tests to review content and learn test-taking strategies. Students will demonstrate mastery over content and skills by passing a NBCOT-style computerized practice exam and skills-based competency exam.

OT 8320 – Fieldwork Experience II A – 6 credits (12 weeks)

This fieldwork will provide student with the first full-time supervised fieldwork experience to refine and further develop entry-level abilities and integrate OT theory, research, and practice.

Summer Year 3:***OT 8000 – Healthcare Management and Business Development – 3 credits***

This course provides a fundamental, critical overview of health care management principles. The course will describe and discuss major leadership philosophies and theories as well as ethical dilemmas. Detailed discussions, teamwork, practical case study experiences, as well as oral and written assignments will be used to educate students in the effective management of people and resources, and to understand political, regulatory, economic, and social forces that are affecting a constantly changing and often complex health care environment. Major emphasis is on reimbursement, financial planning, personnel management, leadership, negotiation skills, conflict resolution, ethics, grant writing, entrepreneurship, and marketing.

OT 8020 – Development of Mentored Doctoral Capstone Project – 3 credits

This capstone development course consists of traditional lecture, in-class and online discussions, self-study, and guest panel presentations. This course supports the student in designing individualized capstone level plans, with faculty direction to guide the development and implementation of the 15-week doctoral capstone experience. The goals of the capstone planning course include identifying interest areas, topics, and mentors, as well as finalizing a draft of the capstone plan. The capstone plans need to be fluid, working documents that allow for changes to meet the evolving needs of the students, mentors, and sites. The student's plan will include the projects goals and objectives and reflect the desired outcomes from the doctoral capstone, which are to acquire practice-scholar competencies reflecting GSU's Doctoral program's sequence and scope of content in the curriculum design.

OT 8050 – Healthcare Policy and Advocacy – 2 credits

This course investigates the essential components of the health care system from the point of view of the practitioner, manager, and consumer. The course is designed to enable the student to demonstrate an understanding of government regulations, professional organizational policies and practices, and practitioner roles as they relate to the formation and implementation of policy and law.

Fall Year 3:***OT 8350 – Fieldwork Experience II B – 6 credits (12 weeks)***

This fieldwork will provide student with the second full-time supervised fieldwork experience to refine and further develop their entry- level abilities and integrate OT theory, research, and practice.

Spring Year 3:***OT 8400 – Doctoral Capstone Experiential Component – 9 credits (15 weeks)***

After Finalizing the planning phase with the capstone team (the student, capstone coordinator, faculty mentor and site mentor) and successful completion of the doctoral capstone project, the student will participate in the 15-week experience. The student will transition to their Capstone experience site and begin the in-depth experience. The five phases of the experience include 1) orientation, 2) screening and evaluation, 3) Implementation and evaluation, 4) discontinuation and sustainability and 5) dissemination. During the implementation phase, the student remains engaged with faculty and peers through online discussion posts. These serve as check-ins on progress and completed work. Key components of evaluations include progress toward learning activities, projects, remaining work, sustainability of projects, mentor-perceived value of projects, and narrative summaries from both students and mentors. Evaluations of capstone are completed at midterm (Week 7) with the CC and the final (Week 15) with the student and mentor.

Total OTD Program Credits– 111 Credits (Includes 2 required electives)

Departmental and Interdisciplinary Elective Options:

OT 7201 – Specialized Practice in Brain Injury – 3 credits

This course is designed to develop strong foundational knowledge about brain injury, its treatment, and rehabilitation in order to help participants provide quality of care for persons with brain injuries. Neurophysiological aspects, associated consequences, and related complications of brain injury will be reviewed to establish a basic understanding. Specific rehabilitation philosophies, approaches, and techniques that can be used across the continuum of care and with specific populations will facilitate the ability to work in the recovery of brain injury. Interactive online discussions and varied assessments of knowledge for each area will enhance learning. Overall, this course will deliver a wide range of information about brain injury care and prepare participants for taking the national examination to become a certified brain injury specialist. (Spring)

OT 8150 – Women’s Health – 3 credits

This course explores the role of the occupational therapist in addressing women’s health within interdisciplinary rehabilitation. Students examine current assessments and interventions used to support women's health and wellness in traditional and emerging settings. Through critical analysis of scholarly literature and review of current concepts and techniques utilized in women’s rehabilitation, students develop an understanding of how to approach women’s health in practice.

OT 8935 – Occupational Therapy Service Learning in Dominican Republic Communities—3 credits

This course will provide a historical, cultural, and sociopolitical perspective of health and health care in Dominican Republic. Students will increase their knowledge of Dominican culture and the health care system. Within this context, students will analyze the benefits and barriers to living with a disability in Dominican communities. They will examine how investment by local community partners serving health and environmental needs of community members impacts health outcomes. Under faculty supervision, students will apply evidence-based OT practice with the goal of improving health at the levels of the individual and family system, through an emphasis on occupational performance, health and wellness, prevention, and health literacy. Students will provide in-home services to residents and families in Constanza, Dominican Republic. Additional service opportunities may include home modifications and community-based health promotion projects based on current needs of families and the community. (Summer- May term)

OT 8200 – Directed Readings in Occupational Therapy – 1-3 credits

This online course provides the student with an opportunity to complete readings and/or conduct a literature review on a special topic pertaining to occupational therapy to enhanced knowledge. Readings will be guided by an instructor with particular expertise in the topic area. Students may elect to complete 1-3 credit hours of study.

OT 8240 – Family Centered Care in Early Childhood Systems – 3 credits

The purpose of this course is to illustrate the centrality of the family in the life of infants and young children (age birth to 3) with disabilities and, subsequently, early childhood intervention. Additionally, this course will facilitate interdisciplinary collaboration to understand roles and responsibilities of related health professionals in providing family centered early intervention. We will also explore the application of telerehabilitation in providing family centered care. This course relies on outside readings, discussions, and completion of performance-based competencies where concepts are interpreted and applied to early childhood intervention. (Fall)

OT 8340 – Evidence-Based Practice for Early Childhood Intervention – 3 credits

This course is designed to prepare the student to use techniques associated with evidence-based practices for young children (age birth to 3) with disabilities. Students will learn to develop clinical questions, develop search strategies to access best available evidence, begin to analyze selected literature, and utilize information to facilitate clinical decision making. Students will explore the impact of evidence-based practice on early intervention, such as the implementation

of evidence-based practices for young children through a telehealth platform and identify the gap of current evidence on early intervention. (Fall)

OT 8440 – Teaming and Collaboration within Early Childhood Systems – 3 credits

The purpose of this course is to provide a foundation for the inclusion of infants and young children (age birth to 3) with disabilities and their families into inclusive community settings and programs. This course is designed to help students apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive and affirming practices. In partnership with families and other professionals, students will demonstrate strategic planning to implement individualized plans and transitions that occur across the age span of birth through 3. (Spring)

NEUR8790: Study Abroad Visit to the Max Planck Institute—3 credits

Students will explore cutting-edge research at the intersection of neuroscience, cognition, and music through a guided visit to laboratories and clinics at the Max Planck Institutes, Frankfurt Germany— world-renowned for work in basic and applied sciences. (Summer – May term)

PT 8500 – Systematic Review and Meta-Analysis in the Health Sciences --2 credits

This combination of systematic review and meta-analysis, the statistical process for combining data from multiple studies, is the basis for evidence-based practice in the health sciences, social sciences, and a host of other fields. Clinicians use it to determine the most effective course of treatment. Researchers use it to plan new studies, to justify these studies (in grant applications) and to put these studies in context (in the introductory section of published papers). The objective of this course is for the student to become proficient in conducting a systematic review and meta-analysis in the health sciences. Topics will include publication bias, effect size calculation, forest plots, moderator variables, and meta-regression. (Spring and Summer)

Students must apply and gain acceptance into the GaLEND program to complete the following electives:

PH 8100- Georgia Leadership Education in Neurodevelopmental Disabilities (GaLEND) Special Topics: Interdisciplinary Leadership Seminar – 2 credits

This course is a core component of the two-semester Georgia Leadership Education in Neurodevelopmental Disabilities (GaLEND) Program. The Interdisciplinary Leadership Seminar provides an opportunity for trainees to develop and demonstrate the MCH Leadership Competencies. Through class activities and assignments, trainees will engage in interdisciplinary collaboration and develop their communication, advocacy, and self-reflection skills. Learners will complete background readings as well as independent learning activities and directed opportunities for self-reflection in preparation for each session. Permission of the instructor is required.

PHPB 8100-004 – Georgia Leadership Education in Neurodevelopmental Disabilities (GaLEND) Special Topics: Interdisciplinary Leadership Seminar – 2 credits

This course is a core component of the two-semester Georgia Leadership Education in Neurodevelopmental Disabilities (GaLEND) Program. The Interdisciplinary Leadership Seminar provides an opportunity for trainees to develop and demonstrate the MCH Leadership Competencies. Through class activities and assignments, trainees will engage in interdisciplinary collaboration and develop their communication, advocacy, and self-reflection skills. Learners will complete background readings as well as independent learning activities and directed opportunities for self-reflection in preparation for each session. Permission of the instructor is required.

PH 8100-15 -Georgia Leadership Education in Neurodevelopmental Disabilities (GaLEND) Special Topics: Introduction to Neurodevelopmental and Related Disabilities - 4 credits

This course, Introduction to Neurodevelopmental and Related Disabilities, is one of the three courses in GSU's Center for Leadership in Disability GaLEND program. In this course, we will examine issues related to developmental disabilities across the life course, as well as the identification and treatment of children with, or at risk for, neurodevelopmental disabilities and/or Autism Spectrum Disorder.

PH 8100-18 Georgia Leadership Education in Neurodevelopmental Disabilities (GaLEND) Special Topics: Systems of Care Seminar – 4 credits

This course is a core component of the two-semester Georgia Leadership Education in Neurodevelopmental Disabilities (GaLEND) Program. The Systems of Care seminar provides an interdisciplinary overview of the systems of care that support individuals with neurodevelopmental disabilities and their families. The course explores formal and informal supports, funding mechanisms, policy, and systems change strategies toward the goal of more accessible, effective, and equitable services for diverse populations across the lifespan. Learners will complete background readings as well as independent learning activities and directed opportunities for self-reflection in preparation for each session.

*Additional elective courses will be added as they are developed.

*Students may seek approval of unlisted **graduate-level** elective courses by submitting the Electives Approval form to the Assistant Director of the OTD Program. Refer to Appendix F.

ADVISEMENT

Each student will be assigned to one faculty member for advisement (a list will be provided after orientation). The Lewis College of Nursing and Health Professions also maintain an Office of Academic Assistance to monitor the student's academic record and completion of all requirements so that the student may graduate.

By University standards, faculty must be available for appointments with students for advising. Students are required to make appointments with their advisor each semester to discuss registration, academic progression, professionalism and general academic advising. Students will not be seen without an appointment, except in cases of extreme urgency. Students can request a change of advisor by contacting the Department Chair.

The Academic Advisor will:

- Assist the student in achieving and maintaining appropriate academic standards.
- Assist the student in identifying educational and professional resources.
- Guide, direct, and mentor the student in professional behaviors through self-reflection and review of a standardized professional behavior form each semester of the program
- Be available during advisement hours to provide assistance to the student in academic concerns.
- Assist students in becoming active in student organizations, community services, and professional associations.
- Communicate the student's concerns to the Assistant Program Director and/or faculty as appropriate.
- Advise students about petitions for waivers or unusual circumstances and bring petitions to faculty meetings for action and reply to the student following the faculty meeting.

The student is expected to meet with his or her advisor at a minimum of once per semester. Students should also meet with professors of specific courses in which they have academic concerns. Also, students have access to GSU offices for advisement, help, and counseling as needed. Refer to the following list of useful resources:

Counseling Center	404-413-1640	75 Piedmont Avenue, Ste 200A
Academic Assistance	404-413-1000	841 Urban Life
Financial Aid	404-413-2600	227/228 Sparks Hall
GSU Health Clinic	404-413-1930	141 Piedmont Ave, Ste D
Access & Accommodations	404-413-1560	55 Gilmer Street, Ste 304
Emergency	911	
GSU Campus Police	404-413-3333	15 Edgewood Avenue
Police Non-emergency	404-413-2100	15 Edgewood Avenue
Police Information Desk	404-413-3234	15 Edgewood Avenue

If you must be contacted in the event of an emergency, the point of contact is the Department's main phone number at 404-413-1446.

TUITION INFORMATION

A link to Student Financial Services and tuition information can be accessed from the Department of Occupational Therapy webpage at <https://lewis.gsu.edu/ot/>.

NONDISCRIMINATORY POLICY AND STATEMENT ON DIVERSITY, EQUITY, AND INCLUSION

It is the policy of Georgia State University and the Department of Occupational Therapy to implement affirmative action and equal opportunity for all employees, students, contractors, consultants and applicants for employment or admission without regard to race, color, religion, creed, national origin, sex, age, veteran status or disability.

The faculty and staff in the Department of Occupational Therapy value human diversity whether expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student is respected and valued, and therefore, is encouraged to share his or her unique perspective as an individual. Multicultural and intercultural awareness and competencies are key leadership skills that develop when diversity of thought, background, and experience are embraced.

STUDENT OCCUPATIONAL THERAPY ASSOCIATION

Student Occupational Therapy Association (SOTA) is a student organization for students interested in occupational therapy. As an official campus organization, SOTA may receive funds from the Student Government Association and the Dean's Office of the Byrdine F. Lewis College of Nursing & Health Professions. Funds cover student travel to AOTA and GOTA sponsored activities and other events (e.g. BIAG conference, American Congress of Rehabilitation Medicine conference, etc.). A faculty advisor will act as liaison between students and the occupational therapy faculty.

Election of SOTA Officers

The officers of SOTA shall be elected by current SOTA members and consist of OT students who are enrolled into the GSU OTD program. All terms shall last four semesters, with the last of the four semesters being a transition period between the former and new officers. Nominations will begin by the last week of August. Elections for the next calendar year will be held by the end of September and new officers will be installed as apprentices under the current person of that position by the 1st week of October (7th week of the Fall semester), midway through the Fall semester in conjunction with a transitory board meeting handing over all SOTA materials from the outgoing executive board to the incoming executive board members. The responsibilities of each office are as follows:

Voting officers:

The President:

- Oversees and supports all event planning and officer responsibilities
- Establishes annual SOTA goals with input from the executive board
- Leads all SOTA member and officer meetings
- Communicates with the Faculty SOTA Advisor as needed
- Facilitates the election process and transition of officers
- Outreaches to SOTA members to encourage participation and involvement
- Encourages communication, conflict resolution, and collaboration between officers
- Generates meeting agenda content with input from executive board
- Communicates with institutional regulatory bodies
- Attends workshops required by the Georgia State University Student Government Association or assign another representative to ensure attendance.
- Serves as the Year 1 Cohort Delegate (see Class Delegates description)

The Vice-President:

- Assumes the duties and responsibilities of the President when the President is absent or unable to fulfill duties
- Assists the President to oversee all event planning, roles, and duties of officers
- Assists the President to establish annual SOTA goals
- Encourages and advocates for communication between executive board and SOTA members
- Assists Committee Chairs as needed

The Treasurer:

- Works with the Faculty SOTA Advisor to deposit funds in organization account and prepares documents for disbursement of funds
- Creates and manages the SOTA budget with support of the President and Vice President
- Adheres to financial regulations and guidelines of the academic program

- Works with executive board to develop a budget to be presented to the membership at the September meeting and submitted to the Georgia State University Student Government Association before the designated deadline
- Presents the budget at each SOTA meeting
- Assists the recording secretary in developing a current list of members in good standing
- Applies for all expenditures approved by president and/or faculty advisor (submit check request/expenditures)

The Secretary:

- Coordinates time and location of SOTA member and officer meetings
- Takes SOTA meeting and event attendance
- Records and shares meeting minutes with SOTA members
- Counts and records votes when taken
- Acts as the main communication source between the executive board and SOTA members
- Handles all correspondence of the organization including correspondence with GOTA and AOTA (e.g. thank you notes to guest speakers).
- Presides over meetings in the absence of the president and the vice-president.
- Familiar with the constitution and bylaws of the organization in order to interpret them when necessary. The secretary should also be familiar with Robert's Rules of Order, which shall prevail where the constitution and bylaws of this organization do not specify otherwise.
- Serves as Treasurer when Treasurer is absent or unable to fulfill duties

Student Delegate:

- Communicates the interests, questions, and concerns of SOTA members to the ASD Steering Committee which shall be responsible for the handling of all on-campus, community, and state publicity other than the meeting announcements and social events. The OT Month sub-committee shall be responsible for planning and implementing OT month activities as desired by the membership. These may include an information booth, an open house, speakers, videos, etc. The Outreach sub-committee members shall make themselves available to present information regarding the Georgia State OT program to various groups and organizations. The Publicity Committee and Recruitment sub-committees are optional committees that can be combined with the Social Committee, if desired.
- Encourages political awareness, student leadership, and professional development among SOTA members through relaying resources, opportunities, and news from AOTA and the ASD Steering Committee
- Must be a member of AOTA
- Encourages AOTA student membership
- Must attend the ASD Annual Meeting held the day before AOTA's Annual Conference & Expo, and presents information from the meeting to SOTA members
- Attends the annual GOTA conference

COTAD:

- Focus on building inclusion within occupational therapy, particularly developing diversity and promoting inclusion within the OT program.
- Monthly attendance of COTAD meetings (via the phone) and translating the updated information gathered to SOTA and our student body as well as updating the COTAD board of updates regarding progress towards promoting diversity
- Relay opportunities for organization engagement from COTAD to the students
- Serve as a peer mentor, advocate, and liaison for students in the GSU OT program by communicating diversity and inclusion interests, questions, and concerns of students to the COTAD

- Organizes events and activities such as potlucks, diversity awareness days/month, and providing guest speakers to the student body
- Use multiple social media platforms to communicate and advocate for diverse populations
- Collaborate with COTAD to create presentations, events, and share toolkits with their program to communicate the desire to increase the level of diversity in the OT program

2nd and 3rd year class delegates:

- Class delegates will be appointed from each class, and will make a verbal report of their class business at the monthly meeting. They will serve a term of one year.
- The class delegate's responsibilities include communicating between class members, SOTA, and professors/faculty and staff. The SOTA President will serve as the Year 1 Cohort Delegate in the event of communication needs.
- Class delegates away on Fieldwork II and Capstone projects are excused from SOTA general body and executive meetings and can provide updates via email as needed during those times.

Non-voting officers:

Community Service Chair:

- Organizes and leads Community Service Committee which shall provide opportunities for members or for the organization as a whole to participate in activities beneficial to the community or other related areas (e.g. Christmas in April, Habitat for Humanity, Special Olympics, AIDs Walk, and March of Dimes' Walk America).
- Establishes community service interests and goals with committee members
- Establishes new community service partners and maintain current community relationships
- Communicates with community partners and SOTA members to organize events and projects
- Collaborates with the Secretary to communicate with SOTA members

Fundraising Chair:

- Organizes and leads Fundraising Committee which shall be responsible for organizing projects for the purpose of raising money for the association and its activities. This can include selling occupational therapy merchandise, a 'cause ball' fundraiser, art show fundraiser, joint GSU OT Alumni Network fundraiser, etc.
- Adheres to all institutional requirements regarding fundraising
- Establishes fundraising interests and goals with committee members (i.e., AOTPA Student Challenge, AOTA Student Conclave, AOTA National Conference, State OT Conference)
- Collaborates with the SOTA Secretary to communicate with SOTA members via email and social media

Public Relations:

- Organizes and leads Social Committee which shall be responsible for the social activities of the membership, including announcements of upcoming events, delegation of food, paper goods, etc. The Social Committee will also be responsible for maintaining SOTA social media outlets and the Georgia State University Occupational Therapy bulletin board, if available. This is an optional committee that can be established if needed.
- Establishes social activities interests and goals
- Arranges and promotes social activities for SOTA members
- Establishes social media goals and strategies with committee members
- Decides on social media platforms that would benefit SOTA (i.e., Facebook, Twitter)
- Keeps SOTA social media up to date with events, meetings, resources, and opportunities
- Engages and educates peers on proper social media usage

New Member Coordinator:

- The Mentoring subcommittee shall be headed by an OT student who plans to spend the next 4 consecutive semesters on campus. The committee will be responsible for the pairing of first and second years by the end of the Fall semester. The paired students will be notified in writing via email.
- The committee will be responsible for assisting with the pairing of first and second years by the beginning of summer semester. Activities will be planned to increase social engagement between the cohorts

Alumni Liaison:

- Facilitates communication between GSU OT students and alumni
- Coordinates activities between GSU OT students and alumni that can include fundraising, social events, and other professional activities
- Promotes alumni engagement in the GSU OT Program

PI THETA EPSILON

Pi Theta Epsilon (PTE) is a specialized honor society for occupational therapy students and alumni. Its mission is to promote research and scholarship among occupational therapy students. The Epsilon Nu chapter recognizes and encourages superior scholarship among occupational therapy students at Georgia State University. The eligibility requirements for membership include ranking in the top 30% of the occupational therapy class and maintaining a cumulative GPA of at least 3.5 in the occupational therapy program. As an official campus organization, PTE may receive funds from the Student Government Association and the Dean's Office of the Byrdine F. Lewis College of Nursing & Health Professions. A faculty advisor will act as liaison between members and the occupational therapy faculty.

Election of PTE Officers

Officers are elected by the active members of the chapter during the first spring semester of the occupational therapy program. Elections are held yearly by secret ballot. Officers are elected by a simple majority of those members who vote. The responsibilities of each office are as follows:

The President:

- Promotes the functioning of the organization in accordance with National and Chapter Bylaws.
- Serves as liaison between PTE and the Student Occupational Therapy Association (SOTA).
- Delegates responsibilities within the organization.
- Oversees chapter meetings and events.
- Attends faculty meetings when needed and invited.

The Vice-President:

- Presides over all meetings in the absence of the President.
- Responsible for communication and the promotion of PTE.
- Assists with overseeing meetings and events.
- Promotes outreach on campus and with other chapters of PTE.

The Treasurer:

- Responsible for handling all monies and financial records of the chapter.
- Prepares the annual budget.
- Provides safekeeping of monies collected and exchanges with the National Office of PTE.
- Requests funds from student and university organizations.

The Secretary:

- Records the proceedings of all meetings.
- Distributes meeting minutes to the members in a timely manner.
- Carries on all necessary correspondence.
- Maintains the records of the organization.

STUDENT PARTICIPATION IN AOTA AND GOTA

A student's entrance into the occupational therapy curriculum indicates that he or she is prepared to assume the responsibilities of a professional person. Beyond the commitment to the rigors of academic study, the path to becoming an occupational therapist includes accepting responsibility for your professional and personal actions with regard to patient care. Optimal patient care results from the individual practitioner's commitment to the advancement of the field through research and dialogue with other professionals. Membership and participation in the activities of the American Occupational Therapy Association (AOTA) and the Georgia Occupational Therapy Association (GOTA) provide the best opportunity for professional development and cooperation on the national and local level.

AOTA represents 230,000 occupational therapy practitioners and students across the United States and has over 65,000 members. AOTA strives to foster the advancement of occupational therapy practice, education, and research. AOTA membership benefits are designed to meet your professional needs and advance your career. Make sure you know about all of that's available to you:

- Tools and resources for practice, education, and research
- Customized membership in 9 Special Interest Sections
- Legislative advocacy on your behalf
- Continuing education opportunities for licensure renewal
- Professional certification and credentials
- Networking forums and groups on OTComm and Communities of Practice
- Exclusive member discounts
- Career advancement through OTJobLink
- Participation in leadership opportunities, *and more!*
- See more at: [Membership | AOTA](#)

GOTA assists members in promoting and advocating for occupational therapy across the entire state. You are strongly encouraged to become a student member of AOTA and GOTA. There are annual conferences for both AOTA and GOTA as well as student conclaves. Students may attend these events at reduced fees. Faculty reduce course assignments during these events to encourage attendance and course instructors will assist the student in coming up with strategies for making up missed work, should it be necessary.

DEPARTMENT OF OCCUPATIONAL THERAPY PROCEDURES AND POLICIES

The policies laid out here apply to students throughout their enrollment in the Occupational Therapy program. Georgia State's university-wide policies also apply. Visit the GSU website <http://codeofconduct.gsu.edu/> for the University's policies.

I. Registration Policies

1. Policy for Fee Payment

All matriculation, tuition, and other mandatory student fees must be paid by the last day of registration at the beginning of each semester. The registration period typically ends a few days before the first day of classes and is published in GoSOLAR and PAWS. The Department reserves the right at any time during the semester to drop any student pleading ignorance of the regulation, or who asserts that he or she was not informed of the policy. Students will be sent a list of courses with appropriate CRN numbers prior to registering for each semester. Students are required to register for all listed courses each semester, including laboratory credits. Students receiving financial aid are responsible for assuring that all fees are paid. All questions regarding fees should be directed to the office of Student Accounts.

2. Financial Aid Information

Financial aid is available to qualified students through a variety of means including federal grants and loans, scholarships from professional associations, and a limited number of graduate assistantships. For more information on federal assistance contact the Georgia State University office of Financial Aid at 404-413-2400 or online at <http://sfs.gsu.edu/the-financial-aid-process/>. Additional information regarding scholarships and financial aid may be found at: <http://www.fastweb.com/>

3. Graduate Assistantships

A limited number of assistantships are available for students who maintain a minimum of 3.5 GPA. Students are generally not eligible for assistantships during the summer semesters. The awards are competitive and based on the match of student's skills and expertise with the faculty member's particular needs. Students with a GPA below 3.5 will be considered for an assistantship on a case-by-case basis. Half and Full Assistantships are available when funds permit. All students holding an assistantship in the Occupational Therapy Department must register for OT7980 Research Practicum course. Students are responsible for paying all fees. Please see the Policy on Student Employment at XI for further details.

4. Policy on Change of Address or Name

It is the responsibility of any student enrolled in the occupational therapy program to update the department and the university on any changes in address, name, or phone number. The student must use the University's online registration program, PAWS, to inform the University of changes. These changes must also be reported to the Department of Occupational Therapy's Business Manager within one week of the change via e-mail or in writing to the office. It is also the responsibility of the student to provide, each semester, two emergency contacts to the Business Manager.

II. Academic Conduct/Professional Behavior Policies and Procedures

5. Ethical Standards

The Occupational Therapy Department at Georgia State University maintains high ethical standards. Individual ethical or legal misconduct pose a threat to the integrity of the program as a whole. The Occupational Therapy

Department will investigate and resolve all instances of alleged or apparent misconduct in research, publication, didactic, and clinical activities. The Occupational Therapy office keeps copies of the State Practice Act, Code of Conduct for the Occupational Therapist, and the GSU Integrity in Research Policy on file.

6. Policy on Professional Behavior

Professional behavior in the classroom, at field work and capstone sites, and in the communities inside and outside the GSU campus is a requisite of successful academic performance. Professional behaviors are formally assessed each semester during academic advising using the Professional Behavior Form. Failure to adhere to professional behaviors may jeopardize successful completion of the program.

7. Policy on Borrowing Classroom and Laboratory Assessments, Equipment, and Supplies

Assessments, laboratory equipment, and supplies may be checked out by students for a limited time following the departmental logging procedure. Assessments must remain in the OT department at all times. If assessments, equipment, or supplies are lost or damaged, the students is responsible for replacement costs. Please ask the departmental administrative assistant for support.

8. Policy on Academic Honesty

i) Introduction

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The University assumes, as a basic and minimum standard of conduct in academic matters, that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

The University's policy on academic honesty is published in the Student Code of Conduct and in the Graduate Student Handbook, which is available to all members of the university community (and can be found at <https://codeofconduct.gsu.edu/>). The policy represents a core value of the University, and all members of the University community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community, including students, faculty, and staff, are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college, the office of the dean of students, and the office of the provost.

Violations of academic honesty policies include plagiarism as defined below, cheating on examinations, unauthorized duplication of exam material, unauthorized collaboration, falsification, and multiple submissions. Students should refer to course syllabi for specific guidelines on academic dishonesty for each course. Students who have any questions or need further clarification on these policies should see the instructor prior to turning in an exam or project.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisors, and other members of the university community any questions pertaining to the provisions of this policy. In addition, students are encouraged to avail themselves of programs in establishing personal standards and ethics offered through the University's Counseling Center.

ii) Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are judged. The list merely illustrates the kinds of infractions that may occur, and it is not intended to be exhaustive: the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs and there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community. In general, no student shall give or receive any assistance, unless authorized by the instructor, in the preparation of materials to be submitted as a requirement for academic credit, including written assignments or reports and practical or written examinations.

Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves an author's failure to acknowledge in the text, notes, or footnotes the quotation of paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the person who originally gathered the sources. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or part, taken from the internet without properly referencing the corresponding URL may be considered plagiarism. An author's name and the title of the original work, if available, should also be included as part of the reference. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources; the appropriate ways of acknowledging academic, scholarly, or creative indebtedness; and the consequences of violating this responsibility.

Cheating on Assignments and Examinations (written, oral, and practical): Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Students should not reproduce or copy exam material in any way. Examples of unauthorized help include the use of notes, texts, or crib sheets during an examination (unless specifically approved by the faculty member) and sharing information with another student during an examination (unless specifically approved by the faculty member). Graded exam material may not be copied for any purpose. Intentionally allowing another student to view one's own examination and collaboration before or after an examination, if such collaboration is specifically forbidden by the faculty member, also constitutes cheating. This includes online examinations, quizzes and assignments. Students also are not to discuss oral, practical or competency exams with other students at any time. This is to include texting after a competency/practical exam.

Unauthorized Collaboration: Submitting for academic credit one's own work product (or part thereof), which has been developed in substantial collaboration with or without assistance from another person or source, is a violation of academic honesty. It is also a violation of academic honesty to knowingly provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

Falsification: It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment, or proceeding.

This includes the false or misleading citation of sources, the falsification of the results of experiments or computer data, and the use of false or misleading information in an attempt to gain an unfair advantage in any academic context.

Multiple Submissions: It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required. The student in these cases is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

iii) Student Responsibility and Failure to Abide by the Academic Conduct Policy

All students have the ethical responsibility to verbally report a cheating incident to the primary instructor of the course in which the cheating took place. The student must then sign a written statement describing the incident and naming the individual(s) involved. The faculty must then notify the Chair or the Assistant Program Director of the Department, as well as the student accused of academic dishonesty, both of whom must receive a copy of any written documents pertaining to the incident. A student who observes or has knowledge of academic dishonesty, and does not report it to faculty is also guilty of academic dishonesty and will be penalized as such. The penalty for academic dishonesty is failure (final grade of “F”) of the course involved, which results in immediate dismissal from the Occupational Therapy Program.

Academic dishonesty is a disciplinary matter to be handled through the University’s disciplinary process. A copy of this process is on file in the Office of the Dean of the Byrdine F. Lewis College of Nursing and Health Professions and the University Dean of Students Office. Students who wish to appeal a decision concerning academic dishonesty may do so according to the University Policy, and should refer to the policies regarding Academic Honesty, and Grievance Procedures in the GSU graduate catalog.

9. Grading Policy

The following grades specify student’s level of performance in an occupational therapy course:

A	100 - 90
B	89 - 80
C	79-73
*D, F	72 and below

Refer to the course syllabus for course-specific grading.

WF Withdrawal while Failing

No credit toward graduation is given for a course in which a grade of D or “F” or “WF” is received. “WF” indicates that the student withdrew from a course while doing unsatisfactory work, failed to withdraw from a course before the mid-point of the total grading period (except in cases of hardship), or was withdrawn by the student’s professor for excessive absences. A student who withdraws from a course without complying with the required withdrawal procedure will receive an automatic grade of “WF” in that course. In cases of hardship, the student may appeal to the Dean of Students in consultation with the Department Chair.

W Withdrawal

This symbol indicates that the student, doing passing work, was permitted to withdraw from the course without penalty. Withdrawals without penalty are not permitted after the mid-point of the total grading period (including

final examinations) except in cases of hardship as approved by the academic dean in consultation with the Dean of Students.

I Incomplete

The grade of “I” may be given to a student who, for nonacademic reasons beyond his or her control, is unable to meet the full requirements of a course. In order to qualify for an “I”, a student must: (a) have completed most of the major assignments of the course (generally all but one) and (b) be passing the course (aside from the assignments not completed) in the judgment of the instructor. When a student has a nonacademic reason for not completing one or more of the assignments for a course (including examinations) and wishes to receive an “I” for the course, it is the responsibility of the student to inform the instructor in person or in writing of the reason. The grade of “I” is awarded at the discretion of the instructor and is not the prerogative of the student. Conditions to be met for removing an “I” are established by the instructor. Generally, an incomplete must be made up within one week of the start of the next semester, or before a clinical experience in which mastery of the material of the course is required. Depending on the extent of the material missed and the student’s ability to make up the work in a timely manner, the student may not be able to continue into the following semester or to attend clinical experiences. An incomplete may disrupt the curriculum sequence requiring the student to withdraw until the sequence can be resumed the following year. An “I” becomes an “F” if not removed within two terms and all Incompletes must be reconciled before graduation.

IP In Progress

This symbol indicates that credit has not been given in courses that require a continuation of work beyond the term for which the student registered for the course. The use of this symbol is approved for dissertation, thesis, and project courses (such as student teaching, clinical practice, and internships). The IP notation may be replaced with an appropriate grade by the instructor. This symbol cannot be substituted for an “I.”

P Pass

This symbol indicates that credit has been given for the completion of degree requirements other than academic course work. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs.

F Fail

This symbol indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work.

10. Policy for Course Failures

All occupational therapy courses require a minimum grade of C (73) for a Pass. Any course grade below a C is considered failing. In order to continue in the program, the student must earn a grade of “C” or better in each course. A student who makes a grade of less than “C” or Fail in a required course will be terminated from the program.

11. Policy on Termination from the Program

The student will be terminated from the occupational therapy program for any one of the following reasons:

1. Receiving a grade of less than a C or a U in an academic/clinical course.
2. Failure to comply with the grade point requirements.
3. In the event of a fieldwork course failure, please reference the FW manual.
4. Failure to pass graduate competency exam.
5. Failure to meet the requirements of the Department of Occupational Therapy for admission, promotion, and graduation.
6. Receiving a third scholastic warning.
7. Repeated violations/Critical Warning Reports when a student's conduct is in violation of the program policies and Professional Behaviors.
8. Egregious violation of Professional Behavior or Safety may result in immediate termination from the program.

12. Policy for Student Promotion

The Department of Occupational Therapy has a responsibility to the public and recognizes the importance of certain qualities, other than academic performance, which are essential to the practice of occupational therapy. Such qualities include: attitudinal behaviors, professional judgment, clinical analytical ability, ability to self-regulate, a high level of health, and moral and ethical behavior. Therefore, the Department retains the right to terminate a student who meets the GPA requirements for graduation, passes all courses and all required examinations as outlined under the academic standing section, but fails to meet the Essential Functions or Professional Behavior Criteria outlined in the Appendices B & C.

13. Policy on Withdrawal and/or Leave of Absence for Non-Academic Reasons

Students may request to withdraw from the program when a non-academic situation arises that impedes the ability to complete coursework (e.g., medical illness, unanticipated caregiving demand, pregnancy, etc.). Students must send a written request to their faculty adviser and the Chair of the department, including an explanation of the nature of the situation that necessitates withdrawal or leave and why a standard academic withdrawal from courses is not appropriate. When a student wishes to resume full-time coursework, they must write a timely request to the Chair of the Admissions Committee to be considered for re-admission to the program. Students must resume full-time coursework within a year of the initial request. A continuance of the leave may be possible, on a case-by-case basis, if the need continues to be substantiated. Students may only take one leave of absence from the program. Per university policy, a student may need to complete a re-entry application depending on the duration of leave. Refer to the Office of Academic Assistance for additional university requirements pertaining to timing and documentation requirements for re-enrollment.

14. Policy for Examinations

Students who require accommodations during exams must have a current *Access and Accommodations Center Request Form on file with the Access and Accommodations Services*. Faculty will not provide accommodations except those that are officially arranged by the Director of Access and Accommodations Services. The student must coordinate with the course coordinator within the first 10 days of each semester for arrangements to be made in regard to exams, practical examinations, and presentations.

Students have the right to review written exams. All written exams will be returned to the course faculty after the student takes the exam. The exams will be stored in faculty offices and may be reviewed upon request by the student in the location designated by the faculty member. **Under no circumstances are students permitted to make a copy of any examination, or retain, in any manner, any portion of an examination. This would include writing down exam**

questions or photographing exams in any way. If a student is found in violation of this policy, then they will be brought up on academic dishonesty. A student who wishes to question a grade on an exam or assignment should notify the instructor within one week of receipt of the grade and maintain professional demeanor. Requests for review of a grade should be submitted in writing, with documentation supporting the request. The instructor is responsible for responding to the student within 5 business days from receipt of the request.

Types of examinations include:

Course Examinations assess the student's mastery of course material. More specific criteria against which students are evaluated will be specified by each instructor; consult the particular course syllabus for specific grading policies.

Competency examinations assess the student's psychomotor skill in performing specific examination or intervention procedures.

Practical examinations assess the student's clinical reasoning and psychomotor skills in selecting and performing the history, the examination, the evaluations, and the means of intervention related to a particular case. In practical examinations, students demonstrate their ability to integrate and apply their knowledge to a clinical situation.

Along with evaluating the technical aspects related to treating a patient, practical and competency examinations require that students demonstrate professional behaviors, which are outlined in the appendices of this handbook. Because professional behaviors affect the patient's entire experience and are therefore crucial to clinical competence, the faculty assesses professional behaviors on a pass/fail basis. *A failure in one or more of the critical areas—professional behavior, communication, or safety—during a practical examination in any course will result in a failing grade for the examination, regardless of the student's performance on the rest of the practical.*

In the event that a student fails a practical examination, competency examination, or other assessment of clinical skills, the failure must be removed and the examination retaken and passed in order for the student to receive a passing grade in the course. If a student does not pass the retake of the exam as defined in the specific course syllabus, then the student will receive a failing grade for the course and will be terminated from the program. Please see each individual course for the specific format and course policy on retakes for practical and competency examinations.

Upon the first failure of a first attempt of any competency/practical exam the student will be issued a *critical warning report*. Any future failure of a first attempt of a competency/practical exam will result in a scholastic warning.

15. Policy on Student Employment

Students are strongly discouraged from working full-time or part-time during any academic semester, particularly in their first two semesters. This includes not only outside employment but also GRA positions available within the department and University. The transition from general academic study to a professional curriculum requires many adjustments. Academic success in the Occupational Therapy program can be more difficult to attain because of the contact hours required in the Department's curriculum and the subsequent constraints of time. **Additionally, classes normally run between 8:00 a.m. and 5:00 p.m. but may extend into evening hours and Saturdays.** Occasionally, classes take place during non-regularly scheduled times. Class work takes precedence over employment and students are expected to attend. *Employment obligations are NOT excused absences.*

In regard to GRA positions within the Department or University, you must obtain approval from the Department Chair prior to obtaining a position. After obtaining a position, you are required to meet with your faculty advisor and the Department Chair every semester to re-evaluate your classroom performance considering your obligations as a GRA. The Department does not support any student in obtaining a GRA position in the first semester of the first year unless approved by the chair.

16. Policy on Student Health

Students may experience medical, psychological, or physical problems that impact their full participation in educational activities. Students must inform faculty if they have any such problem that could interfere with a specific class, laboratory, or clinical activity that might be exacerbated by such activity or if the problem could affect their performance in such an activity. In such a case, faculty will work with the student to come up with strategies of accommodation that allow optimal participation and learning in the activity. If such a problem precludes sufficient participation in a class or a clinical activity to the degree that it prevents the student from fulfilling course duties and requirements, the student will receive an incomplete grade for the course. See the description of the incomplete grade in the grading policy section above.

Students are responsible for being evaluated by appropriate health care providers to determine the extent of physical or psychological problems and protective strategies that should be employed. Instructors are not responsible for evaluating student's conditions.

17. Policy for Grade Appeals

Students may appeal final grades. The student is responsible for stating the basis upon which she or he questions the particular evaluation and for initiating and maintaining communications and compliance within the framework of the appeals process. The Lewis College's Dean's Office is available to assist the student with this process. Unless the evaluation in question results from a safety violation, the student may continue to progress in the course in question during the complaints process.

Each faculty member should be aware of the student's right to appeal a grade and should provide the student with the guidance necessary to initiate the appeals process. Faculty must also provide the evaluation materials relevant to the appeals process.

Every effort will be made to inform students of the policies by which Departments are governed and the processes by which academic performance is evaluated. The faculty subscribes to the philosophy regarding faculty and student responsibilities in the learning process as stated in the Lewis College's Appeals Process. This document is reprinted in the Appendix and should be reviewed by each student.

18. Policy on Class Attendance

Attendance is required for all scheduled didactic, laboratory and fieldwork hours. Tardiness or unexcused absences are violations of the Professional Behaviors outlined throughout the handbook. Because of the interactive and the collaborative nature of professional education and the rigor of this particular academic program, regular class attendance is essential for successful learning. As stated previously, occasionally a class will be scheduled to meet outside of the regular allotted time frame. As well, all incoming students are required to attend student orientation.

Regular and timely attendance ensures the exposure to all course material and the progress of hands-on experience as well as developing the habits of responsibility you will need in a health care setting. Irregular attendance and tardiness frustrate both students and teachers and can lead to student failure. You are also hereby informed that any unexcused tardy or absence or failure to inform the course instructor may affect your grade and fieldwork placement priority. Therefore, to ensure fair and reasonable treatment, student attendance responsibilities are defined below:

- a. Students will report to class punctually and regularly.
- b. Attendance is required for all didactic, laboratory, fieldwork, and capstone hours. You are expected to inform the course instructor, AFWC, or Capstone Coordinator of an anticipated absence in advance of the absence. The University defines excessive absences as missing 15% of a course. The Department and each course coordinator

reserve the right to issue a failing grade for excessive absences.

- c. Students must email or call the instructor no less than 30 minutes prior to the start of class to report an absence. Students must notify their Fieldwork Educator or Capstone site mentor, if possible, the night prior and at least 30 minutes prior to the start of FW or Capstone to report an absence. You must notify the Academic Fieldwork Coordinator at (404) 413-1262 of an absence from FW.
- d. Permissible absences include: religious holidays, illness with a health provider's documentation, jury duty, military service, death of immediate family member. In cases of religious holidays or any other planned excused absence the student must provide in writing and discuss the dates with all course instructors 2 weeks prior to the beginning of the semester for arrangements to be made. **Weddings, honeymoons, vacations, work duties, and most other activities are not considered excused absences and should be scheduled to avoid any conflict with classes or clinical experiences.**
- e. If at any time during the curriculum, medical, psychological, or physical problems arise that preclude sufficient participation in class or clinical activities, you must notify the course instructor, your advisor, and the Department office immediately. If the illness requires medical intervention, you will not be allowed to attend class or work with patients until a physician's written release to resume activities is received.
- f. Institutions with which you are to affiliate or enter into internship with may ask you to provide a physician signed medical form if your health is in doubt. You may not attend classes or FW when you or others in your home have a communicable disease.

19. Policy on Absentee Make-Up

If you miss an assignment, a quiz, test, or exam because of a permissible, excused absence, as determined by the Department Leadership, permission to make up the work at a later date must be obtained from the course instructor. Permission to take make-up quizzes, tests, or exams will not be given for unexcused absences. Unexcused absences from assignments, quizzes, exams, and finals will result in a grade of "0" for the missed test.

In cases of permissible absence, where course material or clinical time is missed, time must be made up at the discretion of the clinic and/or academic faculty. Students must call the academic program or facilities no less than thirty minutes prior to their expected arrival to report an absence and initiate the make-up process.

20. Policy on Tardiness

Tardiness is a violation of Professional Behavior. Atlanta has unpredictable traffic and students must take this into consideration when planning their commutes. If a student will be unavoidably detained, he or she should call the OT Department office or instructor no less than 30 minutes prior to the start of class to report tardiness. Repetitive instances of tardiness will result in a written warning Critical Warning Report.

21. Snow and Severe Weather Policy

Should the university be required to close because of snow or severe weather, there will be announcements stating the particular closings on all major television and radio stations in the Atlanta metropolitan area. The stations are notified before 6:00 a.m. so that students will have the information before they leave home. Students may also call the Department of University Relations or (404) 413-3025 for a current status report. Please refer to the Student Fieldwork section of this handbook for the policy regarding fieldwork attendance.

22. Policy on Expected Class Behavior

Discussions in class cover course material as well as practical application. It is important to be attentive to the instructor and to fellow class members when they are speaking. Everyone has the right to share his or her opinion and

to be heard. Courtesy and respect for one's classmates are essential in the teaching and learning process and help students develop the necessary skills with which to deliver patient care.

23. Policy on Cellular Phone, Classroom Phone, and Video Use

The use of cell phones in the classroom is prohibited. Individuals needing to place or receive a call in an emergency should notify the instructor prior to class and leave the classroom. Cell phones are disruptive to the academic environment and detrimentally impact the learning process. Cell phones must be placed in the silent mode. If a student is found to be using a cell phone/texting during class hours the student will receive a Critical Warning Report.

There are telephones located in or near the classroom and the anatomy lab. These telephones have been placed in these rooms for easy access in case of emergency. You can use the phone on break time and lunch break, but under no circumstance can you make or receive calls during lab or lecture time.

Emergency telephone numbers have been placed on the telephone for your convenience. The department's phones are for faculty and staff use only. Messages for students can only be taken in an emergency situation.

Any videos taken in class of students or instructors may not be posted open to the public on the internet. Any videos utilized for classroom projects may not be posted open to the public. If any video is shared it must be through a private, protected link and with permission of all parties in the video.

24. Policy on Posting Instructor-Generated Materials on External Sites

University policy states that the selling, sharing, publishing, presenting, or distributing of instructor-prepared course lecture notes, videos, audio recordings, or any other instructor-produced materials from any course for any commercial purpose is strictly prohibited unless explicit written permission is granted in advance by the course instructor. This includes posting any materials on websites such as Chegg, Course Hero, OneClass, Stuvia, StuDocu and other similar sites. Unauthorized sale or commercial distribution of such material is a violation of the instructor's intellectual property and the privacy rights of students attending the class, and is prohibited.

25. Policy on Ownership of a Computer and Internet Service

Some courses and/or course material are presented online therefore each student is required to have a home computer and Internet service. While the University does have computer labs that the students can access, these labs have limited hours of availability. Course instructors may require synchronous participation via online classrooms and participation is mandatory.

26. Policy on Classroom Computer Use

The use of computers in the classroom should be limited to activities that assist and/or supplement the course material. This may include note-taking, storing and viewing of lectures, power points, research articles, etc., and researching relevant topics. If a student is found during course time to be using his/her computer for anything other than the reasons stated above, the student will be issued a Critical Warning Report. Any second violation will result in the student losing the privilege to use the computer during classroom time for the remainder of the semester.

27. Policy on Dress Code

The student is expected to be dressed cleanly and neatly each day, for the possibility of guest lecturers, adjunct faculty and other professionals present in the department. The student is expected to be attired appropriately for hands-on lab activities, as prescribed by the instructor in each course. Appropriate attire for lab includes appropriately trimmed nails. It may be necessary for women to wear halters, swimsuit tops or sports bras and shorts, and men to wear shorts

for scheduled practical lab sessions unless arrangements have been made prior with the course coordinator. The course instructor reserves the right to dismiss the student from class if not appropriately dressed.

Students must use appropriate facilities, i.e. bathrooms, for changing. Under no circumstances are students to change in openly public areas. If a student violates this policy, he/she will be issued a Critical Warning Report.

Students are expected to launder lab clothes regularly and maintain good hygiene habits.

Fieldwork Dress Code: Please refer to Dress Code in FW section of this manual.

28. Policy on Disruptive Student Behavior

Disruptive behavior is defined as student behavior in a classroom, clinic, or other learning environment (including both on- and off-campus locations), which disrupts the educational process. In the Department of Occupational Therapy, each instructor has the authority to define what constitutes disruptive behavior. Such behavior includes, but is not limited to: verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making or receiving personal phone calls or messages during class, leaving and entering class frequently without permission of the instructor, and persisting in disruptive personal conversations with other class members. A student who exhibits threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class may also be subject to the implications of the disruptive behavior policy, which includes possible removal from the class.

The University-wide policy for addressing disruptive behavior can be found in the Graduate Catalog available through the University website.

29. Policy on Warnings

Students are expected to demonstrate professional behaviors in all courses and clinical experiences. Professors assess professional behaviors in all didactic courses, lab sessions, competency examinations, practical examinations, and clinical experiences. As students participate in the educational program, problems that arise in Professional Behaviors are documented through a Critical Warning Report by course or clinical faculty and the student's advisor. Students, unless they have committed a serious safety violation, will be given opportunities to demonstrate modifications of their behavior. Faculty will assist, where possible, in facilitating strategies for this development. For more on professional behavior, see the Appendices.

Please see the Fieldwork section of this handbook for the policy regarding professional behaviors, safety and warnings while on Level I and Level II FW experiences. When behaviors in the academic setting do not meet acceptable standards, the program will take the following actions:

WARNING:

1. Verbal Warning: A verbal warning is the first step, which, it is hoped, will preclude the need for further disciplinary action. A note documenting the oral warning will be placed in the student's file using the Critical Warning Report with it marked as a verbal warning. Notification to review the statement will be sent to the student's advisor.
2. Critical Warning Report (CWR): With a second violation of professional behaviors, the student will meet with the faculty member and Department Chair regarding the violation and a CWR will be drafted. A copy will be placed in the student's official file. Notification will be sent to all faculty. With certain violations a CWR will be issued first.
3. A second Critical Warning Report of any professional behavior will result in a remedial educational contract written by the student and approved by the faculty. The contract will be related to corrective action and

delineate expectations to be met within a prescribed time frame.

4. Repeated Critical Warning Reports in violation of the program's policies may result in termination from the program, regardless of grade point requirements.
5. Egregious violation of Professional Behavior or Safety may result in immediate termination from the program.

30. Policy on Student Grievance

The GSU OT Departments takes grievances seriously. The Department follows the student grievance policy of the College and University. Students are strongly advised to follow due process procedures within the department. Students should first contact individual educational instructors, academic advisor, Academic Fieldwork Coordinator, or Capstone Coordinator based on the nature of the concern. Next, students can consult with the Assistant Program Director. Finally, students can meet with the Department Chair. If the grievance is not resolved within the department, students should then follow the College and University policies for grievances.

III. Academic Standing, Retention, Progression, Program completion and Graduation Requirements

31. Academic standing and Retention:

- a. Each student admitted to OTD program must maintain Good Academic Standing. Good academic standing is defined as having a Cumulative GPA of 3.0 or better.
- b. Calculation of Cumulative GPA will be as follows:
 - i. Only courses taken at Georgia State University in the OTD curriculum are used to compute a student's Cumulative GPA.
 - ii. Courses graded with **Pass/Fail** will not be used in computing GPA.
 - iii. All grades for courses attempted in the OTD program will be used in computing the Cumulative GPA for purposes of determining academic standing.
- c. Academic Standing- College Standards

A student will be placed on **scholastic warning** by the College if the cumulative GPA falls below 3.0. The student will be notified of this warning by the Lewis College Director of Academic Assistance. The student will have 12 semester hours of advisor-approved coursework or two semesters, whichever is longer, to return to good academic standing within the College. If good academic standing is not achieved within this timeframe, the student will be terminated from the university Graduate School.

d. Academic Standing- Department Standards

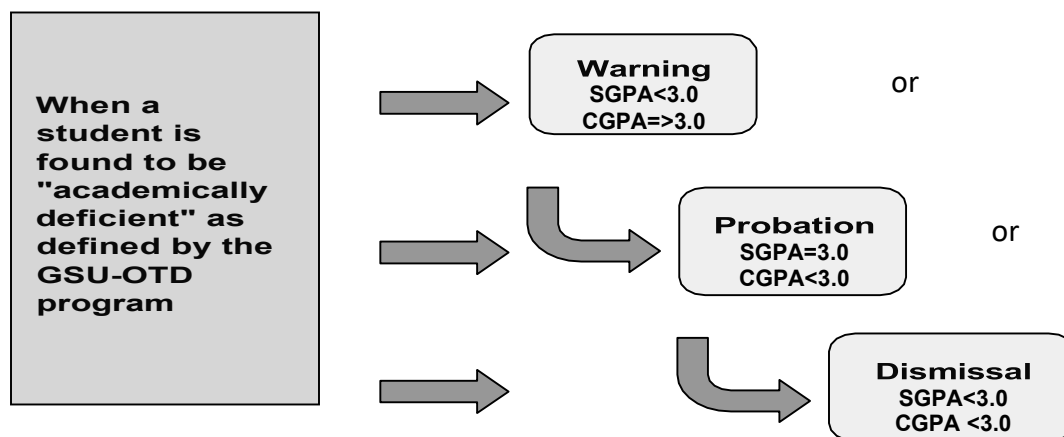
If Semester GPA fall below 3.0, regardless of course load, the student is placed on **scholastic warning**. The student will be notified of this warning by the Department Chair or Assistant Program Director. Upon completion of subsequent semesters of relevant graduate course work, performance of the student on warning is evaluated in one of the following ways:

- i. If Semester GPA is less than 3.0 and Cumulative GPA is less than 3.0, student is terminated from the Occupational Therapy program by the Department (but you may continue to be a graduate student in the university per College standards).
- ii. If Semester GPA is less than 3.0 but Cumulative GPA is at least 3.0, student may continue to enroll, but will continue to be on scholastic warning until Semester GPA of at least 3.0 is achieved (at which time he/she will be returned to good standing) or until subsequent Semester GPAs bring Cumulative GPA to less than 3.0 (at which time he/she is terminated from the program).
- iii. If Semester GPA is at least 3.0, but Cumulative GPA is less than 3.0, student is on **scholastic**

probation. The student may continue to enroll on probation, provided the Semester GPAs are at least 3.0, until Cumulative GPA is brought back to at least 3.0. At this time the student will return to good standing. If any Semester GPA is less than 3.0 before Cumulative GPA is brought back to at least 3.0, the student is terminated from the program.

- d. A student may only be on warning twice. A third scholastic warning will result in termination from the program.
- e. A student will be placed on scholastic warning for failure of the competency exam regardless of GPA.
- f. After termination from the program for academic coursework reasons, the student may reapply for admission through the Department of Occupational Therapy. The program may choose not to admit, or to admit with conditions.
- g. No course in which a grade of B (3.0) or greater has been earned may be repeated for credit.
- h. If a student is terminated from the program for a second time, he or she may not apply for readmission to the OTD program.

Academic Deficiency at a Glance (*Warning, probation, and dismissal are at the college/dept. levels*)



32. Academic Progression and program completion

- a. The Professional Occupational Therapy Doctoral curriculum is designed to be completed in nine semesters on a full-time basis including all clinical fieldwork requirements. All fieldwork and capstone requirements must be completed within 24 months following completion of the didactic portion of the program.
- b. To continue the following semester, all prior courses in the OTD curriculum must be successfully completed (C or better or P where applicable) or permission granted by the Department Chair under any circumstances of a grade designation of I or IP issued.
- c. A grade of D, F or Fail in any one course will result in the student being terminated from the program.

33. Graduation Requirements

In order to graduate from the Department of Occupational Therapy OTD program, the student must:

- a. Have a 3.0 Cumulative GPA.
- b. Must successfully complete all didactic, fieldwork, and capstone requirements in a timely manner and all Level II fieldwork and capstone requirements must be completed within a 24-month period following completion of academic requirements.
- c. Have no grades lower than C (2.0).
- d. Successfully complete competency exam.
- e. **Apply for graduation on time following university policy prior to anticipated graduation date. Students who fail to apply for graduation on time will not be allowed to graduate regardless of having completed their coursework.**
 - a. In the summer semester of the students' third year, the OT department will send the students an email containing the graduation application and commencement information. The students will sign an agreement stating that they are aware of the graduation procedures and return it to the administrative staff for filing.
 - b. The students will apply for Spring graduation of the following year and report to the department the date they completed their graduation application.
 - c. Once the OT department receives confirmation of all graduation registrations, the OT department will send students an email confirmation of their spring graduation.
 - d. Occupational Therapy Department Assistant Director of OTD Program will monitor the procedure in conjunction with the Administrative Assistant and report to the chair.

IV. **Policies and Information on University Property**

34. Policy for Use of Common Facilities and Equipment

Students enrolled in the program have access to various resources at Georgia State facilities including classrooms, clinical laboratories, the GSU library, and computer labs. Student Orientation provides an opportunity for students to learn about available resources, student responsibility related to university property, and the materials the students must provide themselves.

Students are responsible for maintaining the orderliness of furniture, equipment, and supplies at the various teaching facilities. For the teaching laboratory spaces and for the Anatomy Lab (Room 450), each class of students will select its own cleanup crew and post its own duty schedule for laundry and general cleanup each semester. A copy of those schedules will be given to the Department Chair and the appropriate faculty member.

Eating is strongly discouraged in all lab classrooms, both during class time and at breaks. It is encouraged that the students partake in any meals at the designated university cafes or eateries found throughout campus.

Information on Computer and Clerical Resources

Computer Labs:

Computers for use by all university students are available in various locations around campus. Additional information can be found at the GSU website. In addition, there is a computer lab available for occupational therapy students on the fourth floor of the Petit Science Center (Room 438) and in the Urban Life Building (Room 940).

Student and Faculty Correspondence:

Students are assigned a GSU e-mail address when they register for the first time. Please follow the directions to have the GSU e-mail downloaded into your personal email at (www.student.gsu.edu). Once enrolled, e-mail is the primary communication mechanism of both official and non-official information. The Georgia State University student e-mail address is the only address that disseminates university-wide communication. **Students should check their Georgia State University e-mail daily. Students are expected to respond to faculty emails in a timely manner (i.e., 24 hours).**

GSU Library Information

The Georgia State University Library provides students with access to extensive resources, assistance with research, and state-of-the-art technology. The library provides access to databases specific to occupational therapy including MEDLINE, CINAHL, Pubmed, Cochrane Library, Ageline, PsycInfo, and many others. Databases and ebooks are available remotely 24/7, via the library's web page. A university librarian subject specialist provides support to the Lewis College's allied health departments. The library has a large selection of traditional media, interlibrary loan, e-books, and e-journals. iPads and tablets are available for check-out. Device charging stations and over 400 computer workstations are available throughout the library. Visit the Georgia State University Library website at <http://www.library.gsu.edu>

V. Safety and Health Policies

34. General Safety Policy

The prevention of accidents and the promotion of safety and health are the responsibility of everyone in the Occupational Therapy Department regardless of the location or activity in which they are engaged. Students, faculty, and staff are encouraged to be alert to and report any unsafe practices and conditions that may present an imminent danger to individuals or property. Students should report these types of conditions to the faculty or to the front office staff.

35. Policy for Laboratory Safety

The Office of Occupational Safety and Risk Management provides support to the Occupational Therapy Department in all areas of environmental and chemical safety including chemical and other hazardous waste removal, fire safety, and accident prevention. All employees and students have access to Material Safety Data Sheets (MSDS) in accordance with the Right to Know Act of 1988. The MSDS contain specific information about hazardous chemical materials, and are located in the Anatomy Lab. All physical agents must be used in the presence of an authorized lab instructor, or faculty who must be a licensed occupational therapist.

Students are responsible for following established protocols for use of all laboratory equipment and safety procedures, including:

- Identifying dangerous conditions which may occur and for which precautions, modifications, or contraindications may prevent; and
- Discussing such conditions with the course instructor or lab coordinator.
- Utilizing appropriate body mechanics at all times.
- Demonstrating concern for their own safety and the safety of others in all laboratory experiences.
- Dressing appropriately for laboratory experiences. Long hair must be pinned back, rings removed, dangling jewelry removed, fingernails must be short, and footwear should be closed at the toe.

Students are responsible for maintaining the cleanliness and neat organization of the lab. They must make sure that before, during, and after laboratory activity:

- Treatment tables are wiped off after each contact.
- All equipment is returned to its designated area.
- All food and drink must be discarded in appropriate receptacles and hands are washed before, during and after as appropriate for all patient contact.

36. Infection Control and Universal Precautions

Students are required to be familiar with Universal Precautions and techniques for infection control put forth by the Occupational Safety and Health Administration (OSHA). The Occupational Therapy Department has a first aid kit for small cuts and abrasions in the front office, each classroom, and the Anatomy Lab. An eye wash station is located in the Anatomy Lab. All students and faculty are encouraged to utilize good hand washing techniques. Hand washing is the single most important means for preventing the spread of infection. Waterless hand soap is available in each clinical laboratory. Use of Universal Precautions and hand washing promote good health maintenance.

Universal Precautions are an accepted approach to infection control. During the first academic year, students will view a video on Blood Borne Pathogens. All human blood and certain body fluids should be treated as if known to be infectious for HIV, HBV and other blood-borne pathogens. According to the Centers for Disease Control guidelines, Universal Precautions apply to blood, tissue, semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, peritoneal fluid and other body fluids containing visible blood such as urine, feces, vomitus and sputum. **The use of gloves does not preclude the necessity of hand washing.** The Universal Precautions are:

- Barrier Precaution: Gloves must be worn when direct contact with blood or other potentially infectious body fluids are expected to occur, examining abraded or non-intact skin, the health care worker has cuts, lesions, chapped hands or dermatitis, or is working with contaminated instruments.
- Masks / Protective Eyewear: Should be worn when personnel are engaged in procedures likely to bring them into contact with droplets of blood, infected pulmonary aerosols, or other body fluids.
- Gowns / Aprons: Should be worn when aerosolization or splattering of blood or other body fluids or contaminated water is anticipated.
- Sharps Precautions: Disposable sharps should never be carried from the site. A sharps container is located in the Anatomy Lab.
- Cleaning Biological Spills: Spills should be cleaned immediately. Prepare a fresh 1:10 dilution of bleach or use an approved germicide and wear gloves. Soak up the spill with paper towels and double bag. Pour bleach or germicide on the spill site and leave in place 10 minutes. Remove gloves and wash hands thoroughly. After 10 minutes put on another pair of gloves and soak up bleach / germicide residue with paper towels and dispose of in a double bag. Remove gloves and wash hands thoroughly. Students, faculty, and staff are expected to avoid exposing others to their infection if they are ill. Everyone must comply with Georgia State University's policy on immunizations form which is kept on file in the Registrar's office. Additionally, a Hepatitis immunization is required for all clinical internships, as well as evidence of a PPD. Students must maintain and keep all documentation of immunizations.

37. University Health Services - <http://www.health.gsu.edu>

The University maintains a Student Health Clinic, located at 141 Piedmont Avenue NE. For complete medical coverage, you are advised to have a private physician. You are required to have health insurance, which includes hospitalization

and accidental injury, and provide proof of having such insurance prior to being assigned to a clinical affiliation. An insurance program offered through Georgia State University is available at reasonable rates for students and their dependents. Applications are available in the Office of the Dean of Students. Students are invited to investigate the University's insurance program or one of their own choosing. The University Health Services provides confidential, high quality, and cost-effective treatment of minor illnesses and injuries. Many services are offered at no charge to the student, but there may be additional charges for some services. Basic services include:

Primary Care: Including Women's Health, Unlimited office visits are available for diagnosis and treatment of colds, flu, bronchitis, sinusitis, UTI, sprains, minor abrasions.

Immunization: **Immunizations are required by the university for admission to the program.** To meet the Board of Regents policy on immunization, injections are offered for measles, mumps, rubella, hepatitis A, B & tetanus; TB skin tests are also available. The Covid-19 vaccine is strongly encouraged.

Hepatitis B Vaccine or Waiver: Students will receive training regarding the OSHA Standard on Blood-borne Pathogens regarding universal precautions and risk factors for contracting Hepatitis B as healthcare workers. After which students must pass a test demonstrating understanding of the information. The student **must provide evidence** that the HepB vaccination has been started, completed or declined. A declination form will be provided. **Titers may be requested when immunizations are not up-to-date to document actual coverage against a disease.** Using a campus phone, for life or limb threatening illness or injury dial 9-911 and 3-3333 for Campus Police.

Counseling Center: The counseling center is available to students who have career, educational, personal, or relationship concerns. Visits to the counseling center are private and confidential. Information discussed is confidential and is not included as a part of a student's academic record. Crisis intervention is available to students in immediate distress. Students may walk in or faculty or staff may phone the center to request the services of an emergency on-call counselor. If you need more information please visit our website at www.gsu.edu and select current students, and then services.

In case of health emergency, call 9-911 from any campus phone and 3-3333 for campus police.

38. Lewis College Policy on Critical Incident Reporting

I. It is the policy of the Lewis College of Nursing and Health Professions to have standardized procedures for reporting critical incidences to appropriate supervisors and personnel.

II. *Definitions*

a. "Critical Incident" is any event or situation that creates a significant risk of substantial or serious harm to the physical or mental health, safety or well-being of students, faculty and staff.

III. *Procedure(s)*

a. In the event of a critical incident at a clinical facility, the involved student is to notify (verbal and/or written) their facility clinical preceptor, Lewis College clinical faculty preceptor and course administrator (if applicable), as soon as physically possible. Once back to the GSU Atlanta campus, the student is to notify (verbal and/or written) their course administrator, faculty advisor or other appropriate personnel as outlined in the program's student handbook.

b. In the event of a critical incident at GSU, the faculty/staff member is responsible for completing the Lewis College Critical Incident form, obtaining appropriate signatures and forwarding to the Associate Dean for Academics. (See Appendices)

39. Policy on Fire Evacuation and University Police

Each university building has a fire evacuation plan posted in common areas. All students are encouraged to become

familiar with the escape routes for all buildings and floors. The evacuation plan for the 4th floor of the Petit Science Center and 1st floor of Student Center West is posted by the elevators. Fire alarms and fire extinguishers are located in hallways throughout each building. In the event of a fire or evacuation, each student should follow the fire safety evacuation route and vacate the premises until the officials in charge declare the premises safe to enter. Upon evacuation students should report to the designated meeting area at the Urban Life Center entrance off Decatur Street and check in with the instructor. Periodic safety and fire inspections and drills are held to test equipment and procedures.

The University Police provide a variety of services to the university community including assistance to stranded motorists, escort service, and crime prevention programs. Call boxes linked directly to the university police department are located throughout the campus in the event of an emergency situation. Students are advised to keep personal possessions in view at all times, to work in groups of no less than three and to never be alone, without a partner, in the Petit Science Center or Student Center West.

In case of a security issue or matter requiring the Georgia State University police dial 3-3333 from any campus phone or 404-413-3333 from your cell phone.

VI. Legal Policies

40.. Accident Policy

When injured on campus, in clinic, during an outside activity required for a course for academic credit, or while participating in any covered activities, you can file for payment of your medical bills. You must first file a claim with your insurance company. If your insurance company does not pay the entire bill, you can then file a claim with the Mandatory Student Accident Policy at Georgia State University (see Appendices). The policy can be found at <https://risk.gsu.edu/>.

41. Policy for Release and Covenant Not to Sue Form

It is Department policy that we obtain a fully executed Release and Covenant Not to Sue form filled out by each student or other participant in a Department-sponsored trip or other activity away from the campus each year. Each executed release and covenant form will be retained in the office of the Chair of the Department until the need for them has been satisfied.

42. Policy for Risk and Liability

To protect students from risk and liability, the program requires that students maintain both professional liability and personal health insurance during their professional education.

43. HIPAA Policy

The HIPAA (Health Insurance Portability and Accountability Act) creates national standards to protect individual's medical records and health information. As a student, you will have access to privileged and confidential information. Students share verbal and written reports in both academic and clinical settings. Students must avoid use of the patient's name or other identifiers at every occasion. Only the minimum necessary amount of information should be disclosed. Students must inform patients that their information may be used for educational purposes. Students will abide by the established HIPAA policies and procedures in their clinical facilities.

44. Policy on Confidentiality and Privacy

The faculty and students maintain the privacy, dignity and respect for all including students, faculty, staff, parents, and clinicians who are involved in the didactic, clinical, and administrative aspects of our program. The program maintains student files. The files are confidential and are released to persons outside of the University only upon written request of the student or as required by law. A student may request an opportunity to review the contents of his or her individual student file by appointment.

Georgia State University follows the Family Educational Rights and Privacy Act of 1974, as amended (FERPA), which is designed to protect student rights with regard to educational records maintained by institutions. Under this Act, you have the following rights:

- You have the right to inspect and review education records maintained by the institution that pertain to you.
- You have the right to challenge the content of records (except grades—which can only be challenged through the academic appeal procedure) on the ground that they are inaccurate, misleading, or a violation of your privacy or other rights.
- You have the right to control disclosures from your education records with certain exceptions.

GSU's written policy on "Access to Student Records" complies with the provisions of the FERPA Act. A copy of this policy and a copy of a summary of the FERPA regulations may be obtained in the Office of the Registrar. Follow this link to find more information on FERPA and its application at GSU: <https://registrar.gsu.edu/academic-records/records-access/#ferpa>

45. Policy for Informed Consent

Students in the OTD program are informed of potential risks involved with participation in classroom and laboratory experience via the *Informed Consent for Treatment by Fellow Students and the Faculty Release Form*. These forms are given to the students at the start of the program. One copy of each form is returned in the student's Occupational Therapy Department Handbook and the other copy is placed in the student's file in the program office.

Students should remain cognizant of potential risks to their health and safety as they progress through the program. They should take responsibility for preventing harm to themselves and others.

When students determine that they have conditions in an activity that may put them or others at risk they must notify course faculty before initiating or continuing the activity so that preventative measures may be taken.

Guest Participants:

Patients or other individuals involved in demonstration, research, or clinical laboratory experiences will be given informed consent describing their participation with associated risks and benefits delineated.

Research Subjects:

All studies involving human subjects are reviewed and approved by the Georgia State University Institutional Review Board in the proposal state, to assure compliance with ethical standards for conducting human studies research.

As an occupational therapy student, you must learn to evaluate and treat a variety of conditions as well as participate in health promotion. Techniques involved in this endeavor are largely hands on or involve the use of machinery and thermal agents, as well as work with both male and female classmates. To assure your competence, you will be asked to practice various hands-on techniques and use various pieces of equipment safely. These skills will be practiced on you by other students in your class who have varying levels of competency, as well as by you on other students. In

addition, your learning entails the dissection of a human cadaver.

Types of activities student will be expected to perform:

Treatment and examination techniques may involve feeling of anatomical structures, resistance to muscle contraction, stretching and compressing anatomical structures, mobilization and manipulation of joint and soft tissue structures, assistive exercises, positioning, mobility and transfer techniques. Use of machinery, mechanical devices and thermal agents includes, but is not limited to the following: the use of therapeutic electrical stimulation devices, hot packs, ice, and ultrasound. In human dissection, you will use sharp scalpels and bone saws.

Potential risks:

Risks are managed but present in the laboratory environment. In the course of having the above techniques practiced on you, or in performing the techniques on other students, you may experience muscle soreness, strain, sprains, tearing of connective tissue, syncope or falls, allergic reactions, infections and their sequelae. It is the student's responsibility to inform his/her classmates and faculty in charge if they have any pre-existing condition prior to any hands-on examination and/or treatment performed in class. In having electrical and thermal agents applied to you, you may experience slight electrical shocks, burns or frostbite. In the dissection labs, you may cut yourself with the scalpel or bone saw.

Potential benefits:

In practicing the skills required of a licensed occupational therapist in a supportive and educational setting, you will be prepared to effectively, efficiently, and safely evaluate and treat patients. In having the skills practiced on you, you will gain an appreciation of the experiences of actual patients.

Methods used to reduce the potential risks:

In all scheduled learning formats and environments, you will have faculty members as teachers and facilitators to instruct you and correct you in the required skills. Their instruction will include the precautions, contraindications and safe application of the techniques they will teach you. In all cases, the environment of any lab will be controlled to minimize risks, and faculty will indicate the appropriate use of any protective equipment. Faculty will be aware of and carry out any necessary emergency procedures. When students choose to practice lab techniques outside of scheduled class times and without faculty supervision, the chance of accidents occurring increases. You are not permitted to use electrical or deep thermal modalities without the direct supervision of a licensed occupational therapist.

You will be asked to disclose in confidence any conditions which may increase the risks described above or prevent you from fully participating as a provider or receiver of the activities that are part of your student experience.

Clinical Education:

All students will participate in the process of clinical Fieldwork experiences as described in the Fieldwork section of this handbook. Students are responsible for reviewing materials from many assigned sites and for complying with all regulations of that facility, including required immunizations, in a timely fashion. Assignments for experiences may not be accessible by public transportation. The student is responsible for his or her housing and transportation costs for all FW education experiences.

Students Rights:

I understand that I have the right to refuse to participate in any situation in which I feel I am not safe, my health is jeopardized, or my religious or cultural beliefs are jeopardized. If I feel the environment is unsafe, I may request that

the faculty member make reasonable modifications that will improve the safety of the environment. I also understand that course-grading requirements may include specific competencies in evaluation and treatment. Assuming that I have no condition which would prevent me from fully participating in the role of a patient or an occupational therapist, I understand that I will not be able to receive credit within the course for these experiences if I choose not to participate. I understand that I may ask questions about the activities required within the curriculum at any time. If I have further questions about my participation in laboratory experiences, I can contact the course instructor or my academic advisor. I have been given a copy of this consent form as part of my Program Manual in the Entry-Level Program in Occupational Therapy.

46. Policy on Criminal Background Checks (Also Found in the Fieldwork section of this handbook)

Many FW sites require the student to submit a criminal background check. The student is responsible for providing the results to the facility and proof that it was done to the AFWC. The fee for the background check is the responsibility of the student. Possible on-line services for criminal background checks: (There is a cost for the on-line service, and it varies from year-to-year.)

- “Advantage Students” at <https://www.advantagestudents.com/>
- “StudentCheck” for credentialing and background investigations. <http://www.precheck.com/student-background-check>
- *A felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination and may preclude attainment of state licensure.*

47. Policy on CPR certification

All students are required to maintain current American Heart Association CPR certification for Healthcare Providers. Students are responsible for knowing their current CPR renewal dates and attending re- certification sessions at their own expense. A copy of a current CPR card must be on file in the OTD program office.

APPENDIX A: AOTA CODE OF ETHICS

PLEASE READ THE AOTA CODE OF ETHICS AND ENFORCEMENT PROCEDURE FROM AOTA WEBPAGE. THESE TWO DOCUMENTS ARE AVAILABLE FOR FREE FOLLOWING THESE TWO LINKS:

FOR CODE OF ETHICS:

https://research.aota.org/ajot/article/74/Supplement_3/7413410005p1/6691/AOTA-2020-Occupational-Therapy-Code-of-Ethics?_ga=2.169769249.1256635796.1684700513-1244396380.1602595923

FOR CODE OF ETHICS ENFORCEMENT PROCEDURE:

https://research.aota.org/ajot/article/73/Supplement_2/7312410003p1/6612/Enforcement-Procedures-for-the-AOTA-Occupational

APPENDIX B: PROFESSIONAL ACCOUNTABILITY AND RESPONSIBILITY

I understand that the training of an occupational therapist requires one to be professionally accountable and responsible. I have read and understood my responsibilities under these policies in the handbook and agree to abide by these policies.

Signature of student

Student's name (please print)

Date

APPENDIX C: TECHNICAL STANDARDS

Occupational Therapy Department Lewis College of Nursing and Health Professions Georgia State University

ESSENTIAL TECHNICAL STANDARDS FOR OCCUPATIONAL THERAPY STUDENTS

Occupational Therapists are healthcare professionals who are experts in evaluating human learning and performance skills. Occupational Therapists analyze, select, and adapt activities for patients whose ability to cope with daily living and perform tasks necessary to care for themselves or others is compromised by developmental deficiencies, the aging process, environmental deprivation, or from physical or psychological, or social injury or illness. The OTD student at Georgia State University must have the abilities and skills to successfully complete all of the didactic and clinical experiences in order to effectively work with our clients.

Occupational Therapy Objectives: OT Student must be able to:

1. Plan and implement activities and programs to improve sensory and motor functioning at the level of performance normal for the patient's stage of development.
2. Teach skills, behaviors, and attitudes crucial to the patient's independent, productive, and satisfying social functioning.
3. Design, fabricate, apply, and instruct patients in the use of selected orthotic or prosthetic devices and other adaptive equipment which assists the patient to adapt to his or her potential or actual impairment.
4. Analyze, select, and adapt activities to maintain the patient's optimal performance of tasks and to prevent further disability.
5. Complete a comprehensive Occupational Therapy evaluation and conduct treatment in a clinical environment which may include measuring Range of Motion, strength, endurance, muscle tone, pain level, ADL skills, fine motor skills, transfer skills, functional mobility, balance, response to sensation, cognitive status, and home management skills.
6. Demonstrate the ability to communicate effectively and sensitively with patients and colleagues, including patients from different cultural and social backgrounds and in stressful situations. This includes, but is not limited to the ability to establish rapport with patients and communicate evaluation and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
7. Demonstrate the ability to record evaluation results, treatment plans, patient notes and outcomes clearly and accurately.
8. Demonstrate the ability to assimilate, analyze, synthesize, integrate information and problem solve to form the basis for their clinical reasoning.
9. Demonstrate the ability to maintain composure and continue to function well with patients who are undergoing periods of stress and may exhibit challenging attitudes or behaviors.
10. Demonstrate the ability to adjust to changing situations and uncertainty in clinical situations.
11. Demonstrate the ability to develop professional values, ethics, appropriate demeanor and rapport that are essential for professional education and quality patient care.

In order to successfully accomplish the objectives stated above, the OTD student must possess adequate **sensory / motor / skills, cognitive / judgement / observation skills, and communication / interpersonal / professional skills** as described below. These technical standards are necessary for full participation in the academic and fieldwork/clinical aspects of the OTD program at Georgia State University. Each occupational therapy student is required to meet these Essential Technical Standards with or without reasonable accommodation.

Essential Technical Standards:

Sensory / Motor Skills:

- Lift 10-50 pounds
- Rotate & twist trunk
- Bend/stoop
- Squat
- Balance
- Reach above shoulder level
- Kneel Push/Pull Carry
- Use hands repetitively
- Use light and firm grasp
- Use manual dexterity
- Use auditory/tactile/visual senses to evaluate client status
- Transition from different heights (chair - floor - plinth)
- Move within clinic/community setting on a variety of surfaces (steps, uneven ground)
- In an average academic / clinic day a student must be able to:
 - Sit: 2-6 hours
 - Stand: 2-4 hours
 - Walk/travel: 2 hours

Cognitive / Judgement / Observation Skills:

Attend class approximately 35+ hours per week which includes the following:

- Lecture
- Laboratory
- Task group meetings
- Integrated clinical experience
- Meets class standards for course completion
- Reading, studying and absorbing classroom materials
- Performs and/or instructs others in a timely manner in the following:
 - Transfers - performs and/or instructs
 - Activities of daily living (dependent through independent status) - performs and instructs
 - Splinting – performs
 - Therapeutic activities/procedures
 - Task and verbal group activities
- Carries out assessment procedures using sound judgment and safety precautions
- Applies critical thinking process to requirements of the academic learning experience in
 - Lecture
 - Laboratory
 - Integrated clinical experience

Communication / Interpersonal / Professional Skills:

- Addresses problems or questions to the appropriate person at the appropriate time
- Maintains personal appearance and hygiene conducive to professional student setting
- Travels or relocates to various locations required for internships and practicums
- Maintains work area, equipment and supplies in a manner conducive to efficiency and safety

- Models socially appropriate behaviors
- Manages time effectively
- Treats peers, faculty, staff, patient/clients with respect
- Conducts himself/herself in an honest manner in dealing with faculty, staff, guest speakers and peers
- Assumes responsibility for professional conduct and growth
- Is responsible for abiding by the rules and regulations of the Occupational Therapy Program, fieldwork facility and profession
- Follow all policies and procedures required by fieldwork sites and the OT program
- Complete all assignments from both FW sites and academic program
- Maintain patient/client confidentiality
- Communicates with peers, faculty and staff effectively and professionally
- Comply with dress code
- Meet attendance requirements
- Demonstrate professional standards of practice and adheres to AOTA code of ethics
- Maintain work area, equipment and supplies in a manner conducive to efficiency and safety
- Model socially appropriate behaviors
- Create an environment which maximizes client responses
- Document all required information
- Effectively adjust communication for intended audience
- Demonstrate problem solving skills in patient care
- Gather information needed prior to assessment
- Engage appropriately in a supervisory process
- Use sound judgment in maintaining professionalism when communicating with peers and patients or their caregivers
- Respect diversity and the values of others

Following acceptance into the Occupational Therapy Program, the OTD student is required to verify that he/she understands and meet these technical standards or that he/she believes that, with certain accommodations, he/she can meet the standards. For a student who believes that he/she can meet these standards with accommodation, the University's Access and Accommodations Center (<https://access.gsu.edu/>) will validate the need for accommodation and will work with the Occupational Therapy Department to determine if reasonable accommodation can be made. This determination will consider whether the accommodation would jeopardize clinician/patient safety or undercut an essential element of a course, clinical experience or internship. (Explanation of reasonable accommodation: <https://www.eeoc.gov/policy/docs/accommodation.html>)

Georgia State University does not discriminate against individuals on the basis of race, color, sex, religion, creed, age, sexual orientation, gender, disability, national origin, or veteran status in employment or the administration of the program and activities conducted by Georgia State University or any of its several departments now in existence or hereafter established.

Verification of Essential Technical Standards for the Occupational Therapy Doctoral Program:

I have read, understand, and meet the above technical standards set forth by Occupational Therapy Department of Georgia State University.

Full Name: _____

Signature: _____

Date: _____

APPENDIX D: SAFETY

A practicing occupational therapist or occupational therapy student...

1. Identifies and addresses potential and actual safety hazards.
2. Understands and abides by the policies and procedures of each clinic environment.
3. Uses sound judgment as related to State practice acts and laws governing the practice of Occupational Therapy
4. Reports unsafe conditions to appropriate personnel.
5. Assesses physical and cognitive limitations of self and others and requests assistance as necessary.
6. Determines safety and operational status of equipment.
7. Selects treatment interventions considering safety of client at all times.

Does not select treatment interventions in which:

- a. Patient's safety is compromised.
 - b. Other's safety is compromised.
 - c. Own safety is compromised.
8. Modifies evaluation and treatment based on client's signs, symptoms, and response to treatment. Modifies when:
- a. Safety of patient, others, or self is compromised.
 - b. Patient's discomfort exceeds levels necessary for procedure.
 - c. Patient's assistance is necessary and he/she is no longer able to assist.
 - d. Equipment becomes faulty.
 - e. Procedure is not yielding results necessary for evaluating client's physiologic/neuromusculoskeletal problems.

APPENDIX E: COMMUNICATION AND INTERPERSONAL SKILLS

A GSU occupational therapy student...

1. Demonstrates understanding of basic English (verbal and written).
2. Uses correct grammar and accurate spelling.
3. Expresses thoughts clearly (verbal and written).
4. Recognizes voice quality and avoids vocal distracters (e.g., sing-songing, sighing, like, uh).
5. Writes legibly.
6. Maintains eye contact.
7. Summarizes verbal or written messages clearly and concisely.
8. Presents verbal or written messages with logical organization and sequencing, using accurate professional and/or lay terminology.
9. Gives feedback constructively.
10. Respects personal space of patients and others.
11. Takes responsibility for mistakes; apologizes.
12. Recognizes worth and dignity of each person as demonstrated in the following manner:
 - a. Exhibits caring.
 - b. Maintains confidentiality.
 - c. Modifies response when appropriate.
 - d. Exhibits courtesy by using polite language, listening without interrupting.
13. Conveys empathy by recognizing and accepting others through tone of voice, body language and verbal expression.
14. Demonstrates flexibility by being cooperative in changing plans to meet the needs of peers, faculty, patients, and the institution.
15. Displays professional demeanor by supporting the institution in a positive way to peers, staff, and others.
16. Receives constructive feedback without defensiveness.
17. Maintains professionalism in all electronic or Internet communications.
18. Maintains professionalism in all group discussions, respecting others viewpoints even if they are different from his/her own.

Georgia State University
Department of Occupational Therapy
Approval Form for Electives

In order to fulfill the 6-credit electives requirement for graduation from the GSU Occupational Therapy Doctorate program, students may take courses offered outside the Occupational Therapy department. Any combination of course credits can be combined to total 6 credits for graduation (e.g., two 3-credit courses, one 2-credit course and one 4-credit course, etc.). All elective courses must relate to the occupational therapy program of study. Courses that support the development of a capstone project and relate directly to the broad areas of clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development may be applicable.

Students who are interested in completing elective courses outside the Occupational Therapy department should submit the following information to the Assistant Director of the OTD Program at least three weeks prior to the start of the semester in which the course is offered.

- Student Name:
 - College/Department offering the elective:
 - Course Number (e.g., OT6800):
 - Course Name:
 - CRN number:
 - Brief description of how this course relates to the OTD program of study and/or your future career interests. If the course relates to your capstone project, please explain how this course will contribute to the development of your project.
-
- Copy of the syllabus for the course

Within three weeks of receipt of this request, students will be notified of the decision to approve or deny the course for elective credits.

Student Signature: _____ Date: _____

Course Instructor Signature: _____ Date: _____

Assistant Director of OTD Program: _____ Date: _____

*Note: You will be sent a fillable PDF version of this form.

Student Self-Evaluation of Professional Behavior
Georgia State University Department of Occupational Therapy

Student: _____ Date of Review/Semester in Program: _____/_____

Instructions: Each semester, students should fill out self-ratings for each item, providing brief rationale for any rating below 4 along with an action plan for improvement. During scheduled student advisement, the faculty advisor and student will review responses and amend the action plan, as needed, to progress the student towards professional standards for entry-level practice. Note that all criteria in each item should be considered when rating behaviors.

- 1- Rarely shows expected behaviors
- 2- Sometimes shows expected behaviors
- 3- Often shows expected behaviors
- 4- Always (consistently) shows expected behaviors

		1	2	3	4
1	I demonstrate accountability and actively contribute during group work in and out of class				
	Student Rationale:				
	Action Plan:				
	Faculty Comments:				
2	I show respect, cultural sensitivity, and a positive attitude for faculty, staff, peers, clients, supervisors, and community partners (e.g., I acknowledge the unique nature of humans with diverse views and opinions, listen to others when sharing, etc.)				
	Student Rationale:				
	Action Plan:				
	Faculty Comments:				
3	I show initiation and self-directed learning by maintaining attention during learning opportunities, asking relevant questions, and acquiring information from a variety of sources to support independent learning				
	Student Rationale:				
	Action Plan:				
	Faculty Comments:				
4	I respond appropriately to constructive feedback				
	Student Rationale:				
	Action Plan:				
	Faculty Comments:				
5	I demonstrate critical thinking in coursework and during conversations				
	Student Rationale:				
	Action Plan:				
	Faculty Comments:				
6	I demonstrate dependability by being punctual for on- and off-campus classes/events, handing in assignments/forms according to due date, and returning from class breaks on time				
	Student Rationale:				
	Action Plan:				

	Faculty Comments:				
7	I communicate effectively & with professionalism in verbal contact				
	Student Rationale:				
	Action Plan:				
	Faculty Comments:				
8	I communicate effectively & with professionalism in written contact				
	Student Rationale:				
	Action Plan:				
	Faculty Comments:				
9	I communicate effectively & with professionalism in virtual contact				
	Student Rationale:				
	Action Plan:				
	Faculty Comments:				
10	I manage challenging peer interactions appropriately and compassionately or seek faculty support				
	Student Rationale:				
	Action Plan:				
	Faculty Comments:				
11	I demonstrate flexibility and effectively adjust to changes				
	Student Rationale:				
	Action Plan:				
	Faculty Comments:				

General Comments:

This evaluation has been reviewed with the assigned faculty advisor. The faculty and student have discussed self-reflection comments and have explored items in which self-reflection ratings do not align with observable behaviors, as noted directly by the faculty member or through reports from another faculty. The student and faculty agree to the above action plan for items rated as 1-3.

Student _____ Faculty Advisor _____

APPENDIX H: STUDENT APPEALS POLICY AND PROCEDURE

BYRDINE F. LEWIS COLLEGE OF NURSING AND HEALTH PROFESSIONS GEORGIA STATE UNIVERSITY

Student Appeals Policy and Procedures set forth in this document apply to all students enrolled in classes or programs in the Byrdine F. Lewis College of Nursing and Health Professions at Georgia State University. The appeals process provides for an impartial review of a grading decision that is alleged to be capricious, arbitrary or discriminatory. The appeals process may be used to appeal a final class grade, but is not intended for individual quiz or test grades. Students who have concerns about a quiz or test grade should discuss their concerns with the instructor. This document does not apply to petitions for a waiver of established policy or procedure from curricular and/or programmatic requirements. Information on such petitions is available in the BFLCN&HP Office of Academic Assistance. All students may obtain assistance in interpretation of appeals policies and procedures in the BFLCN&HP Office of Academic Assistance.

Step 1: Informal Instructor Review

The appeal procedure must be initiated by the student, but only after the student has made every effort to resolve the complaint informally with the instructor who is party to the complaint. The student should begin the informal effort at resolution with the instructor as soon as the complaint arises, but no later than five (5) working days after the first day of classes in the term immediately following the term in which the disputed grade was awarded. If the course in question has a course administrator/coordinator who is someone other than the instructor who is party to the complaint, the course administrator/coordinator should be involved in this initial step in the process.

Step 2: Informal Department Head/Assistant Dean Review

If the informal discussion with the instructor and, if applicable, the course administrator/coordinator, fail to reach a resolution satisfactory to the student, the student may seek resolution with the Department Head/Assistant Dean of the instructor's Division no later than five (5) working days after the conference with the instructor. The Department Head/Assistant Dean will meet with all parties involved and will render a decision. If the decision is to uphold the grade, and such grade causes the student to be suspended from the program, the Department Head/Assistant Dean will decide in accordance with Department/School policies regarding the student's continuation in the program.

Step 3: Formal College Review by Associate Dean

If the student continues to feel that he/she has been awarded a grade in an arbitrary, capricious or discriminatory manner, the student may appeal in writing to the Associate Dean of Academics Affairs of the Byrdine F. Lewis College of Nursing and Health Professions. The appeal must reach the Associate Dean within five (5) working days after the conclusion of the informal efforts at resolution. The written appeal must include the following documentation:

- A. A statement of the complaint, including specific details regarding the action(s) or event(s) leading to the appeal. The statement must also include evidence to support the student's allegations of discrimination and/or arbitrary or capricious action on the part of the instructor.
- B. A statement of the redress being sought;
- C. Steps already taken;
- D. Reason for dissatisfaction with the decision from the informal process;
- E. Include your name, current mailing address, phone number, and e-mail in your correspondence with the Associate Dean.

The Associate Dean will review the student's written appeal as well as request documentation from the instructor and Department Head/Assistant Dean. After review, the Associate Dean will meet with all parties involved at his/her

discretion, and will rule on whether or not there is sufficient basis for the appeal to be heard further in accordance with the following assumptions without ruling on the merits of the case:

- A. No student appeal of a grade by an instructor shall be heard by the Student Appeals Committee until the student has sought satisfaction of the complaint by conference with the instructor and the Department Head/Assistant Dean;
- B. An instructor shall not be required to answer to any authority concerning the Basis of his/her professional or clinical judgment about the didactic, laboratory or clinical performance of a student, unless the petitioner is able to document clear evidence of arbitrariness, capriciousness, or discrimination.
- C. Any appeal on performance standards, grades, and grading system shall follow the procedures specified in this document, which is published as the official policy and procedures of the Byrdine F. Lewis College of Nursing and Health Professions at Georgia State University.

If the Associate Dean determines there is no basis for the appeal to be heard further, all parties involved will be notified in writing.

Step 4: Formal College Review – Hearing Panel

If the Associate Dean determines there is basis for the appeal to be heard further, the appeal will be forwarded to the Chair of the Student Appeals Committee within five (5) working days from receipt of the student's written appeal. The student and the instructor each have a right to strike one member of the Student Appeals Committee and the remaining committee members will comprise the Hearing Panel.

During periods of time when some members of the Student Appeals Committee are not under contract or not on campus (such as during summer semester), the Associate Dean for Academic Affairs will ask the student and faculty member to each submit the names of at least two students who are currently enrolled for classes and at least two faculty members in the College who are not members of the faculty in the division/school in which the complaint was initially filed. Additionally, the Associate Dean shall designate one faculty member who is from the department/school in which the complaint was initially filed. Both parties shall have the privilege of striking one name from the proposed lists. From the lists of names submitted by the student and faculty member, and after names have been stricken, the Associate Dean shall appoint a Hearing Panel of at least one student currently enrolled in classes and at least two faculty members. The Associate Dean shall appoint the Chair of the Hearing Panel from the membership of the Ad Hoc Committee.

The Student Appeals Committee Chair will arrange for a date and time for a formal hearing that is to be held within five (5) working days of receipt of the appeal from the Associate Dean. All parties will be notified in writing as to the date, time and location of the hearing. The notification will include the Guidelines Governing the Conduct of a Hearing. The Chair of the Student Appeals Committee will also distribute all documentation to members of the Hearing Panel for the Panel to review three (3) working days prior to the hearing date.

The student Appeals Committee will consider all evidence and the Committee Chair shall report findings and make recommendations, in writing, to the Dean of the Byrdine F. Lewis College of Nursing and Health Professions within five (5) working days of the conclusion of the hearing.

Step 5: Formal College Review – Dean

The Dean will notify all parties of his/her decision within five (5) working days after receiving the Committee's recommendations. The Dean's decision is final within the College.

Step 6: Formal University Review – Provost and Vice President for Academic Affairs

If the student is dissatisfied with the decision of the Dean, he/she has the right to appeal the decision to the Provost and Vice President for Academic Affairs within ten (10) working days of the response from the Dean.

APPENDIX I: STUDENT PETITION FOR WAIVER POLICY AND PROCEDURES

BYRDINE F. LEWIS COLLEGE OF NURSING AND HEALTH PROFESSIONS GEORGIA STATE UNIVERSITY

The Student Petition for Waiver Policy and Procedures set forth in this document apply to all students enrolled in classes or programs in the Byrdine F. Lewis College of Nursing and Health Professions at Georgia State University. The process provides students with the procedure to follow if they wish to petition for a waiver of established policy and procedure from curricular and/or programmatic requirements. All students may obtain assistance in interpretation of appeals policies and procedures in the BFLCON&HP Office of Academic Assistance.

1. The student must submit a petition in writing to the Department Head/Assistant Dean of the Department/School in which he/she is enrolled. The petition should include the following:
 - A. The policy or procedure from which the student is seeking a waiver and the deviation being sought;
 - B. The reason(s) why the exception to policy or procedure should be granted;
 - C. If desired, a request to meet with a faculty committee to present the petition
 - D. Students must include their current mailing address, phone number, and email in the petition.
2. The Department Head/Assistant Dean will meet with the student, the appropriate people in the academic unit, and others, as needed. The Department Head/Assistant Dean will notify the student in writing of the decision.
3. If the student is dissatisfied with the decision of the Department Head/Assistant Dean, he/she may further appeal in writing to the Dean of the Byrdine F. Lewis College of Nursing and Health Professions within ten (10) working days. The written appeal should include the following:
 - A. A copy of the original written petition to the Department Head/Assistant Dean;
 - B. A copy of Department Head/Assistant Dean decision letter;
 - C. The student's reason(s) for continuing the petition process.
4. The Dean will make a decision about the petition and notify the student in writing. The Dean's decision is final within the College.
5. If the student is dissatisfied with the Dean's decision, he/she may further appeal in writing to the Provost and Vice President for Academic Affairs within ten (10) working days from receipt of the Dean's decision.

APPENDIX J: LEWIS COLLEGE CRITICAL INCIDENT REPORT FORM

BYRDINE F. LEWIS COLLEGE OF NURSING AND HEALTH PROFESSIONS

Critical Incident Report Form

Instructions: This form is to be used to report any event or situation that creates a significant risk of substantial or serious harm to the physical or mental health, safety or well-being of a student, faculty or staff member. Completed forms are to be forwarded to the Associate Dean for Academic Affairs within 24 hours of the incident.

Name of Student or Faculty/Staff: _____

Panther ID#: _____ Contact #: _____

Email address: _____

Today's Date: _____

Description of incident being reported (An attached written report is preferred):

LOCATION WHEN OCCURRED

___ Clinical facility

___ Community health fair or other event

___ Georgia State University

Other (specify) _____

Lewis College Faculty/Staff Member

Date

Unit Head

Date

Date received to Dean's Office: _____

**GEORGIA STATE UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY**

Verbal Warning/Critical Warning Report

Directions: Record each entry clearly and without reflecting any biases.

Student Name: _____

Evaluator/Observer: _____

Date: _____	Time/Place: _____
Type of Warning (circle one): VERBAL CRITICAL WARNING REPORT	

Describe the Incident/Behavior Observed:

Describe the Feedback/Interaction with the Student:

Advisor Contacted (circle one):	YES	NO	
Attach any supporting documents, emails:	YES	NO	

Student's signature

Evaluator's signature

STUDENT ACCIDENT REPORT
Georgia State University

Student involved in accident:

Name: _____ **Student ID #** ____ - ____ - ____

Address: _____

Contact #: _____

Sponsored University Activity: _____

Date and Time of Accident: _____

Full description of the Injury and Accident:

Witnesses:

Name: _____ **Address:** _____ **Telephone:** _____

Immediate aid and assistance given by the activity leader or his or her designated representative at the accident site.
Please specify what type of aid and assistance were given:

Activity Leader, Attending Nurse or Classroom Instructor Date

Department

Phone

AGREEMENT FORMS

The following forms are to be read, understood and signed by the student at the start of the Occupational Therapy Program.

**GEORGIA STATE UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY**

HIPAA POLICY

The HIPAA (Health Insurance Portability and Accountability Act) creates national standards to protect individuals' medical records and health information. As a student you will have access to privileged and confidential information. As a learning experience, students share verbal and written reports. Students must assure that all use of the patient's name, or other identifiers is avoided. Only the minimum necessary amount of information should be disclosed. Students must inform patients that their information may be used for educational purposes. Students will abide by the established HIPAA policies and procedures in their clinical facilities.

This information is also found in your Student Handbook under Policy #38 [HIPAA Policy](#).

Signature of student: _____

Student's name (please print): _____

Date: _____

**GEORGIA STATE UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY**

OSHA POLICY

The OSHA (Occupational Safety and Health Administration) standards and guidelines regarding a safe work environment when handling hazardous chemicals and blood-borne pathogens have been explained.

I have been informed of my rights and responsibilities under these regulations.

Signature of student: _____

Student's name (please print): _____

Date: _____

**GEORGIA STATE UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY**

INFORMED CONSENT FOR TREATMENT BY FELLOW STUDENTS AND/OR FACULTY RELEASE FORM

I understand that the training of an occupational therapist requires practicing of physical assessments and treatment modalities. Such practice may require that I allow fellow students or faculty to perform such assessments or treatment modalities on me, and I consent to have these activities performed on my person. Neither Georgia State University, the Board of Regents of the University System of Georgia, nor employees of either, shall be responsible for any accident or injury that may occur, whether caused by their negligence or otherwise. I release the parties listed above from any liability that might arise out of any injuries that I might incur as a result of my participating as a subject for the practice of physical assessments and treatment modalities.

Signature of student/participant: _____

Participant's name (please print): _____

Date: _____

**GEORGIA STATE UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY**

POLICY FOR RISK AND LIABILITY

I _____ acknowledge and have provided necessary documentation of both **professional liability** and **personal health insurance** to be maintained during my professional education with the Department of Occupational Therapy at Georgia State University.

Signed: _____

Date: _____

**GEORGIA STATE UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY**

RECEIPT OF STUDENT HANDBOOK

Student Name _____

on the _____ of _____, _____
Day Month Year

I have received and reviewed the materials in Georgia State University's Department of Occupational Therapy Student Handbook. I understand that I am responsible for all the information contained in the handbook and that I must comply with the policies that are described there in and follow any updates given. (Please Sign Below).

Student Signature

**GEORGIA STATE UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY**

DEPARTMENT POLICIES

(Please initial next to each line.)

- _____ The schedule of classes for the Department of Occupational Therapy has been explained to me.
- _____ I understand that I may need to attend a different section from the one in which I registered based on guest lecture availability, testing and skills practical scheduling, peer presentation schedules, and/or other learning opportunities designed to maximize clinical or didactic experiences.
- _____ I understand that classes may require observation experiences and/or may be held outside of the normal classroom pre-assigned schedule. These changes may occur based on guest lecture availability, clinic observation availability, research subjects' availability, and/or other opportunities designed to maximize clinical experiences.
- _____ I understand that some classes may meet outside the time scheduled, including weekends. These changes may occur to meet the needs of research projects, capstone experience, presentations, webinars, fieldwork requirements, or for any other outside classroom experience.
- _____ I understand that this program generally uses a flipped design for instruction, (i.e., the time typically allocated for in-class lecture will be spent on independent review of pre-recorded and linked content). This model necessitates students dedicate time to learning content PRIOR to scheduled class times to maximize learning outcomes.
- _____ I understand I am required to present in the Lewis College Graduate Student Research Conference.
- _____ I understand that some classes may require use of a computer and internet service and it is my responsibility to have access when necessary.
- _____ I understand that I am in a graduate training program that is preparing me to be a professional in occupational therapy. As such, I must make myself available for all academic training opportunities; work-related conflicts are neither a valid excuse for an absence nor a justification for requesting an alteration to the schedule.
- _____ I understand that the department is not involved in managing holds on registration, and I am responsible for working with the respective university office in order to register for classes. I understand the department cannot reserve spots in a particular section if I have a hold on my account.
- _____ I understand that the OTD program is a rigorous, fast-paced curriculum with many assignments. As such, multiple courses may have similar deadlines for assignments or exams. I understand that time management and organization are professional behaviors that are critical for success in this program, and I will adhere to deadlines set forth in the syllabus.
- _____ I understand that I need to initiate the scheduling of a meeting with my academic advisor every semester.
- _____ I understand that I need to follow the department's professional guidelines in relation to (timely) attendance, (adequate) preparation, (adequate clinical and didactic) participation, and (professional and respectful) attitude (APPA).

Signature of student: _____ Printed Name: _____ Date: _____

**GEORGIA STATE UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY**

RELEASE AND COVENANT NOT TO SUE AND PERMISSION TO BE PHOTOGRAPHED

(Read carefully before signing)

For and in consideration of Georgia State University and the Board of Regents of the University System of Georgia, I grant permission to be photographed and videotaped for the Department of Occupational Therapy at Georgia State University. I hereby release and covenant not to sue the Board of Regents of the University System of Georgia, the employees, officers, members, servants, and agents of each from all claims, demands, rights, and causes of action. I understand that I am participating as an uncompensated volunteer, and that I am not an employee of the Board of Regents of the University System of Georgia or Georgia State University. I understand that I will receive no benefits or compensation. I understand that the video will be used for educational purposes only. I understand that photographs taken may be used for promotional purposes and may be released in a public venue.

I hereby certify that I am 18 years of age or older and suffering under no legal disabilities, and that I have read the above carefully before signing.

Signature of participant or legal guardian if under 18

Participant's name (please print)

Address: _____

Witness: _____

Introduction to the Clinical Education Requirements:

Welcome to the clinical education requirements for the OTD Program. The clinical education requirements include the fieldwork (FW) component of your occupational therapy education consisting of level I and Level II FW experiences. In addition, the doctoral capstone is required and consists of two parts; the capstone project and the capstone experience. ACOTE requires OTD students to complete all level II fieldwork experiences and the doctoral capstone project and experience within a reasonable time following completion of the didactic portion of the program (2018).

FIELDWORK

Fieldwork is an integral component of occupational therapy education. These experiences provide the student with the opportunity to participate in professional responsibilities under the supervision of a qualified occupational therapy practitioner and other healthcare professionals. Acting as a mentor and a role model, the Fieldwork educator provides the student with opportunities to gradually become independent practitioners and to achieve entry-level competency.

As defined in the Accreditation Council of Occupational Therapy Education (ACOTE) Standards, each student is required to complete a combination of Level I Fieldwork experiences (observation) and Level II Fieldwork experiences (performance based) integrated into the curriculum.

Level I FW experiences are woven throughout the curriculum. The AOTA Standards describe the goal of Level I Fieldwork is “to introduce students to the fieldwork experience, and develop a basic comfort level with an understanding of the needs of clients.” Level I Fieldwork is not intended to develop independent performance, but to “include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.”

Citation: <http://www.aota.org/education-careers/fieldwork/leveli.aspx#sthash.PTf6R3T3.dpuf>

Level II FW experiences consist of at least two 12-week (full time or equivalent) experiences upon successful completion of the didactic portion of the program for a total of 24 weeks. The goal of Level II FW is to “develop competent, entry-level, generalist occupational therapists. These fieldwork experiences are integral to the program’s curriculum design and include in-depth experiences 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.”

Citation: ACOTE 2012

Academic Fieldwork Coordinator (AFWC) and Fieldwork Educator (FWEd) Responsibilities:

“The AFWC is an individual employed by educational institutions to implement the fieldwork education program. This individual is responsible for the program’s compliance with Accreditation Council for Occupational Therapy Education (ACOTE®) standards related to fieldwork education. An FWEd is a practitioner who agrees to supervise students’ fieldwork experiences. AFWCs collaborate with FWEds to

develop fieldwork education objectives and experiences and to make sure that student supervision is effective and ensures the safety and well-being of all stakeholders.”

Citation: The American Occupational Therapy Association An Advisory Opinion for the AOTA Ethics Commission Promoting Ethically Sound Practices in Occupational Therapy Fieldwork Education. AOTA 2014.

In order to be retained as a FW site, each site must provide a quality educational experience for the students and meet *Commission of Education requirements for Level I and Level II sites* and have a signed contract with the Byrdine F. Lewis School of Nursing and Health Professions. The availability of fieldwork sites include traditional settings in pediatrics, geriatrics, adult physical disabilities, and mental health as well as non-traditional and emerging practice in community health.

Citation:<http://www.aota.org//media/Corporate/Files/EducationCareers/Educators/Fieldwork/LevelIII/COE%20Guidelines%20for%20an%20Occupational%20Therapy%20Fieldwork%20Experience%20--%20Level%20II--Final.pdf>

Laws Related to Clinical Experiences

- **The Federal Family Educational Rights and Privacy Act:** (known as the Buckley amendment)
(Relates to privacy of student records)

Fieldwork is a continuation of the educational experience thus an extension of the academic program. Faculty cannot release information regarding student grades to a FW site without the student's written consent. The student would need to sign a release form if he/she wishes the AFWC to discuss academic performance with the FWEd. This issue may arise when a student is being reassigned after failing a Level II FW experience. The AFWC will meet with the student to discuss the issue prior to reassigning the FW placement. The student can then make the decision to disclose information, not to disclose information, or to sign a statement allowing the AFWC to discuss the issue with the FWEd.

- **The Rehabilitation Act of 1973: (Section 504)**

This act provides protection for individuals with disabilities from being excluded from participation in, denied the benefits of, or be discriminated by any program or activity that receives federal funding.

- **Americans with Disabilities Act (ADA): 1990**

This law was passed to protect individuals with disabilities from discrimination in the areas of employment, public services, public accommodations and telecommunications services.

Because FW is a mandated component of the education required to become an occupational therapist, FW is considered pre-employment. Under the ADA FW sites must use the same standards for students as they do for their employees.

Disclosure of a Disability

Georgia State University is committed to providing a quality and equal education to all students. Self-disclosure of a disability is entirely voluntary. However, disclosure and submission of current documentation verifying a disability is required to determine eligibility and identify reasonable accommodations. If a student is diagnosed with a disability and would like to request academic accommodations, please contact the Access and Accommodations Center, Student Center East, Suite 304, phone number 404-413-1560. The information the student provides is confidential and is only disclosed to University personnel responsible for coordinating disability services for the University.

The student has the right to choose whether to disclose or not to disclose a diagnosed disability to the FW site. Under the ADA, institutions (including fieldwork sites) are obligated to make reasonable accommodations only for the known limitation of an otherwise qualified student with a disability. Notification of the need for accommodation must occur if the student desires accommodations during FW. Students who wish to disclose a disability for the purpose of accommodations need to have gone through the Access and Accommodations Center. The AFWC does not have the right to disclose a student's disability to a FW site without written permission from the student. Students with disabilities who want accommodations on their FW placements are encouraged to disclose their disability as early as possible to the FW site or to give permission to the AFWC, in writing, to disclose this information to the site **after** the placement has been made.

Students Rights and Responsibilities

The occupational therapy student is responsible for following the requirements of the contract. The student also has an opportunity to provide feedback to the OT program regarding the quality of the experience and level of supervision. Students are responsible for keeping the following records current and accessible for use during fieldwork rotation. Some FW sites require additional certifications or immunizations along with the requirements below. It is the responsibility of the student to comply with all fieldwork site health requirements. Information regarding site requirements may be obtained from the fieldwork office and should be confirmed with the site during the student's initial contact with the FWEd.

Before starting at any clinical education site each student must have:

- Satisfactory completion of all required courses in the occupational therapy curriculum.
- **CPR / First Aid Certification**
Combined Cardiopulmonary resuscitation (CPR) and First Aid certification is required for all OT students prior to clinical internships. The certification must be the Basic Life Support for Healthcare Providers, American Heart Association. Each student shall provide a copy of their certification to the Department Secretary prior to the first Level 1 FW experience.
- **Hepatitis B Vaccine or Waiver**
Students will receive training regarding the OSHA Standard on Blood-borne Pathogens regarding universal precautions and risk factors for contracting Hepatitis B as healthcare workers, after which students must pass a test demonstrating understanding of the information. The student must provide evidence that the HepB vaccination has been started, completed or declined. A declination form will be provided.
- **TB Skin Test**
Students must update their TB skin test annually. Many facilities require a two-step Mantoux TB skin test. This test will be updated at least 3 months prior to the clinical internship. A copy of the negative skin test must be submitted to the OT Department Administrative Assistant. The occupational therapy department will retain a copy of the negative test or proof of a clear chest x-ray and FW sites will be informed of the student's status.
- **Physical Exam**
Students are required by the GSU OT department to have a physical exam completed before starting the OTD program. A copy of this should be given to the OT Department Administrative Assistant.
- **Immunizations**
Some FW sites require immunization records. A copy of these should be given to the OT Department Administrative Assistant and the student is responsible for providing proof of completion to the FW site.
 - The following immunizations are required for the protection of students and patients.
Please provide proof of vaccination or positive titer:
 - Measles, Mumps, Rubella (MMR) titer.
 - Tuberculin skin test (PPD)
 - Hepatitis B titer
 - Diphtheria Tetanus (DT)

- Chicken Pox titer
 - If a titer is required for MMR, Hepatitis B, or Chicken Pox/varicella and does not confirm immunity, the student will begin the vaccination process and will provide a titer once complete to show immunity.
 - The PPD must be taken within 1 month of beginning the program, and some clinical assignments will require a PPD every 6 months or within 1-2 months of starting a clinical rotation during the program. Otherwise the PPD or chest x-ray is required once a year. The Hepatitis B sequence must be started by the August entry, and the series must be completed by the second semester of the year (spring semester). The Diphtheria Tetanus vaccination must be within 10 years of entry into the program. Failure to complete the physical exam prior to the beginning of FW, or provide documentation of all immunizations, will result in the student being withheld from clinical attendance and the student being dismissed from the program.
 - It is also recommended that students obtain the following immunizations as they are often required by sites due to the vulnerable populations receiving services at those sites. Failure to obtain these immunizations may result in not being able to be placed at certain fieldwork locations such as: hospitals, skilled nursing facilities, and home health agencies for example.
 - Flu
 - COVID-19
- **Criminal Background Check**
 Many FW sites require the student to submit a criminal background check. The student is responsible for providing the results to the facility and proof that it was done to the AFWC. The fee for the background check is the responsibility of the student. Students will use **Advantage Students** (an on-line company) at advantagestudents.com for the criminal background check: (There is a cost for the on-line service and it varies from year-to-year.)

PLEASE NOTE: A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and may preclude attainment of state licensure.
- **Drug Testing**
 Drug testing is commonly required by employers of healthcare facilities. The student will use "Advantage Students" for the drug screen in addition to the criminal background check. The student is responsible for providing the results to the facility and proof that this requirement has been completed to the AFWC. Any fee associated with a drug test is the student's responsibility. If a student tests positive after a drug test, the facility will immediately discontinue the student's FW experience and the AFWC will follow GSU guidelines outlined in the University graduate catalog.
- **Records for Clinical Education**
 Students are responsible for providing documentation of each of the above requirements to the OT Department Administrative Assistant or AFWC. Due dates for providing documentation will be provided and those dates are FIRM. It is necessary for students to keep the original of these health records with them and take them to the FW site in the event the facility needs to view them.
- **OSHA Blood Borne Pathogens and Universal Precautions Training**
 Students will complete training on OSHA blood borne pathogens transmission and universal precautions. Upon completion students will take a quiz, which they must pass at an 80% or better.

The student is responsible for printing and turning in to the department Secretary a certificate of successful completion. The training will be required prior to the first FW experience and annually thereafter.

- **HIPAA Training / Patient Confidentiality**

Students will complete training on HIPAA guidelines and requirements related to protected health information. Upon completion students will take a quiz, which they must pass at an 80% or better. They will receive the training prior to the first FW experience and annually thereafter

- **Liability insurance**

GSU offers a blanket professional liability student policy that covers each student during all FW experiences and each student is required to purchase coverage to attend FW. Proof of the student's purchase of the insurance (email copy of the receipt) is to be submitted to the OT Department Administrative Assistant. Proof of the policy can be provided to FW sites upon request. Professional liability does not include personal health/medical coverage. There is a small fee for the liability insurance. The GSU liability insurance yearly cycle runs from August 1 through July 31 and must be renewed each year of the OTD program. On occasion a FW site may require students to purchase additional liability insurance.

- Personal or family **medical insurance** which provides coverage in the geographic area to which the student will be going, is required and a copy of the insurance card is to be submitted to the OT Department Administrative Assistant.

Onboarding

Prior to beginning a fieldwork placement with some facilities, students may be required to complete an onboarding process. This is site-specific, and each facility has a different process and requirements. Students will need to make sure that all of their paperwork is updated annually, including liability insurance, CPR Certification, vaccinations, background check, flu shot, and TB skin test. Many sites, including many of the larger hospital systems, use a program called ACEMAPP. If you receive a fieldwork rotation with a fieldwork site that is affiliated with ACEMAPP, you will be required to pay a one-time fee of \$50.00 to create an account. This account will allow you to complete your required paperwork through an online portal. If you have any difficulties with the ACEMAPP system, please contact their help desk at 844-223-4292.

Dress Code Policy

Students are expected to present a professional appearance at all fieldwork facilities. Because dress codes at facilities vary widely, this information should be obtained from each site prior to starting the fieldwork. Good personal hygiene is also important.

- Be sure to wear your name tag.
- Closed toe shoes (no sandals or flip/flops or shoes with high heels) will be worn at all times unless engaging in an activity in which shoes are not normally worn.
- Clothing will be clean and neat.
- The GSU OT Department polo shirt can be purchased and worn for fieldwork experiences.
- The following are **not** appropriate attire:
 - See-through clothes. Tops with spaghetti straps
 - Shorts
 - Midriff or halter tops / tops that expose skin when bending

- Women's cleavage should not be showing
- No hats or caps unless outdoors (or unless culturally/religiously appropriate)
- Excessive jewelry or long nails that would interfere with treatment
- Noticeable perfumes that could bother others due to allergies, sensitivities to strong smell

Attendance Policy

Students are expected to demonstrate professional behaviors with regard to attendance and punctuality during all fieldwork experiences. If a student is absent due to illness or an emergency, it is that student's responsibility to notify the FWEd as soon as possible.

During Level II FW a student may be absent due to illness or an emergency for a maximum of three days. The three days may not be taken as vacation days. For special circumstances, such as a family wedding, the student may request limited time off. It is up to the FWEd to grant or deny the request. For this situation, the missed time should be made up by working extra days, such as Saturdays, or extending the length of the fieldwork. It is expected that you will take the same holidays as the staff at your assigned facility. University student holidays do not apply to you during your affiliation. Holidays taken during fieldwork are not a part of the three-day limit of days off due to illness or emergency. The FWEd will determine whether the student needs to make up the missed day due to a holiday. ***Planned absences of more than one day must first be approved by the Academic Fieldwork Coordinator prior to requesting approval of the FWEd.***

Professional Ethics

Students are expected to incorporate AOTA standards and ethics policies while participating in their FW experiences and take responsibility for their professional development. Students are expected to become familiar with and comply with the rules and regulations of the assigned facility. Students should request that this information be provided to them during facility orientation if the facility does not volunteer this information.

Financial Responsibilities

Students are responsible for all costs associated with the Level II fieldwork experiences and should plan accordingly. Expenses include, but are not limited to their housing, transportation, tuition to the university, medical and liability insurance, and food.

Students' Rights

In Addition to your responsibilities as a FW student, you are also entitled to your rights which include:

- Being appropriately supervised by experienced therapists and fieldwork educators
- Receiving feedback and evaluation in a timely manner and on a regular basis
- Contacting the AFWC or FWEd at any time to discuss performance standards, clinical procedures, documentation, and patient treatment practices that the student feels are discriminatory, capricious, or unethical.
- Being treated fairly and not being discriminated against in the selection of fieldwork facilities or by any representative of the academic or fieldwork facility. See the Georgia State University Policy on Non- Discrimination.

LEVEL I FIELDWORK

Level I fieldwork experiences are completed throughout the didactic portion of the occupational therapy program based on the coursework being taught each semester.

The AOTA does not require a specific number of hours for Level I FW experiences but allows each program to set the time requirements for its for students.

Purposes of Level I FW experiences include:

1. Exposing the student to individuals with deficits in occupational performance and observing how these deficits affect their function and quality of life.
2. To expose the student to a variety of settings and client populations and observe how the knowledge and skills they are developing in class is applied to our clients in the clinics.
3. To provide the student with clinical models using a variety of frames of reference in the delivery of occupational therapy services.

According to the AOTA Standards “Level I experiences may include those directly related to occupational therapy, as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of individuals throughout the life span. Day care centers, schools, neighborhood centers, hospice, homeless shelters, community mental health centers, and therapeutic activity or work centers are among the many possible sites.

Level I Fieldwork may also include services management and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences. Populations observed in Level I experiences may include disabled or well populations, as well as age-specific or diagnosis-specific clients.

Supervision:

During the Level I FW experiences, the students will usually, but not always, have an occupational therapist or occupational therapy assistant as their supervisor. Qualified personnel for supervision of Level I Fieldwork may include, but are not limited to, academic or fieldwork educators, occupational therapy practitioners, psychologists, physician assistants, teachers, social workers, nurses, physical therapists, social workers, etc. The supervisors must be knowledgeable about occupational therapy and understand the goals and objectives of the Level I Fieldwork experience.

All occupational therapy practitioners who supervise our Level I students will be qualified, have a current license in the state in which they practice, and have a minimum of 1-year experience and expertise in their area of practice. This information will be gathered by the AFWC through questionnaires to the facilities, updated as needed and retained by the AFWC.

For Level I FW educators who are not occupational therapy practitioners, evidence of appropriate documented qualifications (including but not limited to professional license, certification, evidence of professional degree and appropriate work experience) will be collected and retained by the AFWC.

For Level I Fieldwork experiences in most practice settings the ratio of FWEd to student will be 1:1 or 1:2. There are several mental health and community-based sites that will work well having small groups of

students (3-4) working together with 1 supervisor. An individual plan for this type of group supervision will be developed on a case-by case basis by the AFWC and the FWEd. In all cases the supervision ratio must be sufficient to ensure adequate time for feedback and assessment.

The OT Practice Framework: Domain and Process (4th edition) can assist the student in gaining patient and clinical observation skills in each of the four practice areas of Level I FW experience. The areas include mental health, physical rehabilitation, geriatrics, and pediatrics.

Students should be aware that Level I Fieldwork cannot be used as a substitute for Level II Fieldwork or any part of a Level II Fieldwork. Level I fieldwork is graded on a pass/fail basis.

Citation: AOTA Commission on Education (COE) and Fieldwork Issues Committee (FWIC) Amended and Approved by FWIC 11/99 and COE 12/9

Level I Fieldwork Goals and Objectives developed in collaboration with Fieldwork Educators

- *Demonstrate professional and reliable and work behaviors:*
 - Adheres to facility dress code
 - Demonstrates good use of time
 - Takes initiative and assumes responsibility for learning
 - Accepts and responds appropriately to feedback and supervision
 - Conducts self ethically with appropriate consideration and attitude
- *Demonstrate effective communication within the clinical setting:*
 - Establishes positive working relationship with interdisciplinary team members
 - Establish meaningful and therapeutic relationships with clients and caregivers
 - Produce clear, concise, and professional documentation
 - Demonstrates ability to collaborate/consult with client/family regarding treatment plan /goals
- *Develop ability to use accurate observation skills of clients and to perform introductory client interaction and assessment skills:*
 - Observe the client interview process
 - Observe the administration of screening and/or assessment tools
 - Develop ability to make astute observations of clients interacting in their environment
 - Formulate general therapeutic goals and objectives
- *Observe and describe the characteristics of various occupational dysfunctions and various theoretical frames of reference and/or treatment techniques for working with these clients:*
 - Complete Level I Fieldwork assignments as provided by AFWC and/or fieldwork educator
 - Demonstrates the ability to communicate with clients/families regarding the perspective and value of occupational therapy
 - Be familiar with appropriate selection and application of a variety of therapy evaluations and therapeutic activities commonly used with clients of varying occupational dysfunctions across the age continuum

FW I Seminars

In each of the didactic semesters of the program, the FW Seminar course will be the conduit that connects and strengthens the didactic coursework with the Level I Fieldwork experiences. The AFWC, in collaboration with the other faculty, will design guiding questions, assignments and other learning experiences to be used to facilitate clinical reasoning processes and enhance client-centered, occupation-based reflective practice. The students will also have the opportunity in the Level I FW Seminars to analyze and discuss their experiences in fieldwork and relate them to what they have learned in the didactic courses. ***Level I FW cannot be substituted for any part of a Level II FW.***

Assignments / Grading

The Level I FW experience and the Fieldwork Seminar are combined to give the student a single grade. The designated instructor will establish assignments that are unique for the particular semester and type of Fieldwork experience the student is having. ***The instructor will be responsible for grading the assignments and for assigning the final grade at the end of the semester. The FW Ed will be responsible for completing a Level I Fieldwork Professional Development Form to assess the student's overall progress and performance during the Fieldwork experience. The student is responsible for ensuring that the instructor receives the Fieldwork Form at the end of the Level I FW experience. The student's grade for the FW Seminar/Fieldwork experience will not be submitted to the university until the Fieldwork Feedback form is received by the designated instructor.***

LEVEL II FIELDWORK

The ACOTE Standards describe fieldwork as “a crucial part of professional preparation.” Level II FW placements are designed as the final step in the integration of academia and professional practice. The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists (AOTA, 2012).

A minimum of 24 weeks of Fieldwork Level II experience is required by ACOTE. Georgia State University’s Occupational Therapy Program requires successful completion of two 12- week FW experiences in 2 different practice settings. However, a 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 practice areas.

Level II FW experiences are typically completed on a full-time basis, but a student can petition to complete it on a part-time basis (at least 50% of an FTE) for special situations. The student must complete all required FW experiences within 2 years of completing the didactic portion of the program. Students can appeal this requirement based on specific individual circumstances.

The student must pass both Fieldwork II rotations to graduate from Georgia State University. It should be noted that most employers require graduation from an accredited school, including completion of Level II fieldwork, and completion of the NBCOT certification examination prior to hiring a newly graduated occupational therapist.

Many states will issue a provisional license to practice as long as the student has applied to take the NBCOT exam. For further detail please refer to **Commission on Education Guidelines for Level II Fieldwork** in the appendices.

<http://www.aota.org/education>

Supervision:

All students will be supervised by a licensed Occupational therapist with a minimum of 1 year of experience. For Level II Fieldwork, the ratio of FWEd to student will be 1:1. When necessary due to FWEd work schedules a 2:1 ratio of FWEd to student can be worked out. Prior to accepting a student, the FW site facility and FWEd will agree to the supervisory ratio based on their schedule and availability to supervise and give feedback to students.

Description and Purpose:

The Level II Fieldwork experiences are designed to promote clinical reasoning and reflective practice, to support ethical practice, and to encourage professional communication through expert modeling. Throughout the fieldwork experiences, students learn to apply theoretical and scientific principles introduced in the academic program to address actual client needs and to develop a professional identity as an occupational therapy practitioner within an interdisciplinary context.

- Level II fieldwork experience should include in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation.
- The student shall have the opportunity to develop increased knowledge and skills in administration, research and professional relationships.
- The student shall be evaluated and informed of his/her performance status on an ongoing basis.

- The AOTA Fieldwork Performance Evaluation (FWE) will be used as a rating tool. The student will be evaluated using this form at both midterm and end of the fieldwork experience. Performance is to be reviewed by the fieldwork educator and the student, signed and sent to the AFWC. Other structured forms of feedback that promote educator/student communication on the student's progress will also be used on an ongoing basis.
- The fieldwork experience will be evaluated by the student, using the AOTA Student Evaluation for Fieldwork Experience (SEFWE) form, and should be reviewed by the fieldwork educator and the student at the conclusion of the fieldwork experience. The completed SEFWE is then to be sent to the AFWC.
- If the student's performance is not satisfactory at mid-term or at any point in the fieldwork experience, both the student and AFWC must be notified immediately and documentation concerning the student's progress and outcomes of interventions should be maintained.

Level II Fieldwork Overall Goals, Objectives, and Competencies

Fieldwork II is intended to provide students with an in-depth experience in the delivery of occupational therapy services to clients and to assist students in fully integrating academic knowledge with clinical practice. During fieldwork experiences, students gradually assume responsibility for the delivery of occupational therapy services, and develop competence as entry-level client-centered practitioners. General goals and objectives for Level II Fieldwork include:

1. Demonstrate appropriate, professional collaboration with the client, family, FWE and other interdisciplinary team members
2. Be able to demonstrate and articulate the values, standards, and ethics of the profession
3. Understand and demonstrate adherence to facility policies and procedures including professional dress code
4. Use current evidence in research findings and other resources as a basis for assessment and intervention decisions
5. Demonstrate a sense of personal responsibility by accepting feedback, assuming responsibility for own learning, and effective use of time-management
6. Demonstrate ability to effectively choose, perform and document relevant screening and assessment methods
7. Develop accurate and appropriate intervention plan including client-centered goals, objectives and treatment activities based on multiple factors such as client factors, contexts, theories / frames of reference, and current research evidence
8. Demonstrate use of relevant interventions that are that are client-centered and occupation based
9. Analyze the environment and make appropriate adaptations /modifications for clients/families
10. Determine sequence, frequency and duration of occupational therapy services
11. Demonstrate clear and effective verbal, non-verbal and written communication
12. Evaluate the effectiveness of services through re-evaluation of clients and participation in the quality improvement process
13. Demonstrate commitment to lifelong learning through independent research efforts and willingness to present to occupational therapy peers
14. Appropriately advocate for your clients' needs
15. Maintain work area, equipment and supplies according to facility policies and safety standards
16. Demonstrate the use of sound judgment and adherence to safety regulations
17. Demonstrate respect of diversity factors of clients and other professionals including, but not limited to, socio-cultural, socio-economic, spiritual and lifestyle choices
18. Understand model of service delivery as well as costs and funding for the facility

Fieldwork Level II Placement Policy and Procedures

Student fieldwork assignments are chosen based on: (a) the quality of educational experience available at the site, the educational needs of the occupational therapy student, and (c) availability of sites. Fieldwork sites are a valuable resource of the Byrdine F. Lewis School of Nursing and Health Professions and the Occupational Therapy Program. The College has established fieldwork policies (i.e. Appeals, Assignment Process) designed to serve the largest good in the fairest possible manner. Students are reminded that they have been informed, since admission, that they are responsible for completing a minimum of six (6) months of Level II fieldwork. Students have been informed that they are responsible for the financial responsibility of this part of their training, that this training may take place anywhere in the United States, and that the student is responsible for planning and preparing for this part of their education.

Students have the privilege and responsibility to research Fieldwork sites for their Level II FW experiences. Sources of Fieldwork Site Information include: Master List of contracted and potential contract sites, Student Evaluation of the Fieldwork Experience from previous cohorts, and the Clinical Site Website. In order to take student requests into consideration for Level II placements, all students will be given a *Fieldwork Request Form one or two years* prior to the first Level II experience. This form will indicate a student's Level II Fieldwork requests and should include the student's preferred fieldwork placements from various practice areas (physical disabilities, pediatrics, geriatrics, mental health).

When instructed by the AFWC, students will set up a time to meet with the AFWC to discuss Level II FW placement options. Prior to each meeting, students should prepare a list of their top 10 preferences. Students will rank the preferences 1 through 10, with 1 being the most preferred selection and 10 the least preferred selection. The AFWC will review all selections and will determine the assignments based on available placements and best match for each student. The student's preference will be strongly considered in the process, but it cannot be guaranteed that the student will get any of their top 10 requests. All selections made by the AFWC are final, unless a site has cancelled the scheduled FW rotation. The students will be notified of the assignments after the placement process has been completed. If a student fails to submit their preferences by the established deadline, then the AFWC will make a student assignment without their input.

Fieldwork Placement Policy and Discipline

It is the Georgia State University Occupational Therapy Department's responsibility to locate Level I and Level II placements. We will do so through the efforts of the Academic Fieldwork Coordinator with support from administrative staff and feedback from faculty. All placements will be approved and determined by the Academic Fieldwork Coordinator or designated faculty for Level I placements. After consultation with each student regarding Level II Fieldwork requests, all Level II placement assignments will be determined and approved by the Academic Fieldwork Coordinator with faculty input as appropriate. Students must attend the placement that they are assigned. **Students are prohibited from contacting site coordinators, fieldwork educators (CI's) or other staff at any site to arrange their own placement.** The student is allowed to appropriately conduct a fieldwork placement inquiry. The fieldwork manual outlines the correct language and boundaries to observe regarding a student's role in conducting fieldwork site inquiries. Only the Academic Fieldwork Coordinator, designated faculty, and administrative staff are to contact fieldwork site coordinators and fieldwork educators to arrange a placement via phone, email or other clinical

education communication means such as ACEMAPP. Students are permitted to use ACEMAPP only to complete onboarding items for fieldwork as instructed. Failure to adhere to this policy is a reflection of poor professional behavior which puts our entire fieldwork education program at risk. Students not adhering to this fieldwork policy will be written up for a breach of professional behavior, as indicated in the professional behavior policy. Failure to adhere to this fieldwork policy may result in the student's fieldwork assignment being suspended or delayed, which can jeopardize on-time graduation.

Fieldwork Travel Policy

Due to the layout of a major Metropolitan Atlanta, surrounding areas, and the high demand for local fieldwork placements, city and high demand for fieldwork placements, students may need to travel up to a distance of 70 miles (from home/from campus) in order to fulfill the fieldwork requirements for the program. No exceptions to this rule will be made based on personal preference. Exemptions will be considered based only on extenuating circumstances.

Contacting the Fieldwork Site

The student *must contact the FW site when provided the site FWEd contact information prior* to the scheduled start date of the FW experience as instructed by the AFWC. At this time, the student will discuss arrangements for the first day, holidays, dress code, lunch arrangements, or any other questions about the affiliation. Upon arrival, the FWEd will orient the student to the facility and its policies and procedures. It is the student's responsibility to ensure that he/she is oriented to the facility. A policy for supervision is provided to the FWEd and student prior to the internship and is part of the FW agreement.

If a student has special accommodations which have been approved by GSU's Department of Disability Services, the student is responsible for notifying the clinical site at least in advance or at least prior to the first week of fieldwork. This will allow the site time to prepare for the accommodations. ***Students should NOT contact clinical education sites prior to being assigned without approval of the AFWC***

Cancellation or Changes by the Fieldwork Site

Students must understand that many of the fieldwork placements are arranged well in advance of student assignment to the placement. Occasionally, facilities will cancel contracts without much notice to the University. In the event this occurs, the AFWC will do his or her best to find another suitable and timely placement. While attempts will be made to accommodate student preferences, this may not be possible with short notice in arranging alternative placements. The Occupational Therapy Program cannot assume responsibility for delays in completion of the program or eligibility for certification, if the student fails to accept or complete a scheduled fieldwork assignment, or if the fieldwork site cancels a scheduled placement.

A student will not be allowed to change his/her FW site assignment. A student wishing to appeal this policy must prepare a written Special Request and submit it to the AFWC. The decision on the special

request will be based on all the information provided. Situations like weddings, employment opportunities, and circumstances that existed prior to site selection usually do not warrant a change of assignment. However, special family situations, medical issues, and other unavoidable situations are considered.

Things to Remember about setting up FW Sites:

- Students **may not** affiliate at a facility in which he/she currently is employed or where an employment arrangement has existed in the previous twelve months prior to entering the OT program
- A student **may not** contact a facility prior to being assigned to that facility without prior approval of the AFWC. If a student is found to have contacted a facility in an effort to develop a FW internship for that site, the student will not be allowed to participate in a FW experience at that site for the entire time the student is in the OT program.
- **After** a facility has been notified of the student assignment, the assignment is considered final and there will be no changes made unless the facility cancels the assignment. At this point the student will assign an agreement to participate in a FW II Experience with the site.

Policy for Establishing a New Fieldwork Site

A new site is defined as an occupational therapy department or facility that GSU currently does not have a FW contract with and is not on the Master List. Please be aware that establishing a contract with a new fieldwork site can take up to a year and it is not guaranteed that the site would qualify under GSU's guidelines for acceptable FW sites. In order to complete a new contract in a timely manner and insure a safe and appropriate FW experience for our students, the following policies have been developed.

- Requests should be made a full year prior to scheduled FW date; for example, if the FW is scheduled to take place June –August of 2021, then a New Fieldwork Request needs to be made by June 2020.
- It is important to submit all requests in the time-frame set by the AFWC. No late requests will be accepted. A student submitting a request for a new site should use the **Level II Fieldwork Request Form** and put the appropriate information in the **New Site Request Chart** and submit it in to the AFWC. Please request no more than 2 new sites per student.
- Again, students are not to contact the any of the sites on the OT department lists that we have contracts with. If a student contacts a clinical site prior to direct permission from the AFWC, then the student will not be allowed to participate with that FW placement during any rotation.

Housing Accommodations

The student should research the availability of housing at a clinical site prior to assignment. The student may request for the AFWC to call a FW site prior to site assignment to see if housing is still available if the information on the site indicates that housing is/has been offered for that site. A facility may indicate that housing is available, but situations arise that the AFWC may not be notified about. Housing availability can be a first come, first serve basis as well and it would be appropriate for the student to request the AFWC

check for availability. Requests should be submitted to the AFWC. Housing provided by facilities is not guaranteed to be free of charge. Therefore, students must budget for appropriate housing costs. If a facility does not indicate housing, then the student should budget for appropriate housing costs.

After student assignment, the AFWC will give permission for the student to contact the clinical site about securing housing. It is the student's responsibility to make housing arrangements with the facility if housing is offered.

Housing Problems: If the student arrives to find that housing provided is substandard, such as unsanitary, hazardous, etc., then the student should discuss his/her concerns with the CI or housing coordinator. If the problem is not resolved, then the student should contact the AFWC.

Level II Fieldwork Assignment Appeals Process

The appeal process is designed to meet the occasional need of students for whom the assignment process to any facility in the United States would prove disruptive to their family responsibilities and would result in the student's probable discontinuation of their schooling. Petitions for appeals are not to be made lightly. Students should consider the gravity of their appeal and submit an appeal only if they feel they could not continue in the program and complete their training if the appeal were denied. Appeals for special consideration in placement are based on demonstrated need for one of the following reasons: dependent care, extreme personal issues, and students with disabilities who have identified themselves to University Disability Services. Appeals cannot be made for financial or marital status reasons. Appeals found to be made on false claims will be overturned and denied, and students may be removed from the program for this highly unethical behavior.

Students will be informed of the dates of the appeal process. Appeal decisions are made subject to the availability of fieldwork sites. All decisions of the faculty will be final.

Attendance Policy

The general attendance policy can be found on page 44 of this manual.

Students are expected to demonstrate professional behaviors with regard to attendance and punctuality during all fieldwork experiences. If a student is absent due to illness or an emergency, it is that student's responsibility to notifying the FWED as soon as possible.

- Level II Fieldwork students are required to notify their FWEd of an absence at least 30 minutes prior to reporting time. The student is allowed up to three excused absences due to illness ONLY during Level II FW. If a student misses more than 3 days, the student must schedule make-up time and inform the AFWC.
- If a student is called for jury duty or has some other legal obligations, they are to contact the AFWC and fieldwork educator for further instructions.
- Students are expected to make up any hours that are missed to receive credit for the fieldwork experience. If arrangements cannot be made for making up fieldwork hours, the AFWC may require additional fieldwork at another site or require an additional assignment from the student for successful completion of that course for which the fieldwork was required.

During Level II FW a student may be absent due to illness or an emergency for a maximum of three days. The three days may not be taken as vacation days. For special circumstances, such as a family wedding, the student may request limited time off. It is up to the FWEd to grant or deny the request. For this situation, the missed time should be made up by working extra days, such as Saturdays, or extending the length of the fieldwork. It is expected that you will take the same holidays as the staff at your assigned facility. University student holidays do not apply to you during your affiliation. Holidays taken during fieldwork are not a part of the three-day limit of days off due to illness or emergency. The FWEd will determine whether the student needs to make up the missed day due to a holiday. ***Planned absences of more than one day must first be approved by the Academic Fieldwork Coordinator prior to requesting approval of the FWEd.***

Forms used by Level II Fieldwork Students

Forms will be used for each FW experience and during the fieldwork orientation process prior to the initiation of each FW experience. Samples of many of the forms discussed in this manual are provided in the Appendix section of this manual including the AOTA Fieldwork Performance Evaluation (FWPE) and the Student evaluation of the Fieldwork Experience (SEFWE).

Evaluation of Level II Fieldwork Experience

Level II Fieldwork is graded on a pass/fail basis using the AOTA Fieldwork Performance Evaluation (FWPE). The FWPE is used for both midterm and final grading of the fieldwork experience. Not receiving a passing score of 90 or above at midterm may result in termination of the fieldwork experience. Students must obtain 122 points or above and a minimum score of 3 for questions 1, 2, 3 (Fundamentals of practice section) at the final evaluation to pass the Fieldwork experience. Students must also have successfully completed all other assignments and course paperwork in order to be eligible to pass Fieldwork. A copy of the FWPE and the SEFWE can be found in the Appendix.

Students may only repeat one Level II FW experience. Students withdrawing from Level II FW without the permission of the program director and the AFWC will be placed on academic probation. Refer to the academic section of the student handbook for further rules regarding “**academic progression**”.

NBCOT and Temporary License

Most states, the District of Columbia, and Puerto Rico require occupational therapists and occupational therapy assistants to be licensed (a few states have certification or registration by a state agency). States have similar, but not identical, requirements and procedures for obtaining a license. For specific state licensure requirements always consult the state occupational therapy regulatory agency. Refer to the AOTA website for the steps to licensure: <https://www.aota.org/career/state-licensure/learn-the-steps-to-licensure>

To obtain a license you will need to:

- Graduate from an accredited OT or OTA educational program.
- Complete your fieldwork requirements.
- Apply for and Pass the NBCOT® Certification Examination. For additional information regarding

the examination, including ordering Score Transfers and/or State Confirmation Notices, refer to the NBCOT Web site: <https://www.nbcot.org/>

- Apply for a license and pay a fee for each state/jurisdiction in which you wish to practice or hold a license.

Many, but not all states allow practitioners to practice on a **temporary license** or **limited permit** while waiting to take or receive the results of the certification exam. If you fail the exam, you may not be able to continue to practice. Each state OT regulatory agency should be consulted for specific requirements.

See more at: <https://www.aota.org/career/state-licensure>

OCCUPATION THERAPY DOCTORAL CAPSTONE PROJECT AND EXPERIENCE

Introduction: Scope of Capstone

GSU's Occupational Therapy Doctoral Capstone follows the guidelines established by the Accreditation Counsel for Occupational Therapy Education (ACOTE). The doctoral capstone is an integral part of the GSU's OTD program's curriculum design and reflects the scope of content in the curriculum design. The goal of the doctoral capstone is to provide the student in-depth exposure and to develop in-depth knowledge and understanding in the student's identified area(s) of interest. AOTA's approved areas of interest for the Capstone Project and Experience include:

- clinical practice skills
- research skills
- administration
- leadership
- program and policy development
- advocacy
- education
- theory development

The doctoral capstone is designed through collaboration of the faculty and student based on the student's interest area.

The doctoral capstone consists of two parts:

- Capstone project
- Capstone experience

The Capstone ACOTE D Standards:

- **D.1.1:** Reflect sequence and scope of curriculum content.
- **D.1.2:** Include specific objectives and supervision plans.
- **D.1.3:** Include a literature review, a needs assessment, goals and objectives and an evaluation plan as part of the doctoral project preparation.
- **D.1.4:** Have a valid MOU between the OTD program and the site the student will be at for the experience.
- **D.1.5:** Be a minimum of 14 weeks (560 hours). Prior fieldwork or work experience MAY NOT be substituted for this doctoral capstone experience.
- **D.1.6:** Be mentored by an individual with expertise consistent with the student's area of focus. The mentor does not have to be an occupational therapist.
- **D.1.7:** Have a formal evaluation mechanism for objective assessment of the student's performance during, and at the completion of the doctoral capstone experience.
- **D.1.8:** Result in a completed and disseminated individual doctoral capstone project.

Timeframe and requirements of Capstone

The student completes an individual, mentored capstone project to demonstrate synthesis and application of knowledge gained throughout the OTD program. The student will complete an individual 14-week (minimum of

560 hours) mentored capstone experience that starts after completion of all coursework, Level II fieldwork, and completion of preparatory activities defined in the capstone courses. As required by ACOTE, no more than 20% of the 560 hours can be completed off site from the mentored practice setting(s), to ensure a concentrated experience in the designated area of interest. Time spent off site may include independent study activities such as research and writing. The student completes weekly time logs to track progression of the hours completed.

The doctoral capstone is designed through collaboration of the faculty and student and provided in setting(s) consistent with the program's curriculum design. The preparation for the capstone project includes student developed goals & objectives, plans for supervision, a literature review, a needs assessment, and a formal evaluation plan to be completed and approved by the capstone coordinator and the students' faculty mentor, and site mentor prior to the start of the capstone experience. ***Additionally, prior fieldwork or work experience cannot be substituted for any part of the doctoral capstone experience.***

The capstone experience is completed on a full-time basis for the OTD student to graduate on time. Two additional weeks after the 14-week experience is dedicated to the completion of the final capstone project write-up and dissemination component. A student can petition the OT program to do a part-time capstone experience and must sign a waiver that they understand they will not be able to graduate at the original graduation date with an extended part-time capstone experience (***See appendix ??***). The student must provide documentation on the necessity of completing the experience part-time. The student will develop a detailed plan with a revised timeline chronicling how the experience will be completed a part-time basis. In addition, the student must have signed approval from the site mentor that the experience can be completed on a part-time basis and that he/she agrees with the revised timeline. ***The capstone experience and project must be completed within 24 months following completion of the student's Level II fieldwork experiences.***

Capstone Memorandum of Understanding Policy

A valid Memorandum of Understanding (MOU) must be in place between the University and the capstone experience site prior to the start of the experience. The process begins with the OT capstone coordinator requesting the Lewis College administrator responsible for MOUs to initiate a new MOU agreement. This includes the MOU and a Capstone addendum if no MOU currently exists for that site, or just a capstone addendum if an MOU is already in place for the site. The addendum includes the OTD student's individualized objectives and supervision/mentoring plan for the capstone experience. The document(s) is/are sent to the site by the Lewis college administrator to be read, revised, signed, and returned. If the facility requests changes to the MOU, the MOU is sent to GSU's legal department to adjust. It is then sent back to the facility to be signed. Once the facility signs the MOU and returns it to the Lewis College, it is signed by the Provost of Georgia State University and is active.

Capstone Project Dissemination Policy

The final component of the capstone is the dissemination of an individual doctoral capstone project. The project relates to the doctoral capstone experience and demonstrates synthesis and in-depth knowledge in the focused area of study. After completion of the Capstone experience, the outcome of the capstone project including the problem addressed, the literature review, the methods used, data collected and analysis of the impact of the completed project will be disseminated using multiple modalities including:

- Scholarly paper published in Georgia State University's library
- Poster presentation session sponsored by the OTD Program department scheduled professional poster presentation

- Links of the scholarly projects posted on the GSU OTD Capstone webpage.

The Student Rights and Responsibilities are the same for the Capstone Experience as it is for the Fieldwork Experiences (starting on page 86 of this student handbook).

Doctoral Capstone Timeline

Spring yr. 1: Semester 3	Fall yr. 2: Semester 5	Spring yr. 2: Semester 6	Summer yr. 3: Semester 7	Fall yr. 3: Semester 8	Spring yr. 3: Semester 9
Capstone group meeting: Intro to capstone	Capstone small group meetings	OT 7800 Doc seminar Prep for Mentored capstone project	OT 8020 Development of capstone project	During FW II B Elective (3 credits) Possible Ind study W/faculty mentor	OT 8400 Capstone Experience and Dissemination

Doctoral Capstone Courses and Experience

OT 7800: Doctoral Seminar V (1 cr): Spring Semester year 2

This course introduces the OT Doctoral Capstone Project and Experience which is an integral part of the OTD program and provides the foundational work for the development of the 14-week Capstone project and experience (OT 8400: Doctoral Capstone Experience. This preparatory course will present the students with the roles, responsibilities, and expectations of the capstone. The students will explore their areas of interest for the capstone experience and project based on the established areas outlined by the Accreditation Council of Occupational Therapy Education (ACOTE). In addition, the students will create a professional development plan and their initial draft of their individual learning objectives.

OT 8020: Development of Mentored Doctoral Capstone Project (3 cr): Summer semester year 3

This capstone development course consists of traditional lecture, in-class and online discussions, self-study, and guest panel presentations. This course supports the student in designing individualized capstone level plans, with faculty direction to guide the development and implementation of the 14-week doctoral capstone experience. The goals of the capstone planning course include identifying interest areas, topics, and mentors, as well as finalizing a draft of the capstone plan. The capstone plans need to be fluid, working documents that allow for changes to meet the evolving needs of the students, mentors, and sites. The student's plan will include the projects goals and specific individualized objectives, an evaluation plan, and reflect the desired outcomes from the doctoral capstone, which are to acquire practice-scholar competencies reflecting GSU's Doctoral program's sequence and scope of content in the curriculum design. Upon completion of the plan, the student, faculty mentor, site mentor and capstone coordinator will all sign the capstone addendum for the site MOU.

OT8400: Doctoral Capstone Experiential Component (9 cr) Spring semester year 3

After Finalizing the planning phase with the capstone team (the student, capstone coordinator, faculty mentor and site mentor) and successful completion of the doctoral capstone project, the student will participate in the 14-week experience. The student will transition to their Capstone experience site and begin the in-depth experience. The five phases of the experience include 1) orientation, 2) screening and evaluation, 3) Implementation and evaluation, 4) discontinuation and sustainability and 5) dissemination. During the implementation phase, the student remains engaged with faculty and peers through online discussion posts. These serve as check-ins on progress and completed work. Key components of evaluations include progress

toward learning activities, projects, remaining work, sustainability of projects, mentor-perceived value of projects, and narrative summaries from both students and mentors. Evaluations of capstone are completed at midterm (Week 7) with the CC and the final (Week 15) with the student and mentor.

Additional Capstone information

In addition, the Capstone Coordinator will have group meetings scheduled throughout the first two years while the students are immersed in their academic and clinical FW experiences to describe the purpose of the OTD capstone and provide examples of potential projects and experiences in order for the students to start their exploratory process for their OTD capstone.

Team Members involved in Capstone:

1. The OTD Student: It is essential for the OTD student to play an active role throughout the development, planning, implementation and dissemination stages of the capstone.
2. The Capstone Coordinator: The faculty member who is specifically responsible for the program's compliance with the capstone requirements of Standards Section D.1.0 and is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE.
3. The Faculty Mentor: Provides ongoing monitoring and advisement for the student's progression with their individualized learning plan for the duration of the capstone. Performs formative and summative assessment of the student's overall capstone project and experience and assignments.
4. The Site Mentor: The role of the site mentor is to guide the student in the development and implementation of the capstone project proposal, implementation and dissemination.
5. Identifying the Site Mentor: Based on the student's chosen concentration area, he/she will do research to support the need for the proposed project and experience. Part of the research will be identifying sites and individuals working in the sites that will fit their project and experience idea. The student will meet with and interview the potential site mentor. The student will write it up as part of an assignment in OT 8020: Development of Mentored Doctoral Capstone Project. At this point the Capstone Coordinator will get in touch with the potential mentor, request a resume and have a meeting to determine if the site and the site mentor had the knowledge, experience, time, and adequate facility to meet the student's learning needs for the experience. The MOU and addendum will be completed and signed by all parties.

International Fieldwork & Capstone Experiences:

Students may participate in an international capstone but should be aware that these experiences must be arranged far in advance and may be cancelled for various reasons.

1. Students may only enter countries for fieldwork or Capstone with the approval of the GSU's Office of International Initiatives (OII), <https://international.gsu.edu/>.
2. The student must follow all OII policies, including health and transportation insurance. The Occupational Therapy Department must be able to agree to a contract with the setting in which the student is interested in participating. For a Level II experience, the occupational therapist must be a graduate of a World Federation of Occupational Therapy recognized university. Language proficiency must be proven if the country's primary language is not English.

While you are on your Capstone Experience:

Reporting for Work

- Always be sure to arrive at your Capstone Experience site ready to learn and work. This includes being on time.

Dress

1. You are to dress as required by the site to which you are assigned. You may wear your GSU OT approved apparel until you know what the facility requires of you.
2. Be sure you have comfortable shoes, and most importantly a watch. Also, be aware that some sites many do not allow you to carry a cell phone.

Absences

3. The Capstone Experience (OT 8040 Spring) carries 9 credit hours. At least 80% of your hours must be on location at your Capstone Experience site. Your schedule will be set by your Capstone Experience site, which might include weekends, or four ten-hour days. Any absence you have must be made up so that you reach 560 hours of time, with a duration of 14 weeks. You will track your time electronically using a time-log on icollege.

Professional Behavior

4. One of the objectives of the Capstone Experience is to develop professional behaviors. Part of this is the development of the mentor-mentee relationship. Always be respectful, use appropriate communication, be responsive to feedback, timely with assignments and take responsibility of your own learning. Additionally, your work schedule is based on your capstone site's schedule. Holidays which occur during experience are granted in accordance with the policies of the Capstone Experience facility, not the University. Do not make any plans that would require you to have a day off. Treatment in many facilities is offered 365 days per year.

Examples of Possible Capstone Ideas and Experiences

Capstone Areas	General description	Sample experiences
Clinical practice	Designed to focus on clinical skills development through participation in the day-to-day processes of a specialized occupational therapy practice. Specialized evaluation and interventions emphasizing theory and evidence, and other competencies relevant to the specific clinical setting will be achieved. Opportunities for leadership and advocacy for occupational therapy within the setting are expected.	1. Driving specialist 2. Low vision 3. Lymphedema management 4. Burn unit 5. Sensory integration 6. Assistive technology
Research	Designed to focus on skills needed for a researcher by participation in the day-to-day processes. The development of specialty skills may include participation in the research process, use of theory and evidence, program assessment and	1. Research Department 2. Accredited OT or OTA Program 3. Research based Medical facility.

	improvement, and other competencies relevant to research.	
Education	Designed to focus on skills needed for an educator by participation in the day-to-day processes in these settings. The development of specialty skills may include a variety of instructional opportunities, developing appropriate theory-based educational materials, assessment procedures, use of theory and evidence, program assessment and improvement, and other competencies relevant to education.	<ol style="list-style-type: none"> 1. Accredited OT or OTA Program 2. Non-traditional School System roles (e.g., special education, dyslexia programming, etc.)
Community Health / Program development	Designed to focus on a selected community service area by participation in day-to-day processes of the organization. Specialty skills may include unique modes of service delivery, leadership opportunities, advocacy (i.e., for the service, population, and/or occupational therapy), use of theory and evidence unique to the community group, program assessment and improvement, and other competencies relevant to working with the community program and population(s) served.	<ol style="list-style-type: none"> 1. Adult Day center for developmental disabilities 2. Homeless Outreach Center 3. Foundations or Associations (e.g., Arthritis, Special Olympics) 4. Salvation Army 5. United Way
Advocacy	The <i>Occupational Therapy Code of Ethics</i> (AOTA, 2015) requires occupational therapy practitioners to become skillful advocates for our clients and populations to promote occupational justice. In addition, by advocating for the profession of Occupational Therapy we can advance our services for the clients and populations we serve.	<p>Develop and implement an advocacy plan for a group or population to improve:</p> <ol style="list-style-type: none"> 1. Access to OT services, equipment etc. 2. Provide additional need funding at the local or state level for non-profit community agencies
Administration / Leadership	Designed to focus on participation in the day-to-day administrative/management processes at a selected institution or community setting. Advanced administration/leadership skills may include program assessment (i.e., quality improvement /outcome measures), human and nonhuman resource utilization, legal and ethical practices, fiscal responsibility, advocacy and integration of occupational therapy services, and other competencies relevant to the setting. Use of theory and evidence to support decision-making is expected.	<ol style="list-style-type: none"> 1. Regional Rehab Manager 2. Owner of private outpatient clinic 3. Rehabilitation manager in acute care hospital 4. Professional Associations (e.g., state/national OT association) 5. Congressional Assignments

Capstone Project Examples

Capstone project design may vary substantially from student to student as influenced by the

student's Capstone Zone, learning objectives, setting and needs assessment. The following formats are suggested for consideration when adopting an approach to the capstone project design.

Capstone project formats may include, but are not limited to:

1. Program Development

The student plans a new program that meets a need of the capstone site and is complementary to occupational therapy expertise.

2. Modification of an Existing Program

The student develops a meaningful and significant modification plan to an existing program at the capstone site based on an identified need for improvement that is relevant to occupational therapy expertise.

3. Course Development

The student develops part (e.g., module) or all of a course relevant to occupational therapy. This could be appropriate for an educational setting, or the course development could also be for personnel or family training related to an occupational therapy domain of concern.

4. Professional Publication

The student may create a professional publication for a variety of sources which may be peer reviewed (i.e., journal, poster, editorial) or non-peer reviewed (i.e., facility newsletter).

5. Advocacy or Public Relations Project

The student designs an advocacy or public relations campaign designed to enhance services based on an identified need or issue related to occupational therapy.

6. Research Project

The student may plan and/or complete part or all of a research project to meet the unique needs of the capstone site related to the knowledge base of occupational therapy.

7. Comprehensive Case Study

For clinical specialty capstones, the student may design and implement occupational therapy intervention for one or more clients. Following intervention, the student would complete a case study manuscript to highlight innovativeness and creativity throughout the occupational therapy process (i.e., evaluation to discharge). Mentor must be an occupational therapist.

Process and Timeline of the Doctoral Experience within the Curriculum

- Once accepted into the program, the OTD student is assigned an OTD Academic Faculty Advisor to assist in the students' personal and professional development.
- In semester 3 of the OTD program the student participates in 2 required Capstone Group Meetings with the Capstone Coordinator. The purpose of the meetings is to introduce the student to the capstone project and experience, so they are cognizant of it as they progress through the curriculum. This facilitates development of possible interest areas of OT they would like to further explore for the capstone.
- In semester 5, the students participate in individual or small group meetings with the Capstone

coordinator to discuss their potential interest areas, appropriate sites.

- In semester 6 the students will participate in their first official capstone course, OT 7800 Doctoral seminar V: Preparation for the mentored capstone project. This course presents the students with the roles, responsibilities, and expectations of the capstone. The students continue to explore their areas of interest for the capstone experience and project based on the established areas outlined by the Accreditation Council of Occupational Therapy Education (ACOTE). In addition, the students will create a professional development plan and an initial draft of their individual learning objectives.
- In semester 7 the students have their second Capstone course: OT 8020 Development of the capstone project. This course supports the student in designing individualized capstone level plans, with faculty direction to guide the development and implementation of the 14-week doctoral capstone experience. The goals of the capstone planning course include identifying interest areas, topics, and mentors, as well as finalizing a draft of the capstone plan. The student is paired up with an appropriate faculty mentor based on the student's area of interest the faculty mentor's area of expertise.
- In semester 9 The student participates in their Mentored Capstone Experience, OT 8400. After Finalizing the planning phase with the capstone team (the student, capstone coordinator, faculty mentor and site mentor) and successful completion of the doctoral capstone project, the student will participate in the 14-week experience. The student will transition to their Capstone experience site and begin the in-depth experience.
- The five phases of the experience include 1) orientation, 2) screening and evaluation, 3) Implementation and evaluation, 4) discontinuation and sustainability and 5) dissemination. Evaluations of capstone are completed at midterm (Week 7) and the final (Week 15) by the student, the site mentor and the faculty mentor.
- The final phase of the OTD Capstone Project is the Dissemination. It occurs through several modalities including:
 - Publication in Georgia State University's library
 - Poster presentation session of the capstone projects sponsored by the OT department for Lewis College students, faculty, and staff for capstone project dissemination
 - Links to the completed capstone project will be posted on the GSU OTD Capstone webpage.
 - Students are encouraged to present their completed capstone project at professional conferences related to the topic.

Refer to the following Capstone Appendices:

1. Capstone Timeline (Appendix A)
2. Capstone Learning Objectives template (Appendix B)
3. OTD Capstone MOU Addendum (Appendix C)
4. Capstone Project Approval Form (Appendix D)
5. GSU Doctoral Capstone Time Log and Objective Monitoring Form (Appendix E)
6. Part Time Capstone Petition (Appendix F)
7. Site Mentor Agreement Form (Appendix G)
8. Doctoral Capstone Experience Evaluation Form (Appendix H)
9. Doctoral Capstone Project Grading Rubric (Appendix I)

Fieldwork and Capstone Appendices

GEORGIA STATE UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY

FIELDWORK EDUCATION REQUIREMENT POLICIES

(Please initial next to each line)

_____ I understand that each Fieldwork affiliation may have different requirements, including, but not limited to, a background check, a recent physical form, and verification of vaccinations.

_____ I understand that it my responsibility to provide the AFWC with the required documentation on or before the due date, which will be clearly identified on the Fieldwork Education iCollege web page.

_____ I understand that my failure to turn in required paperwork by the due date will result in me not being able to attend clinic, and not continue in the program.

_____ I understand that a clinical affiliation may occur during a University scheduled break (e.g. Spring break or Thanksgiving break) and that I am to follow the clinic's schedule versus the University schedule.

_____ I understand and have read the Fieldwork Education section of the Student Handbook.

_____ I understand I may have to travel out of state to fulfill my Fieldwork education requirements and that I am financially responsible for expenses.

Signature of student/participant: _____

Participant's name (please print): _____

Date: _____

PERSONAL DATA FORM

FOR STUDENT FIELDWORK EXPERIENCE

PERSONAL INFORMATION

Name: _____

Permanent Home Address: _____

Phone number (s) during fieldwork and dates that you will be available at each number

Phone number (s): _____ and _____

Dates: _____ and _____

Name, address, and phone number of person to be notified in case of accident or illness:

EDUCATION INFORMATION

1. Expected degree (*circle one*)

OTA:

Associate Baccalaureate Masters Doctorate Certificate

OT:

Baccalaureate Masters Doctorate Certificate

2. Anticipated year of graduation _____

3. Prior degrees obtained _____

4. Foreign languages read _____ spoken _____

5. Do you hold a current CPR certification card? Yes _____ No _____
Date of expiration _____

HEALTH INFORMATION

1. Are you currently covered under any health insurance? Yes _____ No _____

2. If yes, name of company _____

Group # _____ Subscriber # _____

3. Date of last Tine Test or chest x-ray: _____

PREVIOUS WORK/VOLUNTEER EXPERIENCE

PERSONAL PROFILE

1. Strengths: _____

2. Areas of growth: _____
 - a. _____
3. Special skills or interests: _____

4. Describe your preferred learning style: _____

5. Describe your preferred style of supervision: _____

6. Will you need housing during your affiliation? Yes _____ No _____
7. Will you have your own transportation during your affiliation? Yes _____ No _____
8. **(Optional) Do you require any reasonable accommodations (as defined by ADA) to complete your fieldwork? Yes _____ No _____.** If yes, were there any reasonable accommodations that you successfully used in your academic coursework that you would like to continue during fieldwork? If so, please list them below. To promote your successful accommodation, it should be discussed and documented before each fieldwork experience. (if applicable per your fieldwork setting) Please provide your C.I. with any paperwork describing your necessary accommodations that you have received from the GSU Accommodations and Accessibility office.

FIELDWORK EXPERIENCE SCHEDULE

FW I A-C	Name of Facility	TYPE OF SETTING	LENGTH OF EXPERIENCE
	A		
	B		
	C		
Spring FW II A Exp. Fall FW II B Exp.	Comments:		

ADDITIONAL COMMENTS

AOTA Commission on Education (COE) and Fieldwork Issues Committee (FWIC)

*Amended and Approved by FWIC 11/99 and COE 12/99
fieldwork/miscell/perdatasheet.1299*



GSU Occupational Therapy: Important Phone Numbers and Addresses

Dr. Jennifer Nelson, Academic Fieldwork Coordinator:

- Office Phone: 404-413-1262
- Email: jnelson99@gsu.edu
- Office: 1252 Urban Life

Dr. Carolyn Podolski, Capstone Coordinator:

- Office Phone: 404-413-1457
- Email: cpodolski@gsu.edu
- Office: 1244 Urban Life

Jazmyne Williams, Administrative Assistant:

- Office Phone: 404-413-1451
- Email: jwilliams549@gsu.edu
- Office: 1247 Urban Life

GSU Occupational Therapy Department:

- Phone: 404-413-1446
- Email: occuptherapy@gsu.edu



Level II Fieldwork Placement Request Form

Name on all official program admissions records:

Phone:

Emergency Phone:

Address (es):

List all available addresses during spring and fall Level II placements.

It is your responsibility to immediately notify Letitia Carelock of any updates.

Placements will be based on available address information. However, it is not guaranteed that we will be able to make placement changes based on address changes.

1.
2.
3.

Level II Requests: Please put 10 choices in order of preference. Be sure to select a variety of FW experiences and practice areas. Please *include at least 2 out-of- state options in your top 10.*

1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

Please note that when placements are secured, you will be asked to sign a separate commitment form indicating that you will complete your fieldwork at the secured site.

Can you travel out of state? Yes or No

If No, please explain any extenuating circumstances such as caring for a relative or small children.

If Yes, Would you prefer to travel out of state for 2A (spring), 2B (summer), or both?

If you have specific fieldwork placement requests at locations we do not currently have a fieldwork agreement with, please provide the following information, and we will contact the facility. Please add these to the *New Site Request List* below.

How? Research the facility's website, then contact the facility to receive contact information only. You may not talk with anyone at the facility about taking you as a student. Please say something like:

Script:
"I am a student in an OT Doctoral program at Georgia State University in Atlanta Georgia and I would like to know who my Academic Fieldwork Coordinator should contact to talk about student clinical placements."

***New Site Request List (up to 3 sites not found on lists we have provided)
 All information for each site must be filled in or sites may not be contacted if information is missing.***

Facility Name	Facility Address	OT Contact person's name	Phone	Email
1.				
2.				
3.				

FW Team Notes (do not fill in unless you are faculty or staff):

1.
2.
3.

Briefly describe your career interests and specific populations you would like to work with in your level II placements:



GSU Occupational Therapy Level I FW Time Log

Student Name: _____

Fieldwork Site: _____

Clinical Instructor's Name: _____

[illegible]

Student Signature: _____

Clinical Instructor Signature: _____

Department of Occupational Therapy
LEVEL I FIELDWORK PROFESSIONAL DEVELOPMENT FEEDBACK FORM
To be completed by Fieldwork Educator and reviewed with Student

STUDENT (Please print): _____

RATER (Please print with credentials): _____

Name of Facility: _____ Practice Setting: _____

Semester: _____

The purpose of this form is to provide the student and AFWC with feedback regarding his or her performance in professional behavior development.

Please use the following scale to rate the student's performance in this fieldwork experience: 1, 2, 3, 4.

1 = Unsatisfactory: The student does not demonstrate the required level of professional skill.

2 = Needs Improvement: The student has a beginning level of professional skill, but needs improvement in quality or quantity.

3 = Satisfactory: The student demonstrates the appropriate level of professionalism.

4 = Exceeds Expectations: The student demonstrates refinement of additional qualities beyond that required by the curriculum

Time Management Skills & Organization Prompt, arrives on time; Completes assignments and documentation on time; Manages time and materials to meet program requirements; Flexibility in coping with change in routine; Sets priorities; Follows through with responsibilities.	1 2 3 4
Comments:	
Engagement in the Fieldwork Experience Demonstrates active participation, positive attitude and motivation to learn; Investment in individuals and treatment outcomes; Ability to anticipate potential challenges and act proactively to address it.	1 2 3 4
Comments:	
Professionalism Assumes professional role with confidence; Manages personal & professional boundaries, responsibilities and frustrations; Respects confidentiality; Takes responsibility for personal choices; Dresses appropriately for context.	1 2 3 4
Comments:	
Initiation & Self-Directed Learning Independently seeks and acquires information from a variety of sources; Asks relevant questions; Takes responsibility for own behavior and learning.	1 2 3 4
Comments:	
Cultural Sensitivity Demonstrates sensitivity to diverse views and opinions; Open to individual and cultural differences; Respects dignity, values and beliefs of each individual.	1 2 3 4

Comments:	
Interpersonal Communication Interacts cooperatively and effectively with clients, families and professionals; Establishes rapport; Responsive to social cues including body language and non-verbal communication; Handles conflict constructively; Demonstrates empathy and support of others.	1 2 3 4
Comments:	
Professional Reasoning/Problem solving Uses self-reflection; Analyzes, synthesizes and interprets information; Understands the occupational therapy process; Uses appropriate judgment and safety awareness.	1 2 3 4
Comments:	
Participation in the Supervisory Process Seeks and provides feedback using it to modify actions and behavior; Seeks guidance when necessary; Follows proper channels for line of authority.	1 2 3 4
Comments:	
Written Communication Attention to grammar, spelling, and legibility in written assignments and documentation; Applies professional terminology (such as the Occupational Therapy Practice Framework, acronyms, abbreviations, etc.) in written and oral communication.	1 2 3 4
Comments:	

Number of FW days completed: _____ Days Missed: _____ Days Rescheduled: _____

Additional Comments:

Student Comments:

Prepared by:

Signature: _____ Date: _____

Title of rater: _____

Reviewed with:

Student signature: _____ Date: _____

***** EDUCATORS, PLEASE EMAIL THIS COMPLETED FORM AS A PDF DOCUMENT TO cpodolski@gsu.edu*****

**Adapted from Philadelphia Region Fieldwork Consortium & Colorado State University Occupational Therapy Office/Fieldwork/Level I/Level I Fieldwork Professional Development Feedback - Revised.11/2015

Georgia State University Department of Occupational Therapy
Student Feedback on Level I Experience

STUDENT: _____

SEMESTER AND YEAR:

☐ Fall 20____ ☐ Spring 20____ ☐ Fall 20____

FACILITY: _____

SUPERVISOR: _____

OTR/L _____ OTA _____ OTHER _____

1. Did you feel you were prepared for this experience?

Yes _____ No _____ Comments:

2. Were you given an orientation to the facility? Yes____ No____

3. What type of supervision did you receive and did it meet your learning needs?

4. What opportunities for “hands on experience” were offered?

5. What were some of the theoretical approaches and frames of reference used at your facility?

6. What were some of the assessments and interventions used at your facility?

7. What types of diagnoses were seen at your facility?

8. What was the age range and functional limitations of the clients seen at your facility?

9. Please list 2 strengths and 2 limitations of your fieldwork experience at this facility.

10. Any other comments you would like to share.

11. What could have been done differently in the fieldwork seminar part of the course to improve your overall experience?

Structuring the Level II Fieldwork Experience Development Worksheet

When structuring weekly expectations and setting site-specific objectives, reflect on the Student Fieldwork Performance Evaluation (SFPE) tool to ensure that all expectations are aligned with formal evaluation criteria.

Supervision Guideline: To help to ensure consumer protection, supervision of the level II student should initially be direct. Based on the discretion of the fieldwork educator, competency level of the student, nature of the setting, and complexity of the client's condition, supervision should gradually decrease to less direct in order to prepare the student for entry-level practice.

Week 1	PATH TO ENTRY-LEVEL PRACTITIONER FW Ed.: <ul style="list-style-type: none"> • Provide specific and clear student expectations • Provide facility/department tour and orientation • Introduce student to members of the department/interdisciplinary team • Orient student to facility documentation, billing protocol: therapy codes/insurance authorization etc. • Review the fieldwork evaluation tool with the student • Provide overview of patient population; identify common diagnoses treated and any site-specific treatment protocol with which the student should become familiar • Provide weekly productivity/caseload expectations (include specific treatment protocol expectations as appropriate) • Provide weekly documentation expectations FW Ed. and Student: <ul style="list-style-type: none"> • Determine a specific schedule for feedback sessions (weekly at minimum, daily if appropriate for site) • Schedule a due date for the student fieldwork project Student: <ul style="list-style-type: none"> • Observe FW Ed. performing daily activities such as intake of new clients, chart reviews, assessments, interventions, documentation
Week 2	Student: Should be responsible for managing treatments for between 2 and 4 clients; Begin evaluation process for 1 client if possible <ul style="list-style-type: none"> • Assist FW Ed in performing daily activities such as chart reviews, assessments, interventions, documentation • Attend client conferences with FW Ed. to see how the different disciplines work together to help the clients achieve their goals. • Weekly Student / Supervisor review to monitor progress
Week 3	Should be managing 25% of FW Ed.'s caseload/workload <ul style="list-style-type: none"> • Perform daily activities such as chart reviews, assessments, interventions, documentation with supervision and time set aside for FW Ed. to provide feedback on performance • Attend client conferences with FW Ed. to see how the different disciplines work together to help the clients achieve their goals. • Weekly Student / Supervisor review to monitor progress • Complete additional assignments as set-up with FW Ed.
Week 4	Should be managing 30-40% of FW Ed.'s caseload/workload <ul style="list-style-type: none"> • Continue to perform daily activities such as chart reviews, assessments, interventions, discharge planning, client and family education, and appropriate documentation with supervision and time set aside for FW Ed. to provide feedback. • Attend client conferences with FW Ed. and report on client's progress in OT (meet first with FW Ed. and discuss client's progress) • Weekly Student / Supervisor review to monitor progress • Complete additional assignments as set-up with FW Ed. •
Week 5	Should be managing 50% of FW Ed.'s caseload/workload <ul style="list-style-type: none"> • Continue to perform daily activities such as chart reviews, assessments, interventions, discharge planning, client and family education, and appropriate documentation with supervision and time set aside for FW Ed. to provide feedback. • Attend client conferences with FW Ed and report on client's progress in OT (meet first with FW Ed. and discuss client's progress) • Weekly Student / Supervisor review to monitor progress • Complete additional assignments as set-up with FW Ed. •
Week 6	Should be managing 60% of FW Ed.'s caseload/workload <ul style="list-style-type: none"> • Perform daily activities such as chart reviews, assessments, interventions, discharge planning, and documentation with decreasing supervision while • Meeting time set aside for FW Ed. to provide feedback on performance • Complete additional assignments as set-up with FW Ed. FW Ed. :Complete the midterm evaluation and review with the student
Week 7	Should be managing 70% of FW Ed.'s caseload/workload

	<ul style="list-style-type: none"> Continue to perform daily activities such as chart reviews, assessments, interventions, discharge planning, client and family education, and appropriate documentation with supervision and time set aside for FW Ed. to provide feedback. Attend client conferences with FW Ed and report on client's progress in OT (meet first with FW Ed. and discuss client's progress) Weekly Student / Supervisor review to monitor progress Complete additional assignments as set-up with FW Ed. •
Week 8	<p>Should be managing 70-75% of FW Ed.'s caseload/workload</p> <ul style="list-style-type: none"> Continue to perform daily activities such as chart reviews, assessments, interventions, discharge planning, client and family education, and appropriate documentation with decreasing supervision. Time set aside for FW Ed. to provide feedback. Attend client conferences with FW Ed. and report on client's progress in OT (meet first with FW Ed. and discuss client's progress) Weekly Student / Supervisor review to monitor progress Complete additional assignments as set-up with FW Ed.
Week 9	<p>Should be managing 75-85% of FW Ed.'s caseload/workload</p> <ul style="list-style-type: none"> Carry out all assessment, intervention planning, discharge planning, client meetings, and documentation for caseload with less direct supervision, and time set aside for FW Ed. to provide feedback on performance. Weekly Student / Supervisor review to monitor progress Complete additional assignments as set-up with FW Ed.
Week 10	<p>Should be managing 75-85% of FW Ed.'s caseload/workload</p> <ul style="list-style-type: none"> Carry out all assessment, intervention planning, discharge planning, client meetings, and documentation with limited direct supervision, and time set aside for FW Ed to provide feedback on performance. Weekly Student / Supervisor review to monitor progress Complete additional assignments as set-up with FW Ed.
Week 11	<p>Should be managing 75-85% of FW Ed.'s caseload/workload</p> <ul style="list-style-type: none"> Carry out all assessment, intervention planning, discharge planning, client meetings, and documentation with limited direct supervision nearing independence; time set aside for FW Ed. to provide feedback on performance. Weekly Student / Supervisor review to monitor progress Complete additional assignments as set-up with FW Ed. •
Week 12	<p>ENTRY-LEVEL PRACTITIONER</p> <p>Should be managing 75-85% of FW Ed.'s caseload/workload independently</p> <ul style="list-style-type: none"> Student should independently carry out all assessment, intervention planning, discharge planning and documentation for a full caseload with less direct supervision; feedback should be provided as needed Complete additional assignments as set-up with FW Ed. <p>FW Ed. : Complete the final evaluation and review with the student</p>

Adopted From: D.M. Costa, *The Essential Guide to Occupational Therapy Fieldwork Education* (AOTA Press, 2015)
Updated by Dr. S. Finks Jan. 2020



Georgia State University Level II Fieldwork Daily Time Log Form

*For example only- actual form is online via Formstack

Student's Name: _____ Sheet ____ of 3

Site Name: _____

CI's Name: _____

*See example

Date	Time in/out	# of Hours	Student Initials	CI Initials
*1/31/22	8am-6pm	10	SM	CF
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
*Totals this sheet:	# of Weeks: 4	# of Hours: 200	SM	CF
Days left to make up:	Unexcused Days missed:	Excused Days Missed:		

Signatures:
signed page to
month of

Upload this
iCollege each
fieldwork.

Student: _____ Date: _____

CI: _____ Date: _____

Department of Occupational Therapy
Weekly Fieldwork II A and B Student/Supervisor Review
 (Please print all comments and instructions clearly)

Student (print): _____ Week #: _____

Facility: _____

Clinical Instructor (print): _____

How to use this form: Each week your student's progress should be evaluated based on your expectations for his or her performance in relation to your setting and your weekly expectations.

Please refer to the Weekly Timeline Guide to move your student from direct supervision to independent or minimal supervision by Week 12.

Weekly or Bi-weekly ratings: Please rate the student on the quality of the following clinical skills, then provide instructions and relevant feedback to guide your student towards mastery of deficient skills when appropriate:

0= Performing below standards per current week's expectations for competency in this skill area.

1= Meeting standards for competency per current week's expectations with minimal cueing and reminders in this skill area.

2=Exceeding standards for competency in this area as student is independent.

Skills Checklist	0	1	2	Instructions and feedback to student for improvement
Time Management & Organization Skills				
Self-directed Learning & Initiative				
Written Communication				
Verbal Communication & Interpersonal Skills				
Responsiveness to Constructive Feedback				
Clinical Problem Solving				
Safety Awareness/Following Regulations				
Evaluation Skills				
Treatment Planning & Implementation Skills				

Strengths:

Areas of weakness requiring development:

- 1.
- 2.
- 3.

Goals met:

- 1.
- 2.
- 3.

Goals for next week (3 goals each week):

- 1.
- 2.
- 3.

Student Complete this Section:

1. Skill I demonstrated well during this bi-weekly review period (strengths):

1.
2.

2. Skills I need to improve on during the next bi-weekly review period (areas requiring improvement):

1.
Why?
What will I do to change this so this area is stronger two weeks from now?
2.
Why?
What will I do to change this so that this area is stronger two weeks from now?

3. What can I do now that I could not do before fieldwork this week?

1.
2.

Fieldwork Educator Signature

Date

Student Signature

Date

MID-TERM

FIELDWORK EXPERIENCE ASSESSMENT TOOL (FEAT)

OPTIONAL

PLEASE COMPLETE UPON REQUEST OF THE AFWC OR YOUR SITE FIELDWORK EDUCATION DIRECTOR

Student's name:	Supervisor(s) names:		
Facility name:			
Type of fieldwork experience (setting, population, level):	Date:	Week #:	

Context:

The Fieldwork Experience Assessment Tool (FEAT) is the result of an American Occupational Therapy Foundation qualitative study completed by six occupational therapy programs across the United States and Puerto Rico. Data was collected from fieldwork students and fieldwork educators. In their interviews, students and fieldwork educators described fieldwork education in terms of a dynamic triad of interaction among the environment, the fieldwork educator and the student. Interviewees indicated that a positive educational experience occurred when a balance existed among these three key components.

Purpose:

The FEAT identifies essential characteristics of the three key components (*interaction among the environment, the fieldwork educator and the student*). By providing a framework to explore the fieldwork experience, the FEAT can help students and fieldwork educators consider how to promote the best possible learning experience.

The purpose of the FEAT is to contribute to student and fieldwork educator discussions, so that reflection and problem solving can occur to enhance the fieldwork experience. The tool is designed to both assess the balance of the three key components, and to facilitate discussion about student and fieldwork educator behaviors and attitudes, and environmental resources and challenges. By mutually identifying issues present during fieldwork, the fieldwork educator and student can use the FEAT as a tool to promote dialogue and foster the identification of strategies to facilitate the just-right challenge. The FEAT may be used early in fieldwork as a tool to promote dialogue, or at any time throughout fieldwork as the need for problem solving emerges.

Directions:

In the Assessment Section, the FEAT is organized according to the three key components: environment, fieldwork educator, and student. Under each component, essential characteristics and examples are listed. These examples are not all-inclusive; new descriptors may be added to individualize the tool for different settings.

Who completes this? The fieldwork educator and student, either individually or together, should complete the FEAT by describing each component using the continuum provided at the top of each section (limited → just right challenge → excessive).

Following the assessment portion of the FEAT, questions are provided to guide student and fieldwork educator discussion and problem solving. Collaboratively reflect upon the student and fieldwork educator descriptions on the FEAT to identify commonalities and differences between the two perspectives, and identify patterns across the key components. Based on these discussions, develop strategies for a more balanced fieldwork experience. Consider environmental experiences and resources; fieldwork educator attitudes, behaviors and professional attributes; and/or student attitudes and behaviors that could enhance the experience. The examples listed within each section are intended to guide discussion between the fieldwork educator and student in an effort to create a successful fieldwork experience. Additional elements may be identified and included according to the nature of the setting or the fieldwork process.

Use of the FEAT at the end of the fieldwork experience is different than at midterm. At the end of the fieldwork the FEAT is completed exclusively by the student to provide "student-to-student" feedback based upon what characteristics the ideal student in this setting should possess to make the most of this fieldwork experience. This final FEAT is sent directly to CSU by the student.

A. Assessment Section

ENVIRONMENT	
I. VARIETY OF EXPERIENCES	Descriptions (Limited → Just right challenge → Excessive)
A. Patients/Clients/Diagnoses -Different diagnoses -Range of abilities for given diagnosis (complexity, function-dysfunction) -Diversity of clients, including socioeconomic & lifestyle	
B. Therapy approaches -Engage in the entire therapy process (evaluation, planning, intervention, documentation) -Learn about different roles of therapist (direct service, consultation, education and administration) -Use variety of activities with clients -Observe and use different frames of reference/theoretical approaches -Use occupation vs. exercise	
C. Setting characteristics -Pace (setting demands; caseload quantity) -Delivery system	
II. RESOURCES	Descriptions (Limited → Just right challenge → Excessive)
A. OT Staff -See others' strengths and styles -Have multiple role models, resources and support	
B. Professional Staff -Observe and hear a different perspective on clients -See/experience co-treatments and team work to get whole person perspective -Have others to share ideas and frustrations	
C. OT Students -Able to compare observations & experiences -Exchange ideas	
FIELDWORK EDUCATOR	
I. ATTITUDE	Descriptions (Limited → Just right challenge → Excessive)
A. Likes Teaching/Supervising Students -Devote time, invests in students -Enjoy mental workout, student enthusiasm	
B. Available/Accessible -Take time	

FIELDWORK EDUCATOR (continued)	
C. Supportive -Patient -Positive and caring -Encourages questions -Encourages development of individual style	
D. Open -Accepting -Alternative methods -To student requests -Communication	
E. Mutual Respect	
II. TEACHING STRATEGIES	Descriptions (Limited → Just right challenge → Excessive)
A. Structure -Organize information (set learning objectives, regular meetings) -Introduce treatment (dialogue, observation, treatment, dialogue) -Base structure on student need -Identify strategies for adjusting to treatment environment	
B. Graded Learning -Expose to practice (observe, model) -Challenge student gradually (reduce direction, probing questions, independence) -Base approach on student learning style -Individualize based on student's needs -Promote independence (trial & error)	
C. Feedback/ Processing -Timely, confirming -Positive & constructive (balance) -Guide thinking -Promote clinical reasoning	
D. Teaching -Share resources and knowledge	
E. Team Skills -Include student as part of team	
III. PROFESSIONAL ATTRIBUTES	Descriptions (Limited → Just right challenge → Excessive)
A. Role Model -Set good example -Enthusiasm for OT -Real person -Lifelong learning	

B. Teacher -Able to share resources and knowledge	
FIELDWORK STUDENT	
I. ATTITUDE	Descriptions (Limited → Just right challenge → Excessive)
A. Responsible for Learning -Active learner (ask questions, consult) -Prepare (review, read and research materials) -Self-direct (show initiative, is assertive) -Learns from mistakes (self-correct and grow)	
B. Open/Flexible -Sensitive to diversity (non-judgmental) -Responsive to client/consumer needs -Flexible in thinking (make adjustments, try alternate approaches)	
C. Confident -Comfort in knowledge and abilities -Comfort with making and learning from mistakes (take risks, branch out) -Comfort with independent practice (take responsibility) -Comfort in receiving feedback	
D. Responsive to Supervision -Receptive to feedback (open-minded, accept criticism) -Open communication (two-way)	
II. LEARNING BEHAVIORS	Descriptions (Limited → Just right challenge → Excessive)
A. Independent -Have and use knowledge and skills -Assume responsibility of OT without needing direction -Incorporate feedback into behavioral changes -Use “down time” productively -Become part of team	
B. Reflection -Self (processes feelings, actions and feedback) -With others (supervisor, peers, others)	
C. Active in Supervision -Communicate needs to supervisor (seek supervision for guidance and processing; express needs) -Ask questions	

B. Discussion Section: Questions to Facilitate Dialogue and Problem Solving

1. A positive fieldwork experience includes a balance between the environment, fieldwork educator and student components. Collaboratively reflect upon the descriptions outlined by the student and fieldwork educator and identify perceptions below.

Common perspectives between student and fieldwork educator	Different perspectives between student and fieldwork educator
Environment	
Fieldwork Educator	
Student	

2. What patterns are emerging across the three key components?

3. What strategies or changes can be implemented to promote a successful fieldwork experience? Describe below:

Components of a Successful Fieldwork	Environment, Fieldwork Educator and/or Student Strategies and Changes to Promote Successful Fieldwork Experience at this Setting
Environment Experiences Resources	
Fieldwork Educator Attitudes Behaviors Professional attributes	
Student Attitudes Behaviors	

© [April 1998] [Revised August 2001] FEAT 13.doc

This Fieldwork Assessment Tool (FEAT) was developed by The Fieldwork Research Team: Karen Adler, Karmen Brown, Lou Ann Griswold, Wendy Krupnick, Luz Muniz de Melendez and Patricia Stutz-Tanenbaum; project funded by The American Occupational Therapy Foundation; Reprinted by permission of the publisher



Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student (Revised in 2020)

FUNDAMENTALS OF PRACTICE	
1	Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations. Examples: Medicare, Medicaid, client privacy, social media, human subject research
2	Adheres to safety regulations and reports/documents incidents appropriately. Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures
3	Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents. Examples: body mechanics, medical safety, equipment safety, client-specific precautions, contraindications, community safety
BASIC TENETS	
4	Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public
5	Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public
6	Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public
SCREENING AND EVALUATION	
7	Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models.
8	Obtains sufficient and necessary information from relevant sources throughout the evaluation process. Examples: record or chart review, client, family, caregivers, service providers
9	Selects relevant screening and assessment tools based on various factors. Examples: Psychosocial factors, client priorities, needs, and concerns about occupational performance and participation, theoretical support, evidence, practice context, funding sources, cultural relevance

10	<p>Determines the client’s occupational profile and occupational performance through interview and other appropriate evaluation methods.</p> <p>Occupational profile: Summary of the client’s occupational history and experiences, patterns of daily living, interests, values, and needs.</p> <p>Occupational performance: Act of doing and accomplishing a selected action (performance skill), activity, or occupation that results from the dynamic transaction among the client, the context, and the activity. Improving or enabling skills and patterns in occupational performance leads to engagement in occupations or activities.</p>
11	<p>Evaluates and analyzes client factors and contexts that support or hinder occupational performance.</p> <p>Client factors: Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions (includes psychological functions); and body structures.</p> <p>Contexts: Variety of interrelated conditions within and surrounding the client that influence performance, including cultural, personal, physical, social, temporal, and virtual contexts.</p> <p>Includes the consideration of all client centered components including psychosocial factors</p>
12	<p>Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable.</p> <p>Examples: follows assessment protocols, adheres to time guidelines</p>
13	<p>Modifies evaluation procedures based on client factors and contexts.</p> <p>Examples: uses a quiet space, breaks up evaluation into smaller parts, provides multisensory instructions</p>
14	<p>Interprets evaluation results to determine the client’s occupational performance strengths and challenges.</p>
15	<p>Synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client’s occupational performance.</p>
INTERVENTION	
16	<p>Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence.</p>
17	<p>Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models.</p> <p>Examples: creates relevant and measurable goals in collaboration with the client and/or family/caregivers; recommends additional consultation and referrals</p>
18	<p>Uses evidence from research and relevant resources to make informed intervention decisions.</p>
19	<p>Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes.</p> <p>Includes the consideration of all client centered components including psychosocial factors</p>

20	Implements client-centered and occupation-based intervention plans. Includes the consideration of all client centered components including psychosocial factors
21	Chooses and, if needed, modifies intervention approach to achieve established goals that support targeted outcomes. Examples: prevention, restoration, maintenance, promotion
22	Modifies task and/or environment to maximize the client's performance. Examples: upgrades/downgrades task; arranges client's workspace for optimal performance
23	Modifies the intervention plan and determines the need for continuation or discontinuation of services based on the client's status.
24	Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.

MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES

25	Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide, or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment. Examples: paraprofessionals, nurses' aides, volunteers
26	Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers. Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment
27	Demonstrates knowledge about the organization. Examples: mission and vision, accreditation status, licensing, specialty certifications
28	Meets productivity standards or volume of work expected of occupational therapy students.

COMMUNICATION AND PROFESSIONAL BEHAVIORS

29	Communicates clearly and effectively, both verbally and nonverbally. Examples: clients, families, caregivers, colleagues, service providers, administration, the public
30	Produces clear and accurate documentation. Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements
31	Collaborates with fieldwork educator(s) to maximize the learning experience. Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges
32	Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.
33	Responds constructively to feedback in a timely manner.
34	Demonstrates consistent and acceptable work behaviors.

	Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance
35	Demonstrates effective time management. Examples: plans ahead, adheres to schedules, completes work in expected timeframe
36	Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.
37	Demonstrates respect for diversity factors of others. Examples: culture, socioeconomic status, beliefs, identity

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Purpose:

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

- Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to the fieldwork educator[s] and fieldwork setting
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs
- Provide objective information to students who are selecting sites for future Level II fieldwork

This form is designed to offer each program the opportunity to gather meaningful and useful information. Programs may adapt this form to suit their needs.

Instructions to the Student:

Complete the SEFWE before your final meeting with your fieldwork educator(s).

Make a copy of the form for yourself. This form gets submitted to your fieldwork educator during or after you review your final fieldwork performance evaluation (FWPE). The SEFWE is signed by you and the fieldwork educator(s).

Instructions to the Fieldwork Educator(s):

Review the SEFWE with the student after the final Fieldwork Performance Evaluation (FWPE) has been reviewed and signed.

The SEFWE is signed by both the fieldwork educator(s) and the student.

Return both the FWPE and SEFWE promptly upon completion of the fieldwork to the academic fieldwork coordinator.

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE

Fieldwork Site: _____

Address: _____

Type of Fieldwork: _____

Placement Dates: from _____ to _____

Order of Placement: ☐ First ☐ Second ☐ Third ☐ Fourth

Student work schedule:

Hours required: _____ per week

☐ Weekends required ☐ Evenings required

☐ Flex/Alternate Schedules Describe: _____

Identify Access to Public Transportation: _____

Please write your e-mail address here if you don't mind future students contacting you to ask you about your experience at this site: _____

We have mutually shared and clarified this Student Evaluation of the Fieldwork

Experience report on _____
(date)

Student's Signature _____

FW Educator's Signature _____

Student's Name (Please Print) _____

FW Educator's Name and credentials (Please Print) _____

FW Educator's years of experience _____

ORIENTATION—WEEK 1

Indicate the adequacy of the orientation by checking “Yes” (Y) or “Needs Improvement” (I).

TOPIC	Adequate		Comment
	Y	I	
Site-specific fieldwork objectives			
Student supervision process			
Requirements/assignments for students			
Student schedule (daily/weekly/monthly)			
Agency/Department policies and procedures			
Documentation procedures			
Safety and Emergency Procedures			

CLIENT PROFILE

Check age groups worked with

List most commonly seen occupational performance issues in this setting

Age	
0–5 years old	
6–12 years old	
13–21 years old	
22–65 years old	
65+ years old	

Occupational Performance Issues

Describe the typical population: _____

OCCUPATIONAL THERAPY PROCESS

I. EVALUATION

List assessment tools used	Observed	Performed

II. INTERVENTION

List major therapeutic interventions frequently used and indicate whether each was provided as individual, group, or co-treatment, or as a consultation. List other professionals involved.

Types of Intervention	Individual	Group	Co-Tx	Consultation
Occupations: client-directed life activities that match/support/address identified goals				
Activities: meaningful to client, address performance skills and patterns to facilitate occupational engagement				
Preparatory methods: modalities, devices and techniques. These are provided to the client, no active engagement				
Preparatory tasks: actions that target specific client factors or performance skills. Requires client engagement				

Education: provides knowledge & enhances understanding about occupation, health and well-being to client to develop helpful behaviors, habits, routines				
Training: develops concrete skills for specific goal attainment. Targets client performance				
Advocacy: promotes occupational justice and empowers clients				

Identify theory(ies) that guided intervention: _____

III. OUTCOMES

Identify the types of outcomes measured as a result of OT intervention provided:

Type of outcome	yes	no	Provide example
Occupational Performance			
Prevention			
Health & Wellness			
Quality of Life			
Participation			
Role competence			
Well-being			
Occupational Justice			

**OTPF-III terminology

ASPECTS OF THE ENVIRONMENT

	Yes	No
The current Practice Framework was integrated into practice		
Evidence-based practice was integrated into OT intervention		
There were opportunities for OT/OTA collaboration		
There were opportunities to collaborate with other professionals		
There were opportunities to assist in the supervision of others—		

specify:		
There were opportunities to interact with other students		
There were opportunities to expand knowledge of community resources		
Student work area/supplies/equipment were adequate		

Additional educational opportunities provided with comments (specify): _____

DOCUMENTATION AND CASE LOAD

Documentation Format:

☐ Narrative ☐ SOAP ☐ Checklist ☐ Other: _____
☐ Hand-written documentation ☐ Electronic

If electronic, name format & program: _____

Time frame & frequency of documentation: _____

Ending student caseload expectation: _____ # of clients per week or day

Ending student productivity expectation: _____ % per day (direct care)

SUPERVISION

What was the primary model of supervision used? (check one)

- ☐ one fieldwork educator : one student
☐ one fieldwork educator : group of students
☐ two fieldwork educators : one student
☐ one fieldwork educator : two students
☐ distant supervision (primarily off-site)
☐ three or more fieldwork educators : one student (count person as fieldwork educator if supervision occurred at least weekly)

Frequency of meetings/types of meetings with fieldwork educator (value/frequency):

General comments on supervision: _____

SUMMARY of FIELDWORK EXPERIENCE

1 = Strongly disagree
 2 = Disagree
 3 = Neutral
 4 = Agree
 5 = Strongly agree

	Circle one				
Expectations of fieldwork experience were clearly defined	1	2	3	4	5
Expectations were challenging but not overwhelming	1	2	3	4	5
Experiences supported student's professional development	1	2	3	4	5

What particular qualities or personal performance skills should a student have to function successfully on this fieldwork placement?

What advice do you have for future students who wish to prepare for this placement?

Study the following evaluations:

Study the following intervention methods:

Read up on the following in advance:

Overall, what changes would you recommend in this Level II fieldwork experience?

Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this center.

Would you recommend this fieldwork site to other students? Yes or No ____

Why or why not? _____

INSTRUCTIONS

One form must be completed for each fieldwork educator who provided supervision. You can detach this page and make more copies as needed.

Check the box that best describes your opinion of the fieldwork educator's efforts in each area

FIELDWORK EDUCATOR NAME: _____

FIELDWORK EDUCATOR YEARS OF EXPERIENCE: _____

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly agree

	1	2	3	4	5
Provided ongoing positive feedback in a timely manner					
Provided ongoing constructive feedback in a timely manner					
Reviewed written work in a timely manner					
Made specific suggestions to student to improve performance					
Provided clear performance expectations					
Sequenced learning experiences to grade progression					
Used a variety of instructional strategies					
Taught knowledge and skills to facilitate learning and challenge student					
Identified resources to promote student development					
Presented clear explanations					
Facilitated student's clinical reasoning					
Used a variety of supervisory approaches to facilitate student performance					
Elicited and responded to student feedback and concerns					
Adjusted responsibilities to facilitate student's growth					
Supervision changed as fieldwork progressed					
Provided a positive role model of professional behavior in practice					
Modeled and encouraged occupation-based practice					
Modeled and encouraged client-centered practice					
Modeled and encouraged evidence-based practice					
Modeled and encouraged interprofessional collaboration					
Modeled and encouraged intra-professional collaboration					

Comments: _____

Collaboration on Site Objectives and Communication on Student Performance: Taken from OT 7310 Level II FW Syllabus

1. Site Objectives

If the site has site-specific fieldwork objectives, the student is responsible for acknowledging these. In addition the *student is to come up with 2 additional personal objectives he/she will meet by the end of the 12 weeks. The student is to share these with the FW Ed so they can work together on accomplishing the objectives. The student is to submit a copy of the signed objective sheet to the AFWC through icollege assignments by the end of the workday on Friday by week 2.*

If the site does not have site-specific student objectives, the site must adopt Georgia State University's level II FW Objectives, and acknowledge by signing Objective form. The student must return this completed form to AFWC with the addition of 2 personal objectives (as above). It is also suggested that the student assists in developing site-specific objectives as a student project if the site does not have any. Site objectives are to be submitted to icollege assignments by end of workday Friday of week 6.

2. On-line Reflective FWPE Discussion Board Postings

In addition, the student will be required to participate in an online discussion board on icollege and respond to posted topics during the FW experience. The questions and topics are designed to foster reflection and thought on the fieldwork experience and relate to GSU's curriculum design and courses. Postings are designed to assist students in their learning process and provide useful information in determining student progress prior to the mid-term and final evaluations.

The purpose is to reflect upon your fieldwork experience by sharing with peers, faculty and the fieldwork coordinator in order to make it a more meaningful experience. There will be weekly reflection prompts posted throughout the level II FW, and the student will be required to briefly reflect upon their experience. There is flexibility for the student to write when they have the time to do it.

The student is required to submit a minimum of 8 posts and respond to a minimum of 8 posts with thoughtful, reflective comments to earn full credit for the icollege Discussion Board assignment and earn a satisfactory.

3. Evaluation/Assessment Procedures

Level II Fieldwork is graded as pass/fail. Students are *evaluated* by the fieldwork educator, using the AOTA Fieldwork Performance Evaluation (FWPE). However, the final grade is issued by the AFWC. Students are expected to show progression on the AOTA FWPE from midterm to final evaluation.

Grading criteria includes the FWPE, other specified fieldwork education assignments and professionalism. Students must earn a minimum passing score in the final FWPE AND a Satisfactory on all assignments to receive an overall final passing grade for the fieldwork education course(s).

Evaluation Forms

In order to receive a satisfactory grade, students must have a passing score as defined by the Fieldwork Performance Evaluation for the Occupational Therapy Student. Attainment of the minimal passing score at midterm and final on the AOTA Fieldwork Performance Evaluation (Midterm 90 or above Final 122 or above AND the student must receive a 9 or above in Section 1 of the AOTA FWPE.)

Failure to meet this criterion may result in a delayed or unsatisfactory grade. Students must complete

Assignments given by fieldwork site -Each Level II fieldwork facility has a unique set of requirements and may have assignments directed toward meeting the site specific objectives. These may be listed in student manuals or described on the Fieldwork Data forms in the facility files. All requirements should be made clear to you by the facility during the orientation phase. It is each student's responsibility to clarify requirements of the facility and to follow the established deadlines provided by the site. Please ask the FW Ed at the facility to answer any questions relating to site-specific assignments

The **AOTA Fieldwork Performance Evaluation** is intended to provide the student with an accurate assessment of his/her competence for entry-level practice. Both the student and fieldwork educator should recognize that growth occurs over time. The midterm and final evaluation scores will reflect development of student competency and growth. Using this evaluation at midterm and final, it is suggested that the student complete a self-evaluation of his/her own performance. During the midterm review process, the student and fieldwork educator should collaboratively develop a plan, which would enable the student to achieve entry-level competency the end of the fieldwork experience. This plan should include specific objectives and enabling activities to be used by the student and fieldwork educator in order to achieve the desired competence. A copy of the midterm evaluation is required to be sent to AFWC if there are any present or anticipated performance issues.

COE Guidelines for an Occupational Therapy Fieldwork Experience - Level II

History and Purpose

The intent of this document is to describe the desired characteristics of a fieldwork placement for occupational therapy and occupational therapy assistant students in Level II Fieldwork Education. It is intended to be a reference document that articulates the desired attributes of a fieldwork setting to maximize students' learning in context. It is not a document of standards for fieldwork education and programs are not mandated to follow these guidelines.

This document was originally prepared by the Loma Linda Fieldwork Council at the request of the Commission on Education (COE) and approved by the COE on April 15, 1985. The document was revised by the AOTA Fieldwork Issues Committee in 1992, and by the COE in 2000 and 2012.

Definition

The ACOTE Standards (2012) describe fieldwork as “a crucial part of professional preparation.” The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists and occupational therapy assistants (AOTA, 2012).

I. The Fieldwork Experience

A. Description and Purpose:

The Level II Fieldwork experience, an integral part of OT education, should be designed to promote clinical reasoning and reflective practice, to support ethical practice through transmission of the values and beliefs of the profession, to communicate and model professionalism as a developmental process and a career responsibility, and to expand knowledge and application of a repertoire of occupational therapy assessments and interventions related to human occupation and performance. Through the fieldwork experience, students learn to apply theoretical and scientific principles learned in the didactic portion of the academic program to address actual client needs and develop a professional identity as an occupational therapy practitioner within an interdisciplinary context. The fieldwork experience shall meet requirements in accordance with the Standards for an Accredited Educational Program for the Occupational Therapist and/or the Standards for an Accredited Educational Program for the Occupational Therapy Assistant (AOTA, 2012).

- i.** 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 occupations. Throughout the fieldwork experience, the fieldwork educator should structure opportunities for informal and formal reflection with the student regarding the OT process in action with the client population.

- ii. The OT and OTA student should have the opportunity to develop increased knowledge, attitudes, and skills in advocacy, administration, management and scholarship.
 - 1. Skills in administration and management may be attained through the actual supervision of support staff, volunteers, or Level I Fieldwork students in certain tasks or work assignments and involvement in administrative/staff/team meetings.
 - 2. Scholarship may be enhanced as students learn to use evidence to inform their professional decision making and to generate new evidence through independent or collaborative research at the fieldwork site. This may be accomplished through investigation of the effectiveness of an intervention, the reliability, validity or utility of assessment tools, and publication or presentation of scholarly work.
- iii. Inter-professional practice competencies should be encouraged throughout the fieldwork experience through engagement of OT and OTA students in interactive learning with students of different professions.

B. Outcomes Desired

The fieldwork placements should provide the student with experience with various groups across the life span, persons with various psychosocial and physical performance challenges, and various service delivery models reflective of current practice in the profession.

- i. Within the required total of 16 weeks for the occupational therapy assistant student and 24 weeks for the occupational therapy student, there should be exposure to a variety of traditional and emerging practice settings and a variety of client ages and conditions. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, occupation-based outcomes. What this means is that even if this is not a mental health placement, the fieldwork educator should assist the student in addressing any psychosocial issues the client may have. This will help to ensure that the student will have developed some entry-level competencies in mental health practice even if they do not complete a fieldwork experience in a mental health setting. See link: <http://www.aota.org/Practice/Manage/~media/04748BEB6FEE4C7EBFB83DFB81E41E8F.ashx>

C. Expectations of Fieldwork Students

Students are responsible for compliance with site requirements as specified in the fieldwork site student handbook developed by the fieldwork site and the affiliation agreement between the fieldwork site and the academic program. This typically includes completion of prerequisite requirements (health requirements, background checks, HIPAA training, orientation to site documentation system, etc.) and attention to state regulations impacting student provision of client services. In addition to providing the required occupational therapy services to clients, students are also responsible for active participation in the supervision process, which includes the creation, review, and completion of learning objectives; completion of assigned learning activities and assignments; proactive and ongoing communication with the assigned fieldwork educator; continual self-assessment and reflection; and participation in formal and informal assessments directed by the fieldwork educator. By the end of the

fieldwork experience, the student should demonstrate the attitudes and skills of an entry-level practitioner, including assumption of responsibility for independent learning.

D. Fieldwork Educator Preparation

Fieldwork educators responsible for supervising Level II Fieldwork occupational therapy students shall meet state and federal regulations governing practice, have a minimum 1 year of practice experience subsequent to initial certification, and be adequately prepared to serve as a fieldwork educator. If supervising in a role-emerging site where there is no on-site occupational therapy practitioner, the fieldwork educator should have a minimum of 3 years of practice experience after initial certification (see II.E.ix for more specific detail).

i. Initial and ongoing education supporting the fieldwork educator role should include attention to the following:

1. Principles and theories of adult education models, knowledge of learning styles, and diverse teaching approaches.
2. Administrative aspects, including relevant regulations and content for development and management of the fieldwork program.
3. The design of educational experiences supporting student development as an OT practitioner.
4. Adaptation of supervisor strategies in response to individual student learning style.
5. Enhancement of student clinical/professional reasoning through guided learning experiences.
6. Provision of formal and informal evaluation of student performance.

ii. Methods for becoming adequately prepared to serve as a fieldwork educator include but are not limited to the following:

1. Attendance at an AOTA Fieldwork Educator Certificate Program (preferred).
2. Completion of the [Self-Assessment Tool for Fieldwork Educator Competency](#) (SAFECOM).
3. Attendance at continuing education events on the topic of practice education.
4. Mentorship by an experienced fieldwork educator.
5. Completion of on-line training modules.
6. Documented readings of texts/papers on clinical/fieldwork education.

E. Fieldwork Models

There are a variety of fieldwork models that can be utilized, depending on the preferences of the fieldwork educator, the nature of the fieldwork site, and the learning needs of the students. Fieldwork models exist on a continuum from the traditional apprenticeship model in which one fieldwork educator has one student to a more collaborative approach in which a group of students work with one fieldwork educator. Each fieldwork model has an inherent theoretical approach to learning. The more collaborative the fieldwork model, the more active student learning occurs. Fieldwork models can also be classified as either role-established, which is a more traditional fieldwork site, or role-emerging, where occupational therapy services are being introduced and/or developed.

- i.** 1:1 – this is the traditional model of one student to one fieldwork educator, also known as the apprenticeship model.
- ii.** 1:2 – one fieldwork educator to two students.
- iii.** 2:1 – two fieldwork educators sharing one student.
- iv.** Multiple sites – a model where one fieldwork educator has a group of students spread out at several fieldwork sites, usually all the same type of setting.
- v.** Group – a model where one fieldwork educator has a group of students, but maintains the traditional “fieldwork educator as expert” role.
- vi.** Peer – a model in which students provide feedback to each other; this cannot be the sole form of supervision provided to students, as there must be an OT or OTA identified as the fieldwork educator.
- vii.** Off-site/role-emerging – a fieldwork model in which occupational therapy services are in the process of being developed; the occupational therapy practitioner setting this up may be employed by the agency or the educational program.
- viii.** Collaborative – a specific model of fieldwork education used with a group of students in which knowledge is constructed jointly between the fieldwork educator and the students. This is an active model of student learning that places more responsibility on the student for his/her own learning. The fieldwork educator does not function as the “expert” but more in the role of facilitator of learning.
- ix.** Role-emerging fieldwork sites are those at which the provision of occupational therapy services is being developed. The occupational therapy practitioner developing the services may be employed by the agency as a consultant, or may be employed by the academic program. When fieldwork placements occur in role-emerging practice settings, the occupational therapy fieldwork educator is typically only present on site for a limited amount of time. The ACOTE Standards require that the fieldwork educator provide a minimum of eight hours per week at the site (AOTA, 2012). In addition, the fieldwork educator must be easily accessible by a variety of means during the hours a student is at the site. Furthermore, the person serving as

the fieldwork educator must have a minimum of 3 years experience after initial certification, as this is considered advanced supervision.

- X.** International fieldwork occurs in another country and requires a great deal of advance planning from the academic program, student, and fieldwork educator as there are multiple issues involved. The Academic Fieldwork Coordinator should ensure that the fieldwork educator and fieldwork site staff are conversant with and in compliance with current ACOTE standards and that regular formal and informal communication is maintained during the fieldwork experience. The ACOTE Standards require that the individual serving as the fieldwork educator must be a graduate of a WFOT-approved educational program. Students cannot complete more than 12 weeks in an international placement. The reader is referred to the section of the AOTA Web site where there are multiple documents describing policies, procedures, and other issues related to [international fieldwork](#).

II. Fieldwork Site Development

When developing a fieldwork experience for a new site, the preferred way to begin is by reaching out to the academic programs in the immediate area. The establishment of a contract between the fieldwork site and the academic program can take a very long time and so it is best to start with that process early. Students cannot be accepted until the contract has been signed by both parties. If there are several academic programs in the area, there is no reason why contracts cannot be initiated with all of them at once.

During the contract development and approval process, the fieldwork educator can begin doing some of the other activities that will need to be in place before students are accepted. The reader is referred to the AOTA Web site for additional fieldwork educator resources, including “Steps to Starting a Fieldwork Program,” located at the following link: <http://www.aota.org/en/Education-Careers/Fieldwork/NewPrograms/Steps.aspx>

- A. The fieldwork site should meet all existing local, state, and/or federal safety and health requirements, and should provide adequate and efficient working conditions. The occupational therapy practitioner should comply with state regulations governing the scope of practice for OT services.**
 - i.** Adherence to standards of quality in regard to safety, health requirements, and working conditions may be verified through a review process by the University/ program using the center as a fieldwork site or by an established body such as the Joint Commission on Accreditation of Health Care Organizations, the Commission on Accreditation of Rehabilitation Facilities, or a state regulatory board.
 - ii.** Adequate time should be available to supervising staff for student supervision activities.
 - iii.** Space for client-related consultation, preparation, writing, in-service education and research activities by occupational therapists, practitioners, and students should be provided.

- iv.** The fieldwork educator and student should have access to current professional information, publications, texts, and Internet resources related to occupational therapy education and practice.
- v.** Client records should be available to the staff and students for intervention planning and practice.

B. Ideally, the fieldwork site will have a stated philosophy regarding service delivery which serves as a guide for the delivery of service, scholarly activities, and education for individuals and groups. Where occupational therapy services are already established, the occupational therapy philosophy/mission/vision regarding practice and education programs should be stated in writing, and should reflect the specific contribution occupational therapy makes to the overall agency. Where established, the occupational therapy philosophy/mission/vision guides the development of learning objectives for the fieldwork experience. Ideally, the established occupational therapy program will articulate a philosophy/mission/vision of service delivery reflective of best practices in the profession. Best practices in the profession result in services which are client-centered, occupation-based, and supported by research evidence. The partnering academic institution will work with the fieldwork site to provide resources to support best practice ideals.

- i.** Client-centered practice is evident when there are regular intervention planning/review meetings between the client and occupational therapy practitioner to ensure client participation in the evaluation and intervention process (Mortenson & Dyck, 2006).
 - 1. In situations where there is limited possibility for client participation in intervention planning/review meetings due to the nature or severity of the client's impairment, the occupational therapy practitioner should seek the perspectives of family members/significant others who would act in the client's best interest.
- ii.** Occupation-based practice is client centered and requires an understanding of the client's needs, wants and expectations. Interventions are meaningful to the client and include participation in occupations that are reflective of the client's lifestyle and context (Chisholm, Dolhi, & Schreiber, 2000).
- iii.** Evidence-based intervention includes the creation of "strategies and tools for practitioners to access, understand, and use the latest research knowledge to improve services for clients" (Law & MacDermid, 2008, p. 6).

C. The administrators of the fieldwork setting should articulate support for the fieldwork education program.

- i.** Since the occupational therapy fieldwork education experience exists within the philosophy and policies of the fieldwork agency, it is essential that the administration as well as the occupational therapy staff accept and support the education of future practitioners.

- D. At fieldwork sites where occupational therapy services are already established, there should be occupational therapy representation in planning programs and formulating policies which would affect occupational therapy practice and services delivery or involvement.**
- i.** The occupational therapy perspective should be represented at program-related conferences, in quality review processes, and in planning for occupational therapy services delivery. The profession of occupational therapy should be represented in policy-making groups at the fieldwork site.
 - ii.** Consideration should be given to the occupational therapy department philosophy of service delivery in the planning of programs and the formation of policies influencing occupational therapists' service delivery at the fieldwork site.
- E. The fieldwork agency should recognize that the primary objective of the fieldwork experience is to benefit the student's education.**
- i.** The educational value of the student fieldwork experience should be of primary importance, and the placement should not be used to extend services offered by the fieldwork agency.
- F. Opportunities for continuing education and professional development of the occupational therapy staff and students should be encouraged to support life-long learning.**
- i.** Attendance at workshops, institutes, conferences, courses, in-services and professional meetings should be encouraged.
 - ii.** Financial support should be given for professional development whenever feasible within the budget of the fieldwork agency.
 - iii.** Fieldwork students should be encouraged to participate in continuing education and be provided time to do so, when content is relevant to the fieldwork experience.
 - iv.** State and National Association Membership is encouraged.
- G. Collaboration with academic program - Both the ACOTE Standards and the Model Curriculum documents address the need for collaboration between the fieldwork site/fieldwork educator and the academic program. The ACOTE Standards require that the Academic Fieldwork Coordinator and the fieldwork educator collaborate when establishing fieldwork objectives, identifying fieldwork site requirements, and when communicating students' performance and progress during fieldwork (AOTA, 2012). The OT Model Curriculum documents describe how fieldwork experiences need to be planned in such a way that they are integrated into the academic program's mission and curriculum design. The reader is referred to the OT Model Curriculum, the OTA Model Curriculum and the ACOTE Standards for more information.**

- H. **Supervision guidelines** - There are multiple sources of supervision guidelines that are applicable to Level II fieldwork. The first source are state laws and state practice acts that govern the practice of occupational therapy. These documents will specify if there are any specific requirements for supervision that need to be upheld in that state. Another source of supervision guidelines are federal regulations such as Medicare that specify what type of supervision must be provided to fieldwork students in certain healthcare settings and with certain types of Medicare coverage. The AOTA Web site is a good source for the most up-to-date information on Medicare regulations for student supervision. The ACOTE Standards specify that during Level II fieldwork, students must be supervised by a licensed or credentialed occupational therapy practitioner with at least 1 year of experience who is adequately prepared to serve as a fieldwork educator. Further, the Standards state that supervision should initially be direct, and then progress to less direct supervision as is possible given the demands of the fieldwork site, the complexity of the client's condition being treated, and the abilities of the fieldwork student. The COE and Commission on Practice (COP) Fieldwork Level II position paper (COE/COP, 2012) additionally recommends that supervision of occupational therapy and occupational therapy assistant students in Fieldwork Level II settings will be of the quality and scope to ensure protection of consumers and provide opportunities for appropriate role modeling of occupational therapy practice, and that the supervising occupational therapist and/or occupational therapy assistant must recognize when direct versus indirect supervision is needed and ensure that supervision supports the student's current and developing levels of competence (COE/COP, 2012).

Specific to the role-emerging fieldwork placement, where the site does not employ an occupational therapist on staff and the fieldwork is designed to promote the development of occupational therapy services, supervision guidelines specify that students be supervised daily on site by another professional familiar with the role of occupational therapy and 8 hours of direct supervision should be provided weekly by an occupational therapist or occupational therapy assistant with at least three years of experience. It is recommended that the Academic Fieldwork Coordinator (AFWC), fieldwork educator (FWEd), the on-site coordinator (if identified) and student maintain regular formal and informal communication during the fieldwork experience (AOTA, 2001).

III. Student Engagement in the Learning Process

- A. It is recommended that students collaborate with their fieldwork educator to develop learning objectives which stem from the site-specific learning objectives for the individual FW site. This may be accomplished through the use of learning contracts, which are both a teaching strategy and an assessment tool used to encourage self-directed learning. Learning contracts allow for shared responsibility in the planning of learning experiences offered in fieldwork. Pro- active learning contracts are an effective teaching strategy and encourage students to become intrinsically motivated to attain competence in the fieldwork experience.
- i. The use of learning contracts is highly recommended. If used, learning contracts should be developed within 2 weeks of initiating the FW experience. They should address individual student learning styles, needs and

interests, and should include specific learning objectives, resources and strategies, assessment, and target dates for completion. Learning contracts should be reviewed and updated regularly to reflect and communicate student progress towards the attainment of objectives.

- ii.** The student shall be evaluated and kept informed on an ongoing basis of his/her performance status.
 - 1. The student will collaborate with fieldwork educator to determine the most effective supervision style and feedback methods.
 - 2. Formative assessment shall be provided to students on a weekly basis and recorded in written format, providing specific recommendations addressing observable behaviors.
 - 3. Supervision and feedback are intended to empower the student to change performance, facilitate student self-reflection and self-assessment, and guide the student regarding strengths and opportunities for growth-based on site-specific objectives.
 - 4. AOTA's COE recommends the use of the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (AOTA, 2002a) and the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student (AOTA, 2002b) as a rating tool. The student's performance should be evaluated formally at mid-term and at the completion of the FW experience.
 - 5. The student should self-assess performance at mid-term using a copy of the AOTA Fieldwork Performance Evaluation (FWPE), and student evaluation and fieldwork educator evaluation scores should be compared and differences discussed.
 - 6. Weekly supervision logs are a good way for both the supervisor and student to keep track of what was discussed in supervision sessions. It is important for both the fieldwork educator and student to sign and date each log to verify the supervision process.
 - 7. When there are multiple supervisors, care should be taken to ensure that communication regarding student progress is shared among all supervisors and that all contribute to evaluation of the student's progress.

B. Learning Challenges on Fieldwork:

- i.** Fieldwork educators should monitor student progress, and match students' abilities with the demands of setting by providing the just-right challenges designed to maximize each student's individual learning needs.
- ii.** Structured forms of feedback, such as the Fieldwork Experience Assessment Tool (FEAT; AOTA, 2001), should be used to promote fieldwork educator and student communication.
- iii.** If the student's performance is not satisfactory at mid-term or any point in the fieldwork experience, both the student and academic institution must be notified immediately, and documentation concerning the student's progress and outcomes of interventions should be maintained.
- iv.** Fieldwork educators should initiate written remedial learning contracts with clear expectations and specific time frames for all students who are struggling to meet site-specific objectives.

IV. Continued Assessment and Refinement of the Fieldwork Program

A. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution and the fieldwork agency.

- i.** The Academic Fieldwork Coordinator representing the educational institution should regularly evaluate learning opportunities offered during fieldwork to ensure that settings are equipped to meet curricular goals and ensure student exposure to psychosocial factors, occupation-based outcomes and evidence-based practice.
 1. This may be accomplished through regular communication (e.g., emails, phone calls, written correspondence, etc.) between the AFWC and faculty and ongoing communication regarding the academic program's curriculum design to the fieldwork site. In addition, the fieldwork site should have opportunity to inform the didactic program preparation.
- ii.** The fieldwork site should regularly evaluate the effectiveness of its fieldwork program to ensure that students are able to meet learning objectives and deliver ethical, evidence-based, and occupation-centered intervention to clients. The learning objectives should be reviewed regularly to maximize the effectiveness of the fieldwork experience and create new opportunities. Supervisors are encouraged to participate in routine evaluations of their effectiveness in the supervisory role.
 1. Fieldwork site evaluation may occur through:
 - a. AOTA Student Evaluation of Fieldwork Experience (SEFWE)
 - b. Cumulative review of AOTA Fieldwork Performance Evaluations (FWPE) to determine student patterns of strength and weaknesses
 - c. Fieldwork Experience Assessment Tool (FEAT)
 - d. Review of the Self-Assessment Tool for Fieldwork Educator Competency (SAFECOM)

Resources

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OT Model Curriculum Ad Hoc Committee (2008). Occupational therapy assistant model curriculum. Retrieved from <http://www.aota.org/Educate/EdRes/COE/Other-Education-Documents/OTA-Model-Curriculum.aspx>

Last updated: January 2013

OT/OTA Student Supervision & Medicare Requirements

Historically, OT and OTA students have participated in the delivery of occupational therapy services under the supervision of occupational therapy personnel in a variety of fieldwork sites. The following provides information about the way in which the Centers for Medicare & Medicaid Services (CMS) interprets how and whether the Medicare program should provide payment for services provided by students.

For those settings that serve Medicare patients, it is important to be aware of both new and existing Medicare payment policies. CMS has published specific criteria relating to how and when the program will pay for services when the student participates in service delivery. When developing fieldwork plans for sites that serve Medicare patients, two issues must be considered:

1. Whether Medicare payment rules specifically allow students to participate in the delivery of services to Medicare beneficiaries, and
2. What type and level of supervision are required by the Medicare program.

All relevant Medicare coverage criteria must be reviewed if reimbursement is sought for services when the student participates in service delivery. In addition, many state practice acts and regulations address occupational therapy services provided by students. You can find the regulatory board contact information on the State-by-State OT Law Database located in the [Licensure](#) section of this website. For details regarding AOTA's position on Level II fieldwork, please see the document [Practice Advisory: Services Provided by Students in Fieldwork Level II Settings](#).

The following sets out for each Medicare setting whether Medicare payment rules specifically allow or restrict coverage of services provided by students and what type and level of supervision Medicare requires to raise the services provided by students to the level of covered "skilled" occupational therapy. Practitioners should take care to ensure an appropriate level of supervision, whether or not a specific CMS rule regarding students has been issued.

Medicare Coverage of Services When a Student Participates in Service Delivery

☐ Medicare Part A—Hospital and Inpatient Rehabilitation Facility (IRF)

Type and Level of Supervision of Student Required:

CMS has not issued specific rules, but in the excerpt here referencing skilled nursing facilities (SNFs), CMS mentions other inpatient settings. In the Final SNF PPS Rule for FY 2012 (76 Fed. Reg. 48510-48511), CMS stated: "We are hereby discontinuing the policy announced in the FY 2000 final rule's preamble requiring line-of-sight supervision of therapy students in SNFs, as set forth in the FY 2012 proposed rule. Instead, effective October 1, 2011, **as with other inpatient settings, each SNF/provider will determine for itself the appropriate manner of supervision of therapy students consistent with state and local laws and practice standards.**" See relevant state law for further guidance on supervision for the services to be considered occupational therapy.

* CMS recently discussed a different interpretation of the use of students in IRF. See our [Joint Statement on Use of Students in Hospitals](#) for information about ongoing AOTA advocacy on this issue.

Recommended Skilled Nursing Facility Therapy Student Supervision Guidelines
Submitted to CMS by the American Occupational Therapy Association (AOTA)
during the comment period for the FY 2012 SNF PPS Final Rule

Please note, these suggested guidelines would be in addition to the student supervision guidelines outlined in the RAI MDS 3.0 Manual and all relevant Federal Regulations

- The amount and type of supervision as determined by the supervising therapist/assistant must be appropriate to the student's documented level of knowledge, experience, and competence.
- Students who have been approved by the supervising therapist or assistant to practice independently in selected patient/client situations can perform those selected patient/client services without line-of-sight supervision by the supervising therapist/assistant.
- The supervising therapist/assistant must be physically present in the facility and immediately available to provide observation, guidance, and feedback as needed when the student is providing services at all levels of supervision.
- When the supervising therapist/assistant has approved the student to perform medically necessary patient/client services and the student provides the appropriate services, the services will be counted on the MDS as skilled therapy minutes.
- The supervising therapist/assistant is required to review and sign all students' patient/client documentation for all levels of clinical experience and retains full responsibility for the care of the patient/client.
- The supervising therapist/assistant is required to have one year of practice experience prior to supervising any students.
- Students who have not been approved by the supervising therapist/assistant to practice independently require line-of-sight supervision by the qualified therapist/assistant during all services. In addition, under these circumstances the supervising therapist/assistant will have direct contact with the patient/client during each visit.
- **Medicare Part A—Hospice**
Type and Level of Supervision of Student Required:
CMS has not issued specific rules. AOTA is recommending that the approach for Part A inpatient settings be followed for hospice providers. See relevant state law for further guidance on supervision for the services to be considered occupational therapy.
- **Medicare Part A—Home health**
Type and Level of Supervision of Student Required:
Regulations (§484.115) specifically cite definitions for "qualified personnel", which do not include students. However, CMS has not issued specific restrictions regarding students providing services in conjunction with a qualified OT or OTA. Services by students can be provided (as allowed by state law) as part of a home health visit, when the student is supervised by an OT or OTA in the home. AOTA is recommending that the approach for Part A inpatient settings be

followed for home health agencies. See relevant state law for further guidance on supervision for the services to be considered occupational therapy.

- **Medicare Part B—Private Practice, Hospital Outpatient, SNF, CORF, ORF, Rehabilitation agency, and other Part B providers including home health agencies when providing Part B services**

Type and Level of Supervision of Student Required:

Under the Medicare Part B outpatient benefit, the services of students directly assisting a qualified practitioner (OT) are covered when the type and level of supervision requirements are met as follows: Students can participate in the delivery of services when the qualified practitioner (OT) is directing the service, making the skilled judgment, responsible for the assessment and treatment in the same room as the student, and not simultaneously treating another patient. The qualified practitioner is solely responsible and must sign all documentation.

For details about current student supervision guidelines that affect Part B in SNFs in particular, see <http://aota.org/News/AdvocacyNews/SNF-Students.aspx?FT=.pdf>.

Following is guidance to the entities that pay for Medicare benefits contained in the [Medicare Benefit Policy Manual, Chapter 15](#) – see Section 230B:

1. General

Only the services of the therapist can be billed and paid under Medicare Part B. The services performed by a student are not reimbursed even if provided under “line of sight” supervision of the therapist; however, the presence of the student “in the room” does not make the service unbillable. Pay for the direct (one-to-one) patient contact services of the physician or therapist provided to Medicare Part B patients. Group therapy services performed by a therapist or physician may be billed when a student is also present “in the room”.

EXAMPLES:

Therapists may bill and be paid for the provision of services in the following scenarios:

- The qualified practitioner is present and in the room for the entire session. The student participates in the delivery of services when the qualified practitioner is directing the service, making the skilled judgment, and is responsible for the assessment and treatment.
- The qualified practitioner is present in the room guiding the student in service delivery when the therapy student and the therapy assistant student are participating in the provision of services, and the practitioner is not engaged in treating another patient or doing other tasks at the same time.
- The qualified practitioner is responsible for the services and as such, signs all documentation. (A student may, of course, also sign but it is not necessary since the Part B payment is for the clinician’s service, not for the student’s services).

AOTA continues to work with a coalition of practitioner organizations to advocate for additional government support for education of allied health providers and to develop long-term solutions to the problems caused by Medicare’s limitations on reimbursement when students participate in service delivery.



GSU Occupational Therapy
Professional Remediation Plan for Difficulties with Fieldwork

Student Name: _____

Student's demonstrated need for remediation:

Clear statement of outcome to be accomplished:

Student's step-by-step remedial action plan:

Date by which action plan/outcome will be accomplished:

How, when, and who will evaluate attainment of professional behavior?

Appendix A: Capstone Timeline

Spring yr. 1: Semester 3	Fall yr. 2: Semester 5	Spring yr. 2: Semester 6	Summer yr. 3: Semester 7	Fall yr. 3: Semester 8	Spring yr. 3: Semester 9
Capstone group meeting: Intro to capstone	Capstone small group meetings	OT 7800 Doc seminar Prep for Mentored capstone project	OT 8020 Development of capstone project	During FW II B Elective (3 credits) Possible Ind study W/faculty mentor	OT 8400 Capstone Experience and Dissemination

OTD Capstone Timeline

Spring yr 1: Semester 3	Fall yr 2: Semester 5	Spring yr 2: Semester 6	Summer yr 3: Semester 7	Fall yr 3: Semester 8	Spring yr 3: Semester 9
Capstone Group meetings	Capstone Individual meetings	OT 7800 Doc seminar Prep for Mentored capstone project	OT 8020 Development of capstone project	Elective Independent study w/faculty mentor or another elective	OT 8400 Capstone Experience
<i>Meet with Capstone coordinator for Orientation to Capstone:</i> Think about the possibilities: What concentrated area of study are you interested in?	<i>Meet with Capstone coordinator</i> Next Step: Narrow the possibilities to 3 viable ideas. Consider who will be your faculty mentor.	ID Faculty mentor. Identify possible site and site mentor for the experience. <i>Initiate the preparatory work with Faculty Mentor</i> including literature search, needs assessment, goals/objectives for the experience, timeline.	<i>Work with Capstone coordinator on MOU with site: Work with Faculty mentor on developing the Program plan and the Program evaluation plan.</i>	<i>Work with Faculty and Site mentor on completing all preparatory work:</i> the program plan, assessment of the program plan, how your goals will be measured and how the finished program will be disseminated.	Participate in 14-week mentored capstone experience: Complete portfolio of project results. Complete dissemination plan.

Appendix B: Capstone Learning Objectives Template

OT 7800: Doctoral Seminar V, Preparation for Mentored Doctoral Capstone Project

Instructions:

1. Based on your needs assessment and following the OTD program Curricular design statements (see below) develop 4 measurable learning objectives.
 2. You will be creating 4 individualized learning objectives for your OTD project. For this assignment we are separating it into Part 1 and Part 2
 3. **For learning objectives Assignment Part 1 You will create:**
 - a. 2 Learning objectives
 - b. 2-4 learning activities for each learning objective to help you achieve your learning objectives
 - c. Measurable outcomes for each of the learning activities that are the product of the activities you developed in order to demonstrate that you achieved your learning objectives.
 4. **You will do the same thing for Part 2 for a total of 4 Learning objectives:** 2-4 learning activities for each objective and measurable outcomes for each activity.
 5. Give an approximate timeline for the completion of the outcome measures during the 14-week capstone experience. ***(You will not be adding the time-line until the experience itself).***
 6. This will be reviewed by the course instructor and your Faculty Mentor. Once the Learning objectives have been approved by the Course instructor and the faculty mentor, and the DCC, all parties will sign this document.
- *This is a first draft of your learning objectives. You will be able to adjust and edit them over time as you continue to develop your capstone project.

DCE Learning objectives (What you hope to learn)	Learning tasks/activities to meet objectives (What you will do to achieve the learning objective)	Outcome measure (What will you produce as evidence for achieving the learning objective)	Timeline for completion (When will this outcome measure be completed)
1.	1a. 1b. 1c. 1d.	1a. 1b. 1c. 1d.	1a. 1b. 1c. 1d.
2.	2a. 2b. 2c. 2d.	2a. 2b. 2c. 2d.	2a. 2b. 2c. 2d.
3.	3a. 3b. 3c. 3d.	3a. 3b. 3c. 3d.	3a. 3b. 3c. 3d.
4.	4a. 4b. 4c. 4d.	4a. 4b. 4c. 4d.	4a. 4b. 4c. 4d.

Student's signature: _____

Date: _____

Faculty mentor signature: _____

Date: _____

Capstone Coordinator signature: _____

Date: _____

Appendix C: OTD Capstone MOU Addendum

This addendum is being added to the current MOU between the Occupational Therapy program at Georgia State university and _____. In addition to the standard agreement including the purpose of the MOU, general understandings, facility responsibilities, university responsibilities, mutual responsibilities, and a signature page, this addendum adds the following requirements:

This agreement is for _____ Student's name who will be completing his/her 14-week Doctoral Capstone Experiences at _____ (site name) and will be supervised by _____

(Site mentor's name) starting on _____ and finishing on _____ (dates) for a minimum of 560 hours.

All parties have agreed upon, and approved the following addendum items:

1. The student's individualized specific learning goals and objectives to include:
2. Specific plans for supervision to include:
3. Individualized capstone evaluation plan to include:
4. The supervision / mentoring plan to include:

This addendum is good through the ending date of the student's doctoral capstone experience.

Signatures:

Capstone Coordinator: _____ Date: _____

Site mentor: _____ Date: _____

OTD Student: _____ Date: _____

Appendix D: Capstone Project Approval Form

OT 8020: Development of Mentored Doctoral Capstone

What is a Capstone Project?

A capstone experience is a unique opportunity to carry out independent work to devise an innovative solution for a real-world problem. The capstone project is a multifaceted assignment that serves as a culminating academic and intellectual experience for students (The Glossary of education reforms 3/23/16).

The purpose of the capstone project:

Is for the OTD student to develop and demonstrate synthesis of in-depth knowledge in the focused area of study while contributing to individual, organizational, institutional, or societal change.

According to the Accreditation Council for Occupational Therapy Education (ACOTE) (2018), the doctoral capstone is designed through collaboration of the faculty and student and provided in setting(s) consistent with the program's curriculum design. The preparation for the capstone project includes student developed objectives and plans for supervision, a literature review, needs assessment, goals/objectives, and a formal evaluation plan to be completed and approved by the student's faculty mentor, and site mentor prior to the start of the capstone experience.

_____ (student's name) developed His/her Capstone project plan including the student's specific site objectives, plans for supervision, a completed literature review, a needs assessment with goals and objectives, and a formal evaluation plan. I have read and approve this plan for the students Doctoral Capstone Experience at _____ from _____ to _____.

Faculty Mentor: _____ Date: _____

Site Mentor: _____ Date: _____

Capstone Coordinator: _____ Date: _____

Student: _____ Date: _____

Appendix E: GSU Doctoral Capstone Time Log and Objective Monitoring Form

Student Name: _____ GSU Doctoral Capstone Weekly Time and Objective Log

WEEK 1	HOURS ON SITE	HOURS OFF SITE	COMBINED HOURS	OBJECTIVE (S) ADDRESSED	OBJ. PROGRESS Continue / Me t /Not Started		
MONDAY							
TUESDAY							
WEDNESDAY							
THURSDAY							
FRIDAY							
TOTAL HOURS AND OBJ PROGRESS							
SITE MENTOR SIGNATURE:							

Appendix F: Part time Capstone Petition

Before you complete the part time Capstone Experience Petition, please read and understand the following information.

The capstone experience is an individually designed project and prior fieldwork or work experience cannot be substituted for any part of the capstone length or hours. The student's capstone experience is typically full-time (40 hrs./wk. for 14 weeks and is a minimum of 560 hours). Up to 20% of the hours can be completed outside of the mentored practice site. Any time spent off site will need to be related to the objectives and purpose of the capstone experience and can include activities such as writing, doing research or other appropriate activities approved by the site mentor. The capstone experience can be completed on a part-time basis. The student must submit a specific reason that the experience needs to be completed on a part-time basis (such as the site you are interested in is only open 3 days a week, or your chosen site mentor only works part time). You will also need to get approval from your site mentor and the capstone coordinator. You will need to create a weekly time schedule to ensure that you are keeping track of the daily and weekly hours. It is essential for the student to understand that any time past the initial 14 weeks would delay the student's graduation date. In addition to this petition please submit: 1. Explanation of rationale for needing a part-time capstone experience. 2. Description of number of weeks, number of days and number of hours you will be at your capstone experience to complete a total of 560 hours. 3. Create your individual learning objectives keeping in mind your timeline and give approximate dates to reach each objective and complete your activities. I, _____ am petitioning for my Doctoral capstone experience to be completed on a part-time basis. I have read and understand the above information.

Student signature: _____ Date: _____

Site Mentor signature: _____ Date: _____

Capstone Coordinator signature: _____ Date: _____

Appendix G: Site mentor agreement form

Site Mentor Agreement:

I _____, have been informed and received a copy of the requirements of GSU's OTD Capstone project and experience. The student's area of interest is in my area of expertise. I Understand and am willing and able to perform the duties of Site mentor for _____.

The site experiences will start on _____ and end on _____.

Site Mentor: _____ Date: _____
Signature

Student Signature: _____ Date: _____
Signature

Capstone Coordinator: _____ Date: _____
Signature

Appendix H: Doctoral Capstone Experience Evaluation form

Student name:	
Student email and phone number:	
Student emergency contact, name, phone number, relationship:	
Faculty mentor name:	
Faculty mentor email and phone number:	
Capstone site name, address:	
Site mentor name:	
Site Mentor email and phone number:	

Start Date:	Midterm Evaluation Date:	Hours completed at Midterm: Onsite: Offsite:	Experience End Date:	Final Eval Date:	Total Hours Onsite: Offsite:

Title of Capstone Project:
Capstone Project Description:

Cr Create 4 primary goals based on GSU OTD Curricular design overarching ideas:

1. Understanding and utilizing Occupation to promote health and wellness
2. Use of Evidence based practice to support the doctoral capstone project
3. Understanding and using professional ethics and values
4. Enhancing Advocacy and leadership skills
5. Lifelong professional growth and development
6. Enhancing diversity, inclusion, and cultural competence

Primary Goals (Based on Curricular design) (Indicate any goal that is modified from original proposal by stating "modified" next to the goal).	Student Objectives (Indicate any objective that is modified from original proposal by stating "modified" next to the objective).	Plans, Activities, Strategies.	Outcome Measures, Evidence of completion, Deliverables.	Midterm Evaluation (Met, Progressing, Not Addressed)	Final Evaluation (Met / Not met)
1.	1a.	1a.	1a.	1a.	1a.
	1b.	1b.	1b.	1b.	1b.
	1c.	1c.	1c.	1c.	1c.
2.	2a.	2a.	2a.	2a.	2a.
	2b.	2b.	2b.	2b.	2b.
	2c.	2c.	2c.	2c.	2c.
3.	3a.	3a.	3a.	3a.	3a.
	3b.	3b.	3b.	3b.	3b.
	3c.	3c.	3c.	3c.	3c.
4.	4a.	4a.	4a.	4a.	4a.
	4b.	4b.	4b.	4b.	4b.
	4c.	4c.	4c.	4c.	4c.

7. Developing and utilizing technological advancements to enhance occupational participation

Rating Scale for Student Performance- Beth Ann Hatkevich, PhD, OTR/L, FAOTA 2021 Fall

DCC Academic Leadership Council Meeting October 15, 2021

3 - Exceeds Objectives: Performance is highly skilled.

2 - Meets Objectives: Performance is at a skilled level.

- Needs Improvement in or Performance is progressing but requires more development, or Completion of Objective: performance is satisfactory for an interim level in the process.

0 - Unsatisfactory: Performance does not meet objectives.

Midterm Evaluation Progress Criteria:

A minimum of 50% of primary Goals and Objectives need to be in-progress or met at a rating of 1 or above to pass at Midterm.

If 50% of the Goals and Objectives are **either not in-progress or not met at the midterm evaluation or have 1 or more ratings of 0**, a specific weekly timeline will be developed by the student and monitored by the site mentor to promote timely completion of goals and objectives for the Final evaluation.

Final Evaluation Progress Criteria:

100% of all Goals and Objectives must be met and must be at a rating of 2 or 3 at the final evaluation to pass the capstone experience.

The capstone experience is a Pass/Fail course.

The capstone experience is a one-time opportunity. If the student does not pass, a second opportunity will not be provided.

Midterm Capstone Experience Evaluation:

Student: _____ **Date:** _____
Signature

Site Mentor: _____ **Date:** _____
Signature

Final Capstone Experience Evaluation:

Student: _____ **Date:** _____
Signature

Site Mentor: _____ **Date:** _____
Signature

Appendix I: Doctoral Capstone Project grading rubric

	Component	Proficient	Emergent	Not met	Comments
1.	Identify a real-world practice PICO question in the OTD student's area of interest that can be addressed through the capstone process.	Completed well done PICO practice question skillfully written in an advanced topic in student's interest area. Hypothesis demonstrates command of the material.	Completed well done PICO practice question in an advanced topic in student's interest area. Weaknesses in question's scope related to OT.	Partially or poorly completed. Question inappropriate or not in appropriate scope of practice.	
2.	Complete an in-depth updated literature review of the problem to identify possible evidence-based solutions.	Organized, complete, with accurate and well written summaries. Very good use of the evidence.	Organized, mostly complete, and mostly accurate, limitations in synthesis of the summaries.	Not well organized, insufficient coverage of publications, inaccurate summaries, outdated studies 3 or more (> than 10 years since publication)	
3.	Introduction: Thoroughly discusses the literature identifying evidence-based practical approaches to finding solutions to the practice problem.	Contains all relevant studies, organized, comprehensive relevant and accurate review of the literature. Very well written.	Contains relevant literature with some study reviews somewhat comprehensive, vague, or inaccurate. May have some writing / grammar issues.	Problems with accuracy of content, not relevant to the topic, unorganized. Not well written, grammatical issues.	
4.	Methods: program plan description and rationale	All sections with clear and appropriate, detailed evidence-based information. Clearly written. Innovative ideas, well- reasoned.	Most sections have clear evidence-based information. Program plan acceptable. Minor writing issues.	Unorganized, limited evidence-information. Multiple writing issues.	
5.	Result/discussion: Analyze the outcomes results of the capstone project and provide discuss implications for OT practice.	All sections with clear, detailed information, good analysis, and implications for practice. Demonstrates synthesis of in-depth knowledge of focus area. From	Most sections with some details, acceptable analysis implications for practice.	Generally lacking details and analysis practice implications. Basically, repeated results.	

		ACOTE Standard D.1.7			
6.	References: using APA, 7 th ed.	All references present and properly cited using APA- 7 format.	Some issues with references, some missing or mismatched, or some errors in citation format.	Major formatting issues, missing multiple references.	
7.	Overall quality of writing:	Excellent, organized, grammar and spelling and sentence structures accurate. Could easily translate into a journal article	Generally good, organized with minor spelling and grammar issues.	Unorganized, repetitive, multiple grammar or spelling issues. Would benefit from the writing center.	
8.	Independence:	Always prepared for meetings, well organized, timely and accurate. Implemented feedback, required minimal guidance throughout. Demonstrate high level of clinical thinking.	Guidance throughout at expected level. Made suggestions and was prepared for meetings. Asked good questions. Demonstrated clinical thinking.	Required consistent assistive throughout the project. Frequently unprepared for meetings. Poorly developed clinical thinking.	

Modified from the University of Nebraska-Lincoln Special education and communication disorders Au.D.

Capstone project Rubric (no date or author). Found at <https://cehs.unl.edu/secd/aud-capstone-project-rubric/>

Grades assigned based on the following: Must earn B or above to Pass. If the paper is below a B, the student corrects and resubmits the paper for regrading. If after the second grading the paper, it is not at a passing level, the student fails the capstone.

A: Proficient in at least 6 out of 8 Components

B: Minimum of Emergent in all components

C: Not Met in 1 component

F: Not met in 2 or more components

2018 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide
(effective July 31, 2020)

Standard Number	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
SECTION C: FIELDWORK EDUCATION				
C.1.0: FIELDWORK EDUCATION				
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 clinical 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. The academic fieldwork coordinator will:				
C.1.1. Fieldwork Program Reflects the Curriculum Design				
C.1.1.	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.	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.	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.	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.1.2. Criteria and Process for Selecting Fieldwork Sites				
C.1.2.	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.	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.	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.	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.1.3. Fieldwork Objectives				
C.1.3.	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.	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.	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.	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.
STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
C.1.4. Ratio of Fieldwork Educators to Students				
C.1.4.	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,	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,	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,	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.	and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.	and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.	and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.
C.1.5. Sufficient Fieldwork Agreements				
C.1.5.	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.	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.	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.	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.1.6. Level I and II Fieldwork MOUs				
C.1.6.	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.	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.	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.	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.
IF A FIELD TRIP, OBSERVATION, OR SERVICE LEARNING ACTIVITY IS USED TO COUNT TOWARD PART OF A LEVEL I FIELDWORK, THEN A MEMORANDUM OF UNDERSTANDING IS REQUIRED. IF A FIELD TRIP, OBSERVATION, OR SERVICE LEARNING ACTIVITY IS NOT USED TO COUNT TOWARD PART OF THE LEVEL I FIELDWORK, THEN NO MEMORANDUM OF UNDERSTANDING IS REQUIRED.				
WHEN A MEMORANDUM OF UNDERSTANDING IS ESTABLISHED WITH A MULTISITE SERVICE PROVIDER (E.G., CONTRACT AGENCY, CORPORATE ENTITY), THE ACOTE STANDARDS DO NOT REQUIRE A SEPARATE MEMORANDUM OF UNDERSTANDING WITH EACH PRACTICE SITE.				
C.1.7. Fieldwork in Behavioral Health or Psychological and Social Factors				
C.1.7.	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.	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.	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.	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.
STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
	The goal of Level I fieldwork is to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients. The program will:			
C.1.8. Qualified Level I Fieldwork Supervisors				
C.1.8.	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	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	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	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.	assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.	assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.	assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.
C.1.9. Level I Fieldwork				
C.1.9.	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.	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.	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.	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.	The program must have clearly documented student learning objectives expected of the Level I fieldwork.	The program must have clearly documented student learning objectives expected of the Level I fieldwork.	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: <ul style="list-style-type: none">• Simulated environments• Standardized patients• Faculty practice• Faculty-led site visits• Supervision by a fieldwork educator in a practice environment All Level I fieldwork must be comparable in rigor.	Level I fieldwork may be met through one or more of the following instructional methods: <ul style="list-style-type: none">• Simulated environments• Standardized patients• Faculty practice• Faculty-led site visits• Supervision by a fieldwork educator in a practice environment All Level I fieldwork must be comparable in rigor.	Level I fieldwork may be met through one or more of the following instructional methods: <ul style="list-style-type: none">• Simulated environments• Standardized patients• Faculty practice• Faculty-led site visits• Supervision by a fieldwork educator in a practice environment All Level I fieldwork must be comparable in rigor.	Level I fieldwork may be met through one or more of the following instructional methods: <ul style="list-style-type: none">• Simulated environments• Standardized patients• Faculty practice• Faculty-led site visits• Supervision by a fieldwork educator in a practice environment All Level I fieldwork must be comparable in rigor.
STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER’S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
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:			The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. 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. 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:	
C.1.10. Length of Level II Fieldwork				
C.1.10.	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	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	Require a minimum of 16 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	Require a minimum of 16 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.	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.	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 three different settings.	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 three different settings.
C.1.11. Qualified Level II Fieldwork Supervisors				
C.1.11.	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.	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.	Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the supervision of an 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 or occupational therapy assistant 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.	Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the supervision of an 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 or occupational therapy assistant 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.1.12. Evaluating the Effectiveness of Supervision				
C.1.12.	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision
STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
	(e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).	(e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).	(e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).	(e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).
C.1.13. Level II Fieldwork Supervision				
C.1.13.	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.	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.	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.	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.1.14. Fieldwork Supervision Where No OT Services Exist				
C.1.14.	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	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	Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy	Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy

	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.	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.	assistant services and supervision by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the direction of an 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.	assistant services and supervision by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the direction of an 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.1.15. Evaluation of Student Performance on Level II Fieldwork				
C.1.15.	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Student</i> or equivalent).	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Student</i> or equivalent).	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student</i> or equivalent).	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student</i> or equivalent).
STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
C.1.16. Fieldwork Supervision Outside the U.S.				
C.1.16.	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.	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.	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.	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.

This concludes the Georgia State University Student Handbook