



**West Virginia University
School of Medicine
Health Professions
Division of Occupational Therapy**

**OT Program
Student Fieldwork Manual**

Dear Student:

PURPOSE OF THE HANDBOOK: The purpose of this handbook is to assist you in becoming acquainted with the expectations, standards, organization, and regulations of the Division of Occupational Therapy in the School of Medicine at West Virginia University. You are expected to read it and become familiar with its contents, and you should always keep it readily available for reference. It should be used in conjunction with the OT Student Handbook. These two handbooks should help answer many of your questions and assist you in managing your professional education experience responsibly.

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Mission of the West Virginia University OT Programs

The West Virginia University Occupational Therapy Programs exist to educate current and future occupational therapy professionals on the power of occupation to foster effective solutions for maximal participation in everyday living, enhanced quality of life, and lifelong health and wellness for all people. We are committed to cultivating resilient, confident, and culturally aware professionals who promote the distinct value of occupational therapy with accountability, honesty, and purpose. Graduates from our program will be empowered to transform lives locally and globally through participation in scholarly activity, research, and service to the community.

Fieldwork Philosophy and Link to OT Curricula

General Program Objectives of Occupational Therapy Fieldwork Education

The overarching goal of the OT programs is to prepare graduates to meet the standards of competence stated in the Accreditation Council for Occupational Therapy Education (ACOTE) documents and the state regulations governing occupational therapy practice. Fieldwork is planned with two primary objectives. One objective is to allow the students to observe treatment processes conducted in the actual settings and become acquainted with practitioners and clients (Level I fieldwork). The second objective is to build upon acquired knowledge, professional attitudes, and performance skills in treatment settings to develop those skills expected of entry-level occupational therapy students (Level II Fieldwork). In support of the OT program curricula designs and philosophy of learning, fieldwork experiences foster the growth of one's professional values and identity through experiential learning and opportunities for self-reflection. Level I fieldwork education courses, in combination with clinical and community-based lab experiences, provide diverse opportunities to experience occupational therapy in traditional (OTH 584 and 585), non-traditional (OTH 586), and emerging (OTH 586) practice settings with a variety of clinical populations across the lifespan. The extensive and diverse list of fieldwork education clinical partners allows students to explore traditional, non-traditional, and emerging practice areas during level II fieldwork rotations. In West Virginia, primary areas of non-traditional and emerging occupational therapy practice are community-based practice and rural health.

Level I Fieldwork is integral to our program's curriculum design. Three Level I fieldwork courses occur over the didactic portion of the OT Programs and the curricular sequences. These fieldwork courses align with prior and concurrent course content to reinforce and refine skill competencies while supporting the progression of one's professional identity and self-confidence. Level I fieldwork also nurtures an appreciation for evidence-based, interprofessional, rural healthcare while expanding one's occupational perspective and clinical reasoning skills.

The OT program level I fieldwork courses are listed and described as follows:

OTH 584 Summer 2nd year (2 credits)

The first in a series of three clinical instruction courses in the occupational therapy process. OT documentation, basic measurement skills, clinical skills, experiences with people with disabilities, and participation in professional activities. This course includes clinical simulation instruction, interprofessional education, and classroom instruction. Fieldwork meetings will be held as needed throughout the semester to discuss any relevant fieldwork situations. Instruction occurs through observation and hands-on experience. Students will demonstrate competence in assessing cardio-pulmonary function, functional mobility (bed mobility/transfers), and creating an occupational profile.

OTH 585 Fall 2nd year (2 credits)

A five-session (traditionally attended for one week) clinical rotation in a physical disabilities/developmental setting. OT staff must be present, either a COTA or an OTR. Assignments include treatment planning, documentation, and critically appraising research to develop evidence-based answers to real-world clinical questions.

OTH 586 spring 2nd year (2 credits)

A 32-hour, once-a-week or daily rotation focused on the psychosocial factors that influence occupational engagement and interpreting the role of Occupational Therapy in non-traditional and emerging practice settings. Supervisors will include qualified personnel, such as social workers, program directors, and house managers. The WVU OT program Academic Fieldwork Coordinator or specified faculty will provide distant supervision. By completing the rotation, students are expected to have developed a project that aligns with the site's mission and goals for the clients it serves. A clear understanding of how OT can contribute to the site regarding consultative services will also be demonstrated. Instructional methods include meetings, direct communication/ supervision with students and site leaders, and hands-on client experience.

Level II Fieldwork is a natural continuation of our curriculum. Its primary purpose is to provide students with opportunities to integrate the theory and skills learned in the classroom within diverse practice settings. Students complete site-specific assignments and multiple reflections to ensure the congruence of their experiences with their academic preparation.

These Level II Fieldwork experiences are integral to the curriculum design and include in-depth experiences in delivering occupational therapy services to clients, organizations, and/or populations. Level II Fieldwork aims to “develop competent, entry-level” practice scholars. It is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable the application of ethics related to the profession, to communicate and model professionalism as a developmental process and a career responsibility, and to develop and expand a repertoire of occupational therapy assessments and treatment interventions related to human performance (ACOTE Standard C.1.1).

A minimum of six months of Level II Fieldwork is required. At least six months (24 weeks) of sustained fieldwork is desirable on a full-time basis (C.1.12). The duration should be appropriate to the selected setting, the student's needs, and the continuity of client services, e.g., consecutive half-day sessions. No prior Level I FW can be substituted for any part of Level II FW (C.1.11).

To ensure diversity of practice settings and exposure across the lifespan, it is recommended that Level II fieldwork be completed in two separate, full-time, twelve-week placements arranged by the AFWC in collaboration with the student. The student can complete Level II fieldwork in at least one setting that reflects more than one practice area, or in a maximum of four different settings. Discernment of the available practice settings must occur and be confirmed by both the AFWC and the fieldwork site before the placement (C.1.12).

The first Level II experience (OTH 540) will occur from approximately May to September of the student's third year, and the second Level II experience (OTH 640) will occur from approximately September to December of the student's third year. Students must have completed all the academic classes and Level I Fieldwork with a minimum of a 3.0 OT Cumulative GPA before being allowed to participate in Level II experiences. Affiliated placement sites are located throughout the country and must meet ACOTE requirements (C.1.5). Level II sites are assigned by the AFWC (Academic Fieldwork Coordinator) based on quality of clinical experience rather than geographical convenience. If it is determined that a student would not be successful at a specific site for any reason, that student will be placed at an alternative site. The AFWC will guide all students in their selection process to ensure successful learning opportunities and a 'just right fit.'

During the Level II experience, the student will remain registered at West Virginia University and be monitored and assisted by the AFWC and any other university faculty member as needed. However, the experience is completed off-campus and will be supervised by the on-site Occupational Therapist (Fieldwork Educator [FWE]). We expect students to be knowledgeable about the fieldwork process and adhere to all WVU, School of Medicine (SOM), Division, and fieldwork-specific policies and procedures.

All Level II fieldwork experiences/requirements must be completed within 18 months of the student's last class on campus.

These fieldwork courses are listed below, along with their catalog description:

OTH 540 Summer 3rd year (6 credits)

Level II fieldwork rotation represents the first full-time, long-term clinical placement in the occupational therapy curriculum. This clinical rotation is 12 weeks in length; however, there is some variation regarding how the 12 weeks can be structured. Instructional methods consist of demonstrations and individual assignments as directed by the clinical fieldwork educator. By the end of the rotation, students should have completed the program's clinical education goals and objectives, as well as those specific to their site. Clinical education goals and objectives are developed by the site or through the academic fieldwork program and carried out in

collaboration with clinical site supervisors. The clinical education process enables students to practice and refine their professional and clinical skills. Students practice under the supervision of a licensed, qualified occupational therapist in a qualified practice setting, including hospitals, home health agencies, nursing homes, schools, or outpatient clinics.

OTH 640 Fall 3rd year (6 credits)

Level II fieldwork rotation represents the second and final full-time, long-term clinical placement in the occupational therapy curriculum. This clinical rotation is 12 weeks in length; however, there is some variation regarding how the 12 weeks can be structured. Instructional methods consist of demonstrations and individual assignments as directed by the clinical fieldwork educator. By the end of the rotation, students should have completed the program's clinical education goals and objectives, as well as those specific to their site. Clinical education goals and objectives are developed by the site or through the academic fieldwork program and carried out in collaboration with clinical site supervisors. The clinical education process enables students to practice and refine their professional and clinical skills. Students practice under the supervision of a licensed, qualified occupational therapist in a qualified practice setting, including hospitals, home health agencies, nursing homes, schools, or outpatient clinics.

Student Supervision and the Role of the Fieldwork Educator

Occupational therapy practitioners often use supervision models they encounter during their clinical rotations in school. West Virginia University recommends that each student be handled differently, depending on their individual needs, as well as the specific needs of the setting and the severity of the client's condition. The Academic Fieldwork Coordinator provides information on multiple supervision methods to fieldwork educators, recommending a developmental-type approach to supervision. First, starting with constant supervision, direction, and guidance. As the student's skills and confidence improve, the fieldwork educator can begin to reduce supervision as appropriate.

Supervision should also be student-centered, just as occupational therapists strive to be client-centered in practice. We believe each student has a unique set of needs and abilities. The fieldwork educator's job is to steer the experience when applicable, but allows students to take initiative in their learning. The fieldwork educator provides the student with the tools, guidance, and resources that can ultimately help the student have a successful experience; however, it is up to the student to use those tools and resources productively. A key part of the mission of the WVU OT Program is to foster lifelong, active learning. This also holds in the supervisory relationship. Although it is the supervisor's responsibility to create the learning environment for fieldwork, it is also the student's responsibility to participate actively in the process.

This manual includes the OT Program policy on student supervision, as well as other essential fieldwork policies. In addition, supervision-related educational information is included in Appendix D of this Handbook.

Participants in Fieldwork Education

Academic Fieldwork Coordinator

The Academic Fieldwork Coordinator (AFWC) is a core, full-time WVU faculty member responsible for planning, coordinating, and implementing integrated and sustained fieldwork experiences. The AFWC negotiates the logistics of recruiting, assigning, confirming, and monitoring Level I and Level II fieldwork placements. The AFWC serves as a resource for students, fieldwork sites, fieldwork educators, faculty, and advisors, as needed, regarding the negotiation of logistics and the processing of outcomes from fieldwork experiences.

Additionally, the AFWC provides an orientation to the fieldwork program and process upon admission and participation in the WVU OT program. Fieldwork is a degree requirement and functions as the “bridge” between academic and professional roles for our students. (ACOTE A.2.3)

The AFWC's responsibilities include:

1. Identify and develop appropriate FW sites that align with WVU OT curriculum philosophy (C.1.1; C.1.2; C.1.4).
2. Maintain accurate files and records of information for each FW site (C.1.2, C.1.3, C.1.5).
3. Maintain a collaborative relationship with fieldwork sites (C.1.3).
4. Develop and implement FW policies and procedures.
5. Orient students to the general purpose, process, and expectations for all levels of FW.
6. Assign all eligible students to Level I Fieldwork experience and coordinate the assignment between the student and the facility (C.1.10, C.1.13).
7. Assign all eligible students to Level II Fieldwork experience and coordinate the assignment between the facility and the student (C.1.13, C.1.8).
8. Maintain regular and periodic contact with fieldwork sites during students' placements to monitor their progress. (C.1.8, C.1.14).
9. Provide necessary intervention to assist in problem-solving regarding problem FW issues that are not satisfactorily resolved between the student and the site.
10. Provide faculty support and serve as a liaison to students on FW.
11. Provide faculty support to fieldwork educators.
12. Review FW evaluation forms and submit course grades to the WVU Registrar's Office.
13. Record FW grades and maintain student records.
14. Develop FW objectives in collaboration with fieldwork educators (C.1.3).
15. Assist in the development of the FW site and student programs.
16. Communicate with other faculty regarding curriculum and student advising issues.
17. Meet with students in person or via a virtual platform, such as Zoom, throughout their time in the OT program to verify changes in interest and place students in the correct settings for fieldwork.

Assistant Director of Clinical Education

The Assistant Director of Clinical Education initiates and maintains databases that include Contracts and Memoranda of Understanding (MOU) Affiliation Agreements, vaccination records, CPR certification, first aid certification, HIPAA certification, and OSHA certification (ACOTE A.2.8).

They are also responsible for:

1. Sending and tracking reservations for the next year of fieldwork.
2. Sending and tracking confirmations to fieldwork sites
3. Communicating with OT students to ensure all records are up to date
4. Renewing contracts with sites
5. Checking each placement to be sure there is a valid contract before placement
6. Acting as a liaison with the legal department at the WVU SOM to ensure the program is in line with university legal requirements
7. When directed by the AFWC, they will initiate a new contract
8. Report to AFWC when the university representative and the site have signed the contracts.

Student

This is the Occupational Therapy Student participating in the required fieldwork experience.

The fieldwork student's responsibilities include:

1. Completing all required coursework up to date.
2. Providing documentation of all department and fieldwork site requirements by deadlines.
3. Indicating preferences with consideration for interests and experience in various practice contexts, recognizing that the AFWC determines FW placements.
4. Read and understand the contents of the OT Student FW Manual, bring it to the fieldwork site, and refer to it when you have questions about FW.
5. Collaborating with the FWE and AFWC before the onset of the FW experience to ensure compliance with fieldwork requirements.
6. Making their living arrangement.
7. Providing and/or securing transportation to and from their fieldwork site.
8. Complying with all policies and procedures of the fieldwork site, WVU SOM, and the Division of OT.
9. Fulfilling all duties and assignments made by the fieldwork educator and AFWC, unless exempted, within the time limit specified.
10. Notifying the fieldwork placement and AFWC of any address, phone number, or other changes.
11. Use wvu.edu email for all FW correspondence.

12. Participate actively in the supervisory process. This process also includes effective communication, constructive responses to feedback, and reflection on performance and learning.
13. In the event of any problem related to fieldwork evaluation, the student will follow the chain of command at the fieldwork placement, i.e., discuss the situation with the fieldwork educators and/or the academic fieldwork coordinator, and if not satisfied with the resolution, contact the educational program director.
14. Fulfill all other duties and responsibilities identified by the clinical fieldwork educators and AFWC within the designated timelines.
15. Comply with the laws, regulations, and professional standards identified by the fieldwork site, the University, state licensure boards, and the American Occupational Therapy Association.

West Virginia University Division of Occupational Therapy Entry Level OT Program Curriculum Design

The goal of the OT program at West Virginia University is to transform lives through the Occupational Therapy Process.

To meet this goal, the program curriculum will graduate professionals who can enhance the lives of others through critical reasoning and evidence-based practice. These graduates will work effectively across interdisciplinary teams with the capacity to create solutions for real-world problems. As a land-grant institution, the faculty, staff, and students at West Virginia University commit to creating a diverse and inclusive culture that advances education, healthcare, and prosperity for all by providing access and opportunity, advancing high-impact research, and leading transformation in West Virginia and the world through local, state, and global engagement. The design of the WVU OT curriculum echoes the fundamental beliefs and values articulated in the AOTA Philosophy of Education (2018). It encourages diverse, engaged learning experiences that occur both within and outside the classroom toward a goal of self-reflection, life-long learning, and meeting societal needs through occupation.

At WVU, service, curiosity, respect, accountability, and appreciation are highly valued. These values are mirrored in the WVU Occupational Therapy OT Program curriculum. As students progress through the curriculum, they are expected to seek opportunities to serve others and to be committed to providing the highest quality of service. Throughout their academic experience, OT students develop through asking questions and constructing individualized internal models that position them to seek new opportunities and change through innovation. Throughout the educational journey, students learn to be respectful, transparent, and inclusive of each other. They are challenged to perform at their absolute best every day to create real-

world solutions that are responsive, efficient, and effective. Building on the values of service, curiosity, respect, and accountability is the value of appreciation. The WVU occupational therapy program students support and value each other's contributions as members of a vibrant professional and university community. These values provide a strong foundation for leadership through local, state, and global engagement.

Students entering the WVU Occupational Therapy program are adult learners. As such, they each have their own world and educational experiences that will affect their experiences in the program. We believe adult learners are motivated to achieve a goal, want to participate actively in their education and seek opportunities to apply what they have learned. We also believe that once the foundations of occupational therapy practice are provided, adult learners can self-direct their learning within the field by selecting research projects.

We believe knowledge is constructed, not transferred (Senge, 2014). We believe what adult learners see changes what they know, and what they know changes what they will see. (Piaget, 2001; Vygotsky, 1978). These beliefs about learners and learning drive the teaching and learning experience throughout the WVU Occupational Therapy experience. The Occupational Therapy Program curriculum at WVU is based on the constructivist learning theory (Bruner, 1960):

1. Learning is an active process through which learners construct new ideas and concepts that build on existing, foundational knowledge.
2. Faculty act as facilitators of learning, encouraging students to explore within a structured framework
3. Learners who engage and learn with others can organize their ideas and construct their knowledge
4. The learning process includes selecting and transforming information, making decisions, generating hypotheses, and making meaning through interweaving information and experience.
5. Learning is a developmental and continuous process that moves along a cycle. Learners start with a concrete experience, move to observation and reflection, form abstract concepts to test their understanding of new situations, and finally return to gather new concrete experiences with a greater capacity for understanding them.
6. Learning environments that emphasize authentic engagement and active participation in a meaningful context promote learners ready to construct innovative solutions to real-world problems.

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The values of WVU and the concepts of specific learning theories frame the educational experience of our occupational therapy program. We introduce these ideals early and focus on the ***six threads*** of our curriculum to develop students into expert occupational therapists who represent WVU and the state of West Virginia. The identified focus areas / curricular threads of the WVU OT Programs are:

Professional Identity

Students demonstrate self-efficacy by embracing the full breadth of what it means to be an occupational therapist (e.g., practitioner, leader, educator, researcher), one who uses their education and experience to build on WVU’s core values: health care professionals who are agents of change, who contribute to the health and wellbeing of society, and who advocate for the belief that humans are occupational beings who can influence the state of their health through occupational engagement as influenced by community and cultural contexts.

Interprofessional Practice

Occupational therapists consult and collaborate with various healthcare, educational, service-oriented, and community professionals. The occupational therapy students at WVU participate in a rich array of interprofessional learning experiences through didactic, simulation, laboratory, community, and clinical activities, which enhance their self-efficacy. Students learn to become occupational therapists who communicate effectively, demonstrate effective teamwork, adhere to the values and ethics of occupational therapy, and represent the profession’s defined and specific roles and responsibilities to improve patient safety and health and wellness outcomes. As advocates of occupational engagement, social participation, and accessible social and political environments, our graduates create innovative pathways through which occupation and occupational science can serve society's needs.

Occupational perspective

Students use an occupational lens to help understand what people are doing, want, or need to do to be healthy and live satisfying lives. Participating in occupations is central to health, well-being, and life satisfaction. Students use occupations to establish or remediate skills and body functions, promote health, or prevent dysfunction in individuals, groups, and populations.

Evidence-based practice to solve real-world problems

Occupational therapy is a science-driven, evidence-based profession. Occupation, the relationship between occupation, occupational science, and occupational therapy, informs student selection of targeted occupational therapy processes and supports client-centered outcomes.

Clinical reasoning/ critical thinking

Clinical reasoning is a thinking process in action, focusing on and filtering clinical cues, and using data to inform the occupational therapy process. Our students are critical thinkers who use strong evidence and theoretically sound occupational approaches to plan, direct, perform, and reflect on best practices in client care.

Rural health needs

West Virginia is a primarily rural state with unique health and wellness needs that arise from its geography and population distribution. West Virginia University, as the state's Land Grant Institution, is dedicated to addressing the needs of West Virginians. Occupational therapy brings a specialized perspective, knowledge, and skills to this mission. Graduates of the WVU OT programs possess the specialized perspective, knowledge, and skills necessary to enhance the health of individuals living in rural and/or underserved areas.

By integrating the university's mission, the values of occupational therapy, and curricular threads, the program facilitates unique learning opportunities through teaching, service, and scholarship, promoting competency, proficiency, and mastery of skills.

Foundational courses explore the structure and function of the human mind and body, as well as how humans develop throughout their lifespan. Students are active learners who become familiar with the interplay of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices, in contemporary society, alongside the theories, models of practice, and frames of reference that underlie the occupational therapy process. Students demonstrate an understanding of occupational therapy's history and its role in addressing society's current and future occupational needs. Students demonstrate an understanding of the varied roles of occupational therapy and applicable credentialing and licensing. Students understand community resources, reimbursement, and professional and personal responsibilities through a combination of didactic, case-based, experiential, practical, and fieldwork education. Students

also establish competence in instructional design, ethics, and ethical research processes, as evidenced by completing standardized training and other related activities within the WVU Health Sciences Center.

Next, through reinforcement of concepts and knowledge of the social determinants of health, students become proficient in designing and implementing intervention strategies to remediate and/or compensate for deficits or enhance the performance of occupations through the use of patient and caregiver education, functional mobility tasks, assistive technology, therapeutic use of self, orthotics and prosthetics, modalities, community mobility and access, and ergonomics. Students can gather, evaluate, interpret, and discuss statistical data and scientific evidence, utilizing occupational therapy theories and models of practice in various contexts and environments, to inform practice decisions and create scholarly products. Students participate in a faculty-guided scholarship project to support inquiry and the development of in-depth knowledge. Students become proficient in applying the Occupational Therapy Code of Ethics and AOTA Standards of Practice to inform their ethical decision-making in professional interactions. The curriculum supports the acquisition of leadership skills to participate in management, understand the business aspects of practice, and recognize the value of professional development, care coordination, advocacy, legislation, policy, and regulation.

Finally, through mastery of concepts, students develop expertise in applying, analyzing, and evaluating the interaction between occupation and activity, using evidence-based practice to explain the importance and application of occupation. The students can utilize their strong occupational perspective, knowledge of the disease process and its impact on occupational performance, activity analysis skills, critical analysis of evidence, unique features of rural health, and clinical reasoning to modify interventions based on the specific needs of the patient, group, or population. The curriculum fosters the development of a strong professional identity in students, which will be evident through their engagement in interprofessional education activities. This engagement demonstrates and educates others on the value of the occupation while establishing professional responsibility for taking on leadership positions.

Program Learning Outcomes

Practice Outcomes (Curricular focus areas)

- Graduates will be reflective, competent, creative, flexible, and resourceful occupational therapists.
- Graduates will model the value of occupational therapy's unique role in promoting health, wellness, and quality of life at the individual, community, and population levels. (Occupational Perspective, Professional Identity)
- Graduates will be able to develop and implement client-centered, evidence-based, and theory-driven interventions and discharge plans that reflect the Occupational Therapy

Process and Domain and evaluate their effectiveness. (Clinical Reasoning, Evidence-Based Practice)

- Graduates can develop client-centered, evidence-based assessment plans and perform evaluations that reflect the Occupational Therapy Process and Domain. (Evidence-Based Practice, Interprofessional Practice)
- Graduates will be able to develop client-centered, evidence-based, theory-driven outcomes that reflect the Occupational Therapy Process and Domain. (Evidence-Based Practice, Occupational Perspective, Clinical Reasoning)

Leadership & Advocacy

- Graduates will identify the leadership skills needed for engagement in professional advancement at the individual, group, and population levels. (Leadership, Occupational Perspective)
- Graduates will demonstrate skills to communicate about occupational therapy's distinct value/role across all practice areas. (Occupational Perspective, Interprofessional Practice, Professional Identity)
- Graduates will be able to identify the effects of health disparities and occupational injustice on their clients' health and occupational performance. (Rural Health, Leadership, Occupational Perspective)
- Graduates will advocate for occupational therapy with policymakers, third-party payers, regulatory boards, consumers, and colleagues. (Leadership, Professional Identity)

Scholarship & Ethics

- Graduates can critically appraise the ethical and practical aspects of client care, program development, and research. (Clinical Reasoning, Evidence-Based Practice, Rural Health)
- Graduates will be active consumers of knowledge, becoming lifelong occupational therapy learners. (Evidence-Based Practice)

WVU OT Curriculum Sequence

The WVU OT full-time curriculum will proceed in a lock-step fashion, with each semester's work building on the last. This approach encourages reflection on learning and the application of content from one course to subsequent courses. If a student fails to demonstrate course competency (i.e., a grade of less than C or other competency criteria outlined in the course syllabus), he/she will be required to step out of the program until the course is offered again. If this occurs, an individual action/remediation plan may be developed to increase the likelihood of the student's success in the curriculum when he/she repeats the required course.

The first six semesters of the eight-semester curriculum occur on campus, including Level I fieldwork, completed in the local region and integrated into semesters 4 through 6. The final two semesters are clinical, and the students will be engaged in their two 12-week Level II

fieldwork rotations. However, the students will actively engage with the academic program through pre- and post-fieldwork seminar courses during semester 8. These seminars are intended to facilitate the students' clinical and didactic learning integration and prepare them for the next phase of their off-campus learning.

In the first year of the OT curriculum, students develop a solid theoretical and scientific knowledge base that underlies modern occupational therapy practice. Students take courses that address anatomy, kinesiology, lifespan development, neurobiology, occupational science, and pathophysiology. As they strengthen their knowledge base, students begin to apply the information they have learned to occupational therapy by developing basic clinical reasoning, evaluation, and intervention skills. A strong emphasis is on learning the fundamental psychomotor skills necessary in OT practice.

In the 2nd year of the OT program, students integrate and apply previously learned information and skills in new and challenging situations to build further reasoning and skill. Students practice the basic skills of a clinician through participation in Level 1 fieldwork, where they complete occupational profiles, basic evaluations and assessments, and plan treatment interventions. In the didactic portion of the 2nd year, students expand their understanding and competence in OT practice, moving beyond individual-focused intervention to groups and populations as clients. They also move beyond the basic areas of BADL and IADL evaluation and intervention to develop specialized skills in client factor assessment and interventions that address client factors, prevention and wellness, and advocacy. This expansion of knowledge is further developed through participation in the 3rd and final Level I fieldwork experience that addresses OT service in non-traditional and community settings. This course structure and sequence of Level I fieldwork rotations encourage students to develop a strong professional identity and occupation-focused practice.

Throughout the 2nd year, OT students also develop skills in leadership, management, entrepreneurship, and scholarship through the development and implementation of practice and research projects. Students also focus on expanding their clinical reasoning skills through participation in case-based and simulated client experiences, addressing the full breadth of occupational therapy practice. As the second year concludes and the students prepare to initiate their clinical/experiential year, they complete and present their scholarly research project.

In the 3rd year of the OT program, students apply what they have learned in the didactic portion of their education to clinical practice through participation in their Level II fieldwork experiences. Although students are engaged in full-time clinical practice, they continue to participate in the academic program through assignments completed as part of the Level II fieldwork and through participation in seminar classes. As part of the fieldwork class, students

complete periodic journals, answering questions posed by the AFWC that ask them to reflect on their clinical practice and identify how it relates to the academic curriculum and threads of the program. This encourages students to become reflective practitioners who ground their practice in a broad knowledge base. Students also participate in seminar courses that help them prepare for their future professional practice. After the Level II fieldwork, students integrated their knowledge and clinical skills in a way consistent with entry-level occupational therapy practice.

The curriculum design's emphasis on reflection is a key part of learning and professional development. Both phases of the OT education process—didactic and clinical/fieldwork—are critical to the curriculum's goal of providing occupational therapists with a strong belief in the power of occupation to improve individuals' lives.

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WVU MOT Curriculum

	Course #	Course Name	Credit Hours
Semester 1	OTH 504	Anatomic Foundations in OT	4
	OTH 370	Theories and Science of OT	3
	OTH 507	Functional Kinesiology in OT	2
Semester 2	OTH 502	Foundations of Intervention in OT	3
	OTH 505	Disruptions in Occ. Performance	4
	OTH 506	Functional Movement Across the Lifespan	3
	OTH 360	Scientific Inquiry for OT 1	3
	OTH 330	Clinical Reasoning 1	2
	OTH 510	Occupational Performance Eval 1	3
	OTH 508	Developmental Life Tasks	3
Semester 3	OTH 509	Neuro-Biologic Foundations	4
	OTH 515	Interventions Across the Lifespan 1	4
	OTH 511	Occ. Performance Eval 2	4
	OTH 361	Scientific Inquiry for OT 2	3
	Year 1 (45 credits)		
Semester 4	OTH 516	Interventions Across the Lifespan 2	4
	OTH 584	Level I Fieldwork 1	2
	OTH 497	Research	1
	OTH 431	Clinical Reasoning in OT 2	2
Semester 5	OTH 585	Level I Fieldwork 2	2
	OTH 514	Occ. Performance Eval 3	4

Semester 6	OTH 517	Interventions Across the Lifespan 3	4
	OTH 532	Clinical Reasoning in OT 3	3
	OTH 497	Research	1
	OTH 518	Interventions Across the Lifespan 4	4
	OTH 607	Management in OT	3
	OTH 533	Clinical Reasoning in OT 4	3
	OTH 697	Research	2
	OTH 586	Level I Fieldwork 3	2
Semester 7	OTH 521	Professional Development Seminar 1	1
	Year 2 (38 credits)		
Semester 8	OTH 540	Level II Fieldwork 1	6
	OTH 522	Professional Development Seminar 2	1
	OTH 640	Level II Fieldwork 2	6
	OTH 550	Education in OT	1
	OTH 523	Professional Development Seminar 3	1
Year 3 (15 credits)			
Total Credit Hours = 98			

WVU OTD Curriculum

Course #	Course Name	Credit Hours
Semester 1 OTH		
504	Anatomic Foundations in OT	4
OTH 670	Theories and Science of OT	3
OTH 507	Functional Kinesiology in OT	2
Semester 2 OTH		
502	Foundations of Intervention in OT (3)	3
OTH 505	Disruptions in Occ. Performance (4)	4
OTH 506	Functional Movement Across the Lifespan (2)	2
OTH 660	Scientific Inquiry for OT 1 (3)	3
OTH 630	Clinical Reasoning 1 (2)	2
OTH 510	Occupational Performance Eval 1 (3)	3
Semester 3 OTH		
508	Developmental Life Tasks (3)	3
OTH 509	Neuro-Biologic Foundations (4)	4
OTH 515	Interventions Across the Lifespan 1 (4)	4
OTH 511	Occ. Performance Eval 2 (4)	4
OTH 661	Scientific Inquiry for OT 2 (3)	3
Year 1 – 45 Credit Hours		
Semester 4 OTH		
516	Interventions Across the Lifespan 2 (4)	4
OTH 584	Level I Fieldwork 1 (2)	2
OTH 697	Research (1)	1
OTH 631	Clinical Reasoning in OT 2 (2)	2
OTH 708	Leadership in OT (2)	2

Semester 5 OTH		
585	Level I Fieldwork 2 (2)	2
OTH 714	Occ. Performance Eval 3 (4)	4
OTH 717	Interventions Across the Lifespan 3 (4)	4
OTH 732	Clinical Reasoning in OT 3 (3)	3
OTH 697	Research (1)	1
Semester 6 OTH		
518	Interventions Across the Lifespan 4 (4)	4
OTH 807	Entrepreneurship and Management in OT (3)	3
OTH 733	Clinical Reasoning in OT 4 (3)	3
OTH 797	Research (2)	2
OTH 586	Level I Fieldwork 3 (2)	2
OTH 521	Professional Development Seminar 1 (1)	1
OTH 788	Directed Study (Capstone Planning I) (2)	2
Year 2 – 42 Credit Hours		
Semester 7 OTH		
540	Level II Fieldwork 1 (6)	6
OTH 797	Research (2)	2
OTH 788	Directed Study- Capstone Planning I [Optional Repeat]	
Semester 8 OTH		
522	Professional Development Seminar 2 (1)	1
OTH 640	Level II Fieldwork 2 (6)	6
OTH 550	Education in OT (1)	1
OTH 523	Professional Development Seminar 3 (1)	1
OTH 789	Capstone Planning (2)	2
Semester 9 OTH		
809	Capstone Thesis (2)	2
OTH 810	Doctoral Experiential (7)	7
Year 3 = 28 Credit Hours		
Total Credit Hours = 115		

Fieldwork Course Objectives

Level I FW Course Objectives:

OTH 584:

After completing this course, the student will be able to:

1. Accurately assess and report cardio/pulmonary function with vital sign assessment.
2. Accurately complete, interpret, and document a balance assessment.
3. Appropriately assist clients in bed mobility and transfers using assistive devices
4. Describe occupational therapy's distinct role in promoting health, wellness, and quality of life to individuals and/or members of other disciplines on the healthcare team.
5. Accurately create and report a complete occupational profile of a client utilizing appropriate interview techniques.
6. Accurately and appropriately document the evaluation and intervention process.
7. Adhere to safe practices when providing and/or recommending interventions for clients.
8. Accurately and appropriately design client-centered and culturally relevant interventions/ treatment plans appropriate for clients across the lifespan with consideration of psychosocial factors.
9. Integrate diagnostic-specific precautions into the intervention plan.
10. Provide education, demonstrate safety, and promote independence with transfers, functional mobility, and mobility devices.
11. Identify the contribution of at least two professions besides occupational therapy to the holistic care of a patient.

OTH 585:

After completing this course, the student will be able to:

1. Model reflective, competent, creative, innovative, flexible, and resourceful occupational practice.
2. Describe the distinct value of occupational therapy's unique role in promoting health, wellness, and quality of life at the individual, community, and population levels.
3. Develop client-centered, evidence-based assessment plans and perform evaluations that reflect the Occupational Therapy Process and Domain.
4. Develop and implement client-centered, evidence-based, theory-driven interventions and discharge plans that reflect the Occupational Therapy Process and Domain.
5. Develop client-centered, evidence-based, theory-driven outcomes that reflect the Occupational Therapy Process and Domain.
6. Critically appraise research to develop evidence-based answers to real-world clinical questions.
7. Accurately and appropriately design client-centered and culturally relevant interventions/treatment plans that are appropriate for clients across their lifespans, with the consideration of psychosocial factors.

OTH 586

After completing this course, the student will be able to:

1. Model reflective, competent, creative, innovative, flexible, and resourceful occupational practice.
2. Describe the distinct value of occupational therapy's unique role in promoting health, wellness, and quality of life at the individual, community, and population levels with EBP support.
3. Develop client-centered, evidence-based assessment plans that reflect the Occupational Therapy Process and Domain.
4. Critically appraise research to develop evidence-based answers for real-world clinical and/or community problems.
5. Utilize practical leadership skills, including effective communication, to advocate for the importance of occupational engagement.
6. Effectively communicate occupational therapy's distinct value/role across all practice areas.
7. Identify health disparities and identify ways to support occupational justice.
8. Use, analyze, and interpret scientific evidence, theories, models of practice, and frames of reference to support community-based, psychosocial occupational therapy interventions, group activities, program development, and consultative processes.
9. Demonstrate therapeutic use of self through goals, journals, programmatic or site activities, and during contribution projects in a community-based, psychosocial occupational therapy setting.
10. Utilize teach-learn activities to promote occupational therapy principles during group programs, project development, and/or other site-specific interventions.
11. Practice interprofessional communication and collaboration to develop programming and communicate to promote health and wellness using direct intervention, consultative processes, and occupational therapy promotion.
12. Complete an overview of their site/ program placement, a needs assessment, and a contribution project for successful community-based psychosocial occupational therapy.
13. Identify grants that support community-based programs and describe and analyze how the grant will impact the program/ site.

Level II FW Course Objectives

Please refer to Appendix A for level II fieldwork objectives.

Scholarships/Aid from Fieldwork Sites

Any student receiving financial assistance from a future employer through scholarships, signed work agreements, or other resources must INFORM THE AFWC immediately upon signing a contract. Because of the conflict of interest that could arise in situations like these, students will not be allowed to do fieldwork in a center where they have committed to work upon graduation in exchange for financial assistance.

Conflict of Interest

Students will NOT be placed at a site where a family member may be in a supervisory capacity of the student or the student's Fieldwork Educator. A student will not be assigned to a site where they have already accepted a job or are negotiating employment. Additionally, students are not permitted to undertake FW placements at sites where they have been previously employed by the Occupational Therapy, Rehabilitation, or related department, or have been a patient. Lastly, students will not be placed at sites where they have volunteered or shadowed extensively. Requests for exceptions to this policy may be submitted in writing by the student requesting a particular site. The student should provide the AFWC with a written rationale that justifies setting aside this policy.

Criminal Background Checks & Fingerprinting

Most, if not all, sites require criminal background checks and/or fingerprinting. Students are responsible for meeting these requirements independently and, in most cases, at their own expense. The Division of Occupational Therapy is affiliated with My Record Tracker to ensure the completion and management of all students' educational, professional, and personal information. Students are responsible for renewing security clearances to meet the timeline requirements of their assigned fieldwork placements. **If doing fieldwork out of state, please double-check what type of background checks the site requires.**

Drug Testing

Many sites require drug testing. Students are responsible for meeting this requirement independently and, in most cases, at their own expense. Students must be cleared before starting the placement. Please note that some results may take several weeks to be received. If your site requires drug testing, please meet with the Assistant Director of Clinical Education to obtain information on how to fulfill this requirement. Please double-check the type of drug panel your site requires (e.g., 5-panel, 10-panel, 11-panel screenings, etc.). The Division of Occupational Therapy complies with the WVU Professional Programs Drug Testing Policy (Appendix C).

Professionalism

Fieldwork education is a crucial part of professional preparation. The term "professionalism" refers to *conforming to the standards of a profession*. Positive professional behaviors are critical

to effective occupational therapy practice. A therapist must adhere to ethical standards, reflect cultural sensitivity, work collaboratively with others, show self-initiative and motivation, and demonstrate therapeutic use of self and competent leadership skills. This thread is addressed throughout the curriculum of West Virginia University. Becoming an occupational therapist encompasses the development of clinical as well as professional skills. Communication, receptiveness to feedback, initiative, dependability, and other interpersonal behaviors are essential for fieldwork and coursework learning outcomes. The Occupational Therapy Program at West Virginia University is a professional program. As occupational therapy students, you are expected to dress and present yourselves professionally. The West Virginia University Student Professional Behavior Policy and the AOTA Code of Ethics apply to all Level I and Level II Fieldwork experiences and the specified behaviors required by the specific clinical sites. As a health professional in training, students should demonstrate appropriate professional behavior during all fieldwork activities. Remember that on fieldwork, students represent West Virginia University, the Division of Occupational Therapy, the OT Programs, and the profession of occupational therapy. Professional behavior criteria, OT values, and attitudes are outlined in the Occupational Therapy Code of Ethics and Ethics Standards (2020).

These include but are not limited to:

- being punctual for and attending all clinical activities
- arriving before the scheduled time to begin and not asking to leave early
- notifying fieldwork and AFWC of emergencies and/or illnesses
- being respectful of others
- demonstrating appropriate interpersonal communication skills
- being organized
- completing assignments (from the University and FW site) promptly
- ask questions but do not to challenge the supervisor's authority or competence

****Students can be dismissed from Level I/II Fieldwork experiences for inappropriate or unprofessional behavior, as determined by the FWE in collaboration with the AFWC. ****

Computer Use

The use of fieldwork site computers is restricted to activities associated with client care unless otherwise instructed by the Fieldwork Educator, such as performing evidence-based literature research. Under no circumstances should the fieldwork student use the facility-based computer to check his/her email, participate in social networking, play games, or access the Internet for personal use. Computers are to be used exclusively for fieldwork-related activities.

Social Media & Networking

As online social media and social networking have become options for daily communication with others, it is necessary to clarify professional behavior expectations when using these platforms, especially in fieldwork education. Social media often crosses traditional boundaries between professional and personal relationships. Therefore, it takes extra vigilance to protect

individual, professional, and university reputations. It is essential to consider what is posted on the Internet and adhere to the OT Code of Ethics (AOTA, 2020). The ethical concepts include Beneficence, Nonmaleficence, Confidentiality (Autonomy), Procedural Justice, Veracity, and Fidelity. Adherence to this policy is expected of students in the WVU OT Program.

These guidelines are intended to protect the privacy and confidentiality of fellow students, faculty, staff, clinical educators, and facility staff, and any facility clients. These guidelines may be subject to change as new social networking tools emerge. Compliance with this policy is expected at all times. Violating these guidelines will result in disciplinary action, including dismissal from the WVU OT Program.

You are responsible for what you post. A posting should never reference (or allude to) a client's name, fieldwork site name, clinical instructor name, criticism about the site information about what is happening, or any other disclosure of confidential material to unauthorized parties in a posting or reference to West Virginia University. This is true despite what therapists and employees at your site may post. A posting should never disclose confidential or HIPAA-related information. Sharing this information, even unintentionally, can result in legal action against you, WVU, the fieldwork site, and/or the client. It is essential to adhere to copyright laws and properly reference or cite sources. Plagiarism applies online as well. The content of the posting should be respectful.

Consider what you post on ANY social networking site. Many potential employers visit these sites to review your posted content and often decide whether they want to hire you as an employee.

Do not ask your supervisor to "friend" you while on Fieldwork. This puts your supervisor and you in an awkward situation with personal information about each other. If you mutually decide to do this after the Fieldwork experience, this is your personal choice.

Tardiness/Absenteeism

Regular attendance and punctuality are professional behaviors that facilitate learning and teaching, and demonstrate respect for one's fieldwork educators, colleagues, and peers. Attendance is required for all fieldwork education experiences. Students are expected to arrive at fieldwork before the scheduled start time and be prepared to begin on time. There are NO designated holidays, vacation, personal, or sick days/leave during Level II Fieldwork. Therefore, **you are NOT entitled to any days off during fieldwork**. While the possibility of extraordinary life and/or crisis circumstances is acknowledged, absences from the experiential learning environment raise significant concerns regarding clinical and professional skill development and knowledge acquisition related to integrating and utilizing occupational therapy theory and best practices. Acceptance of these extreme circumstances will be determined on a case-by-case basis by the AFWC.

Personal illness and personal or family (parents, spouse, siblings, and children) emergencies, and the death of a family member (including extended family) are the only excused absences. Students must request time off for religious observances from their fieldwork educator in advance and make up the time accordingly. Any requests for time off or schedule variances to attend conferences, interviews, study for exams, personal appointments, outside employment, weddings, honeymoons, family vacations, reunions, or other personal purposes are not considered valid excuses for missing fieldwork and/or altering the start or end dates of experiences.

The AFWC must be notified of all planned and unplanned absences. In the event of an illness or emergency, students must inform the fieldwork educator before the start of the workday. It is recommended that the student and FWE exchange phone numbers and that the student be aware of the attendance policy and call-off procedure on the site. The student must speak with both the FWE and AFWC. Voicemails and messages are not acceptable forms of communication. Any absences must be reported to the AFWC. This is important due to School/University liability issues.

Students are required to follow the work schedule established by the clinical facility, rather than the academic calendar of West Virginia University. Students must be aware that the hours and schedule may include evenings, weekends, and Holidays. Make-up days for absences on fieldwork are only an option when the missed days are deemed excusable (i.e., unplanned emergencies or circumstances) and at the discretion of the AFWC, as outlined in the reasons listed above. The plan for make-up days must be created with permission and at the convenience of the Fieldwork Educator, as agreed upon by the AFWC. Therefore, any changes to the fieldwork schedule (including, but not limited to, the start and end dates) require approval from the AFWC. It is not permitted for the student/FWE to change the end date if no days are missed or based on good performance.

Please be aware that missed time in the first Level II FW placement may affect the student's ability to begin their second placement. If the completion date of the first fieldwork is affected, the student must notify the AFWC to discuss arrangements for changing the fieldwork start date.

Tardiness and patterned absenteeism are not acceptable. The university and the fieldwork site may request proper documentation. Repeated and/or excessive lateness, absence, or failure to comply with this stated attendance policy may require repeating or failing the experience.

Holidays

During fieldwork, the student will follow the holiday schedule established by the placement facility, **NOT** the University's academic schedule. Therefore, whatever schedules your fieldwork educator/site requests of you during the Holidays, you are expected to be present and committed to your clinical duties, without exception. School systems and clinics that typically

schedule days off around the Holidays during Level II placements may extend the fieldwork experience and require make-up days at the discretion of the FWEd and AFWC.

Inclement Weather

Fieldwork sites expect the same attendance from students as their employees. Students should plan appropriately for potential commute delays during inclement weather. Ensure that bad weather and emergency policies (as they affect attendance) are addressed with the fieldwork educator during the first visit/orientation period. Some fieldwork educators may wish to exchange their home or cell phone numbers in case of an emergency. Please note that students follow the schedule of the fieldwork site, **NOT** the University, while doing fieldwork. Any missed days due to inclement weather **MUST** be made up.

AFWC Monitoring & Site Visits

Close communication with the sites is vital to fieldwork education (C.1.2; C.1.3). Email and other methods, such as phone, fax, and U.S. mail, are used extensively. The AFWC will communicate with students via WVU email, and students should check frequently (at least three times a week) throughout their fieldwork experience. Additionally, the AFWC will provide all students with phone numbers to use for contact purposes. The AFWC will also be available to make phone contact on evenings and weekends.

The AFWC of West Virginia University works hard to maintain a positive relationship between the University and all affiliated sites. The purpose of site visits and monitoring is multidimensional and may include, but is not limited to:

- Student performance evaluation
- Fieldwork site evaluation
- Fieldwork educator evaluation
- Assistance with the implementation of the fieldwork education program
- Assistance with managing student performance problems
- Fieldwork educator and staff education and development

Site visits can be announced and/or unannounced. On-site visits are scheduled whenever possible to support this relationship and ensure that sites provide students with opportunities aligned with our curriculum. On-site visits do not mean that the student is in jeopardy of failing. The AFWC always contacts the FWEd regarding student progress and fieldwork performance. Problem areas may be identified by the AFWC, FWEd, student, or department faculty. The AFWC shall assist in resolving performance issues related to the student, facility, or educational program only after the student and facility have used their appropriate resources.

If a site visit is necessary, it will involve meeting with the student and the Fieldwork Educator individually and together to discuss the types of learning experiences, strengths, and weaknesses in the student's performance, as well as the strengths and weaknesses in the student's academic preparation. The discussion will be documented, and appropriate

information will be shared with the academic faculty as needed (C.1.1). A formal learning contract will often be used.

Access to Email/Internet on Fieldwork

Students will need regular access to a computer with an internet connection and email outside of fieldwork hours. A Level II FW Sole site has been created. It is the student's responsibility to check the site and email regularly to maintain correspondence with AFWC. Your West Virginia University student email account (ending in wvu.edu) is the official method of communication for all WVU administrative matters. You must periodically check your account for time-critical notices, such as billing notifications, insurance requirements, or other vital alerts or administrative notices that require a timely response. Notice will be considered received one day after the notice is posted to your email account. Failure to check your email account does not excuse or exempt you from any actions the University requires. Students must respond to phone calls or emails from AFWC or WVU faculty within 48 hours of receipt.

Communication/Sole Online Fieldwork Course Website

Level I and II Fieldwork courses are maintained electronically via Sole, WVU's online teaching system. Students can access the Fieldwork Manual, syllabi, evaluation forms as needed, and any other relevant information or forms as required. The student is highly encouraged to contact the AFWC at the first sign of any concern with the fieldwork placement and/or supervision. Routine communication is encouraged throughout the fieldwork experience (C.1.3).

WVU Level I and II Fieldwork Assignments

Refer to the course syllabus for all WVU OT required assignments and projects for Level I and II Fieldwork.

Collaboration of Fieldwork Objectives

West Virginia University has established Level II Fieldwork behavioral objectives aligned with the competencies within the 37 performance items listed on the AOTA Fieldwork Performance Evaluation. These objectives are communicated to clinical sites through an electronic fieldwork packet before the placement. Before the fieldwork experience, sites are encouraged to collaborate with the Academic Fieldwork Coordinator to supplement these objectives with site-specific objectives, site requirements, and assignments as needed. Available site-specific objectives are filed in Sole for students' perusal (C.1.2; C.1.3).

If the fieldwork site has site-specific objectives, the student is responsible for acknowledging these and submitting a copy of the signed objective sheet to the AFWC. If the site does not have site-specific student objectives, the site must adopt West Virginia University's Level II FW behavioral objectives and acknowledge the Sole assignment. The student is encouraged to assist in developing site-specific objectives as part of a student project if the site does not already have any.

Cost of Fieldwork

Students must be prepared financially to assume all costs associated with any fieldwork experience. In addition to full university tuition and fees, other expenses may include transportation, travel, parking, housing, meals, and incidental costs such as materials for a unique project, uniforms, or expenses related to clearances or medical requirements. Plan your budget carefully. Given the competition for available sites in the Morgantown area for Fieldwork Level II, all students must be prepared to relocate for at least one of their two 12-week fieldwork rotations. When possible, consideration will be given to students with special needs.

Housing, Transportation, and Food

Students are responsible for ALL housing needs relating to their fieldwork placements. Therefore, planning to meet all financial obligations during fieldwork is essential. Tuition, travel, living arrangements, commuting and parking costs, and day-to-day personal expenses may be higher than those incurred during an academic semester. On-site housing and food stipends are rarely available. Transportation is the sole responsibility of the student. This includes transportation expenses to and from the sites, as well as between sites. Some fieldwork sites require students to commute between multiple locations; therefore, a personal car is necessary during the fieldwork phase of the program. Public transportation is an option for some of our affiliated sites, yet not all of them. Whenever possible, commutes to fieldwork are limited to approximately 75 minutes each way. The AFWC works closely with all students to minimize transportation costs and hardships whenever possible. Concerns about transportation and housing are not acceptable reasons for requesting a change in fieldwork assignment as students are given placement information in advance, allowing time for appropriate arrangements to be made. Students can indicate their fieldwork site preferences before the fieldwork selection process. However, no fieldwork request can be guaranteed.

Employment during Fieldwork

With the high cost of graduate education, many students feel compelled to work during the school year. West Virginia University Occupational Therapy students are expected to prioritize their responsibilities: **class attendance and fieldwork appointments are top priorities.**

Fieldwork is an extension of the classroom and a full-time clinical commitment, like having a full-time job. With this understanding, full-time work is unrealistic and can lead to decreased performance in the classroom/clinic and/or health problems. Reasonable work hours can be incorporated into your schedule; however, you are expected to rearrange your work schedule to accommodate class and fieldwork requirements, including allowing adequate time for study.

Students are **STRONGLY DISCOURAGED** from pursuing employment while completing full-time fieldwork experiences. It is common for fieldwork placements to require additional time beyond the regular 40-hour work week, including evening and weekend shifts. The focus of fieldwork is on integrating professional knowledge, behaviors, and general clinical skills. In

addition, outside readings, reports, studying, and/or special projects are often required. Site hours for fieldwork education are **not negotiable**. The facility sets the affiliation hours. Each fieldwork educator and/or site will determine the weekly schedule. Some sites require evening or weekend hours. Alternatively, you may be expected to work 4 (10-hour) days as your fieldwork educator requires. Some fieldwork educators work different schedules, such as Tuesday through Saturday. You are expected to maintain the same work schedule as your fieldwork educator. Any changes to the dates for the fieldwork experience **must be** approved and documented in writing by the Academic Fieldwork Education Coordinator AND the Fieldwork Educator before the start of the fieldwork experience.

Failure of Fieldwork

A failed fieldwork experience is a serious concern. Fieldwork education is the opportunity to apply academic learning in real-world settings. This applied knowledge and critical thinking are paramount to being a successful occupational therapy practitioner. It is necessary to demonstrate proficiency in both the clinical and academic components of entry-level occupational therapy practice, as well as the professional world of healthcare.

The AFWC reserves the right, on behalf of the Department of Occupational Therapy, to assign a grade other than that reflected by earned points alone on the FWPE. Justification for doing so could include instances such as the student's failure to maintain and/or provide timely proof of health requirements/clearances, evidence of academic misconduct, unethical behavior, or a violation of the Division of Occupational Therapy Professional Behavior Policy. Before adjusting the grade, the AFWC will consult with the student, the Academic Advisor, and/or the Program Director as deemed appropriate.

In addition, the fieldwork site may terminate a student whose performance is not competent and poses a threat to the clients' treatment or safety. Termination for failing could also occur if the student violates a facility policy or procedure, the violation of which, if committed by a facility employee, would result in immediate termination of the employee. Examples include drug or alcohol use, theft of property, unsafe practice, unprofessional behavior, violation of patients' rights, violation of the AOTA Code of Ethics, excessive tardiness/absenteeism, or HIPAA violation (such as discussion of a patient in an inappropriate situation), etc. Students must be familiar with facility policies and procedures, particularly those related to patient confidentiality.

Lastly, depending on the nature of the problem, a student may be withdrawn immediately from the fieldwork site and the occupational therapy program and not provided with additional fieldwork experience. Students have a right to complete a written appeal via the processes outlined in the student handbook.

Level I Fieldwork Failure

A student who fails a Level I Fieldwork experience may be allowed one additional opportunity to complete the experience successfully, at the discretion of the Academic and Professional

Standards Committee, the MOT and OTD Program Directors, and AFWC. A remediation plan and a learning contract will be developed and attested to if deemed eligible to proceed. Then, the student will need to re-register for the Level I Fieldwork course they failed and re-enroll at their own expense.

Level II Fieldwork Failure

When a student fails Level II Fieldwork, a second opportunity *may* be given after a remediation plan has been completed, or at the discretion of the Academic and Professional Standards Committee, the Department's MOT and OTD Program Directors, and AFWC. If deemed eligible to continue, the student must repeat the failed experience before beginning the subsequent fieldwork at their own financial expense. To repeat the fieldwork experience, the individual must re-register for the same course in the following semester or when a placement becomes available. The dates and location of the new assignment depend on the availability of the placement. However, in most cases, this will mean that a student may not be rescheduled for their last rotation until the next academic year. A student cannot complete additional coursework until the failed course is passed. If failure occurs a second time, dismissal from the occupational therapy program will be initiated.

A student who is failing fieldwork may be asked to leave the fieldwork site before the assignment's completion date and still receive a failing grade. Other students may finish the complete assignment and still fail. In either case, the decision to be asked to leave or continue in the affiliation is based on an assessment of:

- 1) The student's difficulties and the individual's potential to remain in the clinical setting without being disruptive to patient/client care
- 2) The student's response to supervisory feedback
- 3) The student's potential to develop and refine skills, judgments, and professional behaviors within a reasonable timeframe with regular supervision.

Withdrawal from fieldwork

Like any university course, students can withdraw from fieldwork. However, a procedure must be followed because this is a professional program with a set curriculum. Please refer to the OT Program Student Handbook for the most up-to-date information on withdrawing from an OT course.

WVU OT Program

Fieldwork Policies and Procedures

POLICY F1: OT Program Criteria and Process for Selecting Fieldwork Sites

Intended to meet ACOTE standard C.1.2.

Policy:

Criteria and Process for Selecting and Adding Fieldwork Sites

Purpose:

To define the process for selecting fieldwork sites

Procedure:

The OT Programs initiates new sites through various means, including requests from the program, contract initiation at the site, and inquiries by students. The academic fieldwork coordinator (AFWC) also networks with alumni and other occupational therapists at state and national conferences to establish contracts in various settings and potentially across different states.

1. Justification for new site additions includes:
 - a. Demonstrates an alignment with the WVU OT Programs curricular design and threads
 - b. Offers a specialty area of practice
 - c. Use of the site long-term
 - d. Expand the fieldwork areas available to students from outside of WV
2. A verbal confirmation is the first step in adding a contract to the WVU OT program
3. This is followed by an email from the Assistant Director of Clinical Education to obtain all required information to initiate a formal affiliation agreement/contract with the new site.
4. The Assistant Director of Clinical Education then notifies the AFWC when the site and the university have signed the contract.
5. The signed contract is then uploaded to the online database, and the AFWC can access a copy at any time.

POLICY F2: Criteria and Process for Maintaining Fieldwork Site Objectives

Intended to meet the requirements for ACOTE C.1.2.

Policy:

The OT Programs will follow criteria and processes for maintaining fieldwork site objectives.

Purpose:

To define the process for maintaining fieldwork site objectives

Procedure:

1. The West Virginia University OT Programs have established Level II Fieldwork behavioral objectives aligned with the competencies within the 37 performance items listed on the AOTA Fieldwork Performance Evaluation.
2. Whenever the fieldwork site receives a student confirmation, they check a box to report what objectives they use.
3. If the clinical site does not use the WVU fieldwork objectives, it is directed to send a copy of its site objectives to the AFWC.

These objectives are also sent to the clinical sites through an electronic fieldwork packet in advance of the placement. Available site-specific objectives are filed and posted to the online database for students' review.

POLICY F3: Criteria and Process for Maintaining Fieldwork Agreements/MOUs

Intended to meet the requirements for ACOTE standard C.1.2.

Policy:

Criteria and Process for Maintaining Fieldwork Agreements/MOUs

Purpose:

To define the process for maintaining fieldwork agreements/MOUs

Procedure:

1. A verbal confirmation is the first step in adding a contract to the WVU OT program
2. This is followed by an email from the assistant director of clinical education to get the required information to initiate a contract with the new site
3. The assistant director of clinical education will either send the site a WVU human performance contract template or use the fieldwork site's contract
4. Whenever a contract is within 3 months of expiration, the assistant director of clinical education initiates the renewal process for the contract if the site agrees
5. The assistant director of clinical education will then notify the AFWC when a fieldwork site either renews its contract or chooses to cancel
6. The assistant director of clinical education then notifies the AFWC when the site and the university have signed the contract.
7. The signed contract is then uploaded to the online database, and the AFWC can access a copy at any time

POLICY F3.1: Fieldwork Objectives

Intended to meet the requirements for ACOTE standard C.1.3.

POLICY: Guidance to fieldwork educators about WVU OT program expectations during FW rotations.

PURPOSE: To ensure the WVU OT program and fieldwork sites/ supervisors collaborate on using and designing fieldwork objectives.

PROCEDURE:

1. Level I and II FW objectives are written to provide guidance on assignments, expectations, and essential skills required. For details, please refer to each course's FW syllabi (see Appendix D&E).
2. WVU OT program FW objectives may be altered per the needs of the FW site and/ or FW supervisor(s).
 - Student feedback, faculty discussions regarding curriculum changes, and individual student needs may be reasons for changes.
3. Level I fieldwork:
4. Site(s)/supervisor(s) may choose to add additional FW objectives and assignments but still must follow all written WVU FW objectives as per each syllabus.
5. Level II fieldwork:
 1. The WVU OT program has written FW objectives in each Level II FW syllabus and Fieldwork Manual.
 2. Site(s)/ supervisor(s) may add FW objectives and assignments to WVU OT program FW objectives.
 3. Sites must identify whether they will use WVU FW objectives or their own site-specific objectives.
 - i. Written documentation of these objectives is required during the FW rotation.
 - ii. During the first week of level II fieldwork, the students are required to have their fieldwork educator either sign off on WVU objectives or upload a copy of their site objectives.
 - iii. If changes occur with the FW site/ supervisor or WVU OT program, the other party will be notified, and documentation will be updated.

POLICY F4: Process for Maintaining the Secure Electronic Database

Intended to meet the requirements for ACOTE standard C.1.2., C.1.3

Policy:

Process for maintaining the SOLE (Secure Online Learning Environment) fieldwork database

Purpose:

To define the process for maintaining the SOLE fieldwork database

Procedure:

The fieldwork database is used to upload information on the fieldwork sites used by the WVU OT Programs. The AFWC or a designee maintains this database to remain up to date. The site is located within the WVU Human Performance SOLE website.

Information is organized by clinical site and has the following information:

1. Clinical site website (if available)
2. Human resources (HR) requirements
3. Student Evaluation of Fieldwork Experience (SEFWE)
4. Fieldwork datasheet
5. Site objectives, if different from the WVU OT Program

Since not all clinical sites are used every year, students are reminded that some information may have changed since the last placement at this site.

The AFWC will update the clinic site information after completing each level II fieldwork to ensure accurate communication with students.

POLICY F5: Ratio of Fieldwork Educators to Students

Intended to meet the requirements for ACOTE standard C.1.7.

POLICY: Ensure that the ratio of FW educators to students does not exceed 1:4 for level I FW or 1:2 for level II FW.

PURPOSE: Ensure that the ratio of fieldwork educators to students enables proper supervision and provides protection for consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to frequently assess student progress in achieving stated fieldwork objectives.

PROCEDURE:

1. The AFWC is responsible for ensuring that the ratios noted in this policy are adhered to.
2. Each fieldwork site completes the fieldwork site data form. The form collects information on supervisor patterns, including the ratio of educators to students. If the clinical site does not provide this information on the form, the AFWC will follow up with the site via phone or email to collect the data on supervisory patterns.
3. The site confirmation form asks the site to confirm each placement's fieldwork supervisor(s).
4. After the students have begun fieldwork, they complete a survey to verify that this information matches the original confirmation.
5. At the conclusion of the fieldwork experience, the student completes the Student Evaluation of FW Experience Form, which asks about the educator-to-student ratio.

POLICY F6: Level I and II Fieldwork Memorandum of Understanding (MOU)

Intended to meet the requirements for ACOTE standard C.1.5.

POLICY: The program must have evidence of valid memoranda of understanding in effect, signed by both parties, from the onset to the conclusion of both the Level I fieldwork and the Level II fieldwork, if it involves an entity outside of the academic program.

PURPOSE: To ensure every student placement is completed in a site with a current contract/MOU.

PROCEDURE:

1. Before sending confirmations to fieldwork sites, the Assistant Director of Clinical Education verifies that the site has a current signed contract on file with the university.
2. Contracts are kept in a web-based database that is always available to the AFWC.
3. A valid MOU must be signed by both parties and be in effect from the onset to the conclusion of the Level I fieldwork and the Level II fieldwork.

POLICY F7: OT Program Policy and Procedure on Fieldwork Educator Qualifications

Intended to meet the requirements for ACOTE standards C.1.10 and C.1.13.

POLICY: All fieldwork experiences will be supervised by qualified personnel as defined below.

PURPOSE: Ensure that personnel supervising Level I and Level II fieldwork education are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience.

PROCEDURE:

Fieldwork education is essential to the Occupational Therapy Programs at West Virginia University. The occupational therapists and health care facilities participating in the fieldwork program are carefully screened and must share the OT Program's commitment to excellence in patient care. The fieldwork educators at the level I and level II affiliation sites will meet the qualifications established by the Accreditation Council for Occupational Therapy Education.

The AFWC ensures supervision by an occupational therapist or an occupational therapy assistant for traditional fieldwork through a confirmation form. The confirmation for each traditional Level I fieldwork experience requires the site to indicate the fieldwork educator by name, credentials, and signature as verification for licensure.

Before beginning fieldwork, an electronic packet containing a syllabus for the course and a copy of the curriculum design is sent to each site. The OT Program will only schedule students with supervisors who meet the following qualifications:

1. Qualifications for Fieldwork Supervisor for Traditional Level I OT Students
 - A. Level I fieldwork experiences may be supervised by a currently licensed occupational therapist or occupational therapy assistant.
 - B. License must be in good standing with the state licensure board where the site is located.
 - C. Fieldwork supervisors responsible for educating traditional Level I fieldwork Occupational Therapy Students (OTS) shall be Occupational Therapists (OT) or Certified Occupational Therapy Assistants (COTA) licensed by the state in which they practice and meet their state regulations governing practice.

2. Qualifications for Fieldwork Supervisor for Non-Traditional Level I OT Students

- A. Level I fieldwork experiences may be supervised by “qualified personnel”.
- B. The qualified personnel may include, but are not limited to, social workers, behavior specialists, counselors, psychologists, teachers, supervisors, and program managers.

3. Qualifications for Fieldwork Supervisor for Level II OT Students

- A. Level II fieldwork a currently licensed occupational therapist must supervise students.
- B. License must be in good standing with the state licensure board.
- C. Fieldwork supervisors responsible for educating level II fieldwork occupational therapy students shall be Occupational Therapists (OT), licensed by the state in which they practice, have a minimum of one year of NBCOT licensure, and meet their state regulations governing practice.
- D. Level II Fieldwork Educators must be adequately prepared to supervise students. Resources will be provided through the WVU OT Fieldwork Educator Handbook. In addition, the Division of Occupational Therapy will provide annual continuing education for fieldwork educators. These free CEU events are designed to help supervisors become better educated on topics related to students and fieldwork.

4. Qualifications for Fieldwork Supervisor for Non-Traditional Level II OT Students

- A. The policy of the WVU OT Program is that Level II fieldwork only occurs at facilities with qualified, licensed occupational therapists. Qualifications are as outlined above.

5. Screening Process for Fieldwork Educators

- A. All Fieldwork educators are screened through the licensure verification process before the start of the student’s rotation.
- B. License verification is completed before the student's arrival.
- C. If a fieldwork educator changes between the AFWC screening the initial therapist and the student’s arrival, the AFWC will re-screen the new fieldwork educator as soon as possible.

POLICY F8: Level I Fieldwork Distinct from Level II Fieldwork

Intended to meet the requirements for ACOTE standard C.1.11.

POLICY:

It is the policy of the WVU Division of Occupational Therapy that no part of Level I fieldwork will be used to count toward Level II fieldwork experience.

Policy F9: Level 1 Fieldwork Policy on Formal Student Evaluation

Intended to meet the requirements for ACOTE standard C.1.11.

POLICY: Ensure that all level 1 fieldwork experiences have a formal evaluation component.

PURPOSE: 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.

PROCEDURE:

1. OTH 584 and OTH 586 each have assignments as outlined in the syllabus and are graded on a point scale.
2. OTH 585 utilizes the Philadelphia Region Fieldwork Consortium level 1 fieldwork student evaluation.

Policy F10: Length of Level II Fieldwork

Intended to meet the requirements for ACOTE Standard C.1.12

POLICY: Students must complete a minimum of 24 weeks of full-time Level II fieldwork to be eligible for graduation.

PROCEDURE:

Level II fieldwork is completed over two 12-week placements at WVU. The first of these experiences occurs in the summer of their final year in the program (OTH 540), and the second, a 12-week fieldwork experience (OTH 640), occurs in the fall of the final year.

1. To ensure diverse experiences during the level II fieldwork process, students complete OTH 540 and OTH 640 in different clinical settings. Students may complete Level II fieldwork in one setting if it reflects more than one practice area, or in a maximum of four distinct settings.
2. The WVU OT Program recognizes that sometimes extenuating and/or unpredictable circumstances arise for students, FW Educators, or sites. Each case will be reviewed individually with the necessary parties, and a solution will be developed to ensure that the student completes 24 full-time weeks of Level II fieldwork before graduation.
3. It is not standard procedure for the Division of OT to consider a part-time fieldwork option, as this would delay graduation. However, if the situation arises, the AFWC will meet with the student to explore strategies for continuing in the occupational therapy program.

Policy F10A: Timely Completion of Fieldwork

Intended to meet the requirements for ACOTE Standard C.1.12 and A.3.3

POLICY: Students must complete all level II fieldwork within 18 months of completing the didactic portion of the curriculum and within 5 years of entering the program.

PROCEDURE:

Level II fieldwork commences after semester 6 in the summer of the student's third year.

All level II fieldwork must be completed within 18 months of the end of semester 6.

The OTD capstone cannot be started until all Level II fieldwork has been passed.

Policy F11: Evaluating the Effectiveness of Supervision

Intended to meet the requirements for ACOTE standard C.1.8

POLICY: Document a mechanism for evaluating the effectiveness of supervision

PROCEDURE:

1. All WVU OT students must complete the AOTA SEFWE (Student Evaluation of Fieldwork Experience) by completing each Level II fieldwork placement.
2. Students are encouraged to share a copy of this document with each of their fieldwork educators at the fieldwork site.
3. The AFWC reviews all SEFWEs, including the students' ratings regarding their fieldwork educator(s).
4. Additional opportunities to evaluate the effectiveness of fieldwork supervision include site visit feedback, student journaling and reflection assignments, student surveys, and informal discussions.
5. The AFWC and OT Program Directors collaborate on actions related to ineffective student supervision. These actions may include education related to adequate supervision, discontinuation of a particular fieldwork educator, or discontinuation of a fieldwork site.

Policy F12: Level II Fieldwork Supervision

Intended to meet the requirements for ACOTE Standard C.1.14

Policy:

Supervision of the WVU OT Level II fieldwork students should initially be direct and gradually decrease to less direct supervision, as appropriate, depending on the:

- Competence and confidence of the student
- Complexity of client needs
- Number and diversity of clients
- Role of occupational therapy and related services
- Licensure requirements of the state in which the fieldwork is taking place
- Type of practice setting
- Requirements of the practice setting or facility
- Payor requirements

Procedures:

Foundational concepts of OT student supervision are based on the following concepts:

- A. Occupational therapy practitioners often use supervision models they encounter during their clinical rotations in school. The WVU OT Program recommends that each student be treated differently, depending on their individual needs, as well as the specific needs of the setting and the severity of the client's condition. The Academic Fieldwork Coordinator provides information on multiple supervision methods to fieldwork educators, recommending a developmental-type approach to supervision. First, starting with constant supervision, direction, and guidance. As the student's skills and confidence improve, the fieldwork educator can begin to reduce supervision as appropriate.
- B. Supervision should also be student-centered, just as occupational therapists strive to be client-centered in practice. We believe each student has a unique set of needs and abilities. The fieldwork educator's job is to steer the experience when applicable, but allows students to take initiative in their learning. The fieldwork educator provides the student with the tools, guidance, and resources that can ultimately help the student have a successful experience; however, it is up to the student to use those tools and resources productively. A key part of the

mission of the WVU OT Program is to foster lifelong, active learning. This also holds in the supervisory relationship. Although it is the supervisor's responsibility to create the learning environment for fieldwork, it is also the student's responsibility to participate actively in the process.

Policy F13: Level II Fieldwork Supervision where no OT exists

Intended to meet the requirements for ACOTE standard C.1.16

POLICY: It is the policy of the WVU Division of Occupational Therapy (OT) not to place Level II fieldwork students in sites without an OT present.

PROCEDURE:

1. The AFWC uses the fieldwork site data and site confirmation forms to ensure that a qualified occupational therapist supervises the OT student.
2. If a site does not have a qualified occupational therapist (OT) to serve as the Level II fieldwork supervisor, it will not be used until the conditions of this policy are met.
3. In cases where a supervisor cannot continue supervision after the onset of placement, the AFWC will work with the student to find an alternate site to continue the Level II rotation.

Policy F14: Level II Fieldwork Evaluation

Intended to meet the requirements for the ACOTE standard: C.1.15.

POLICY: The WVU division of OT will use the standardized electronic fieldwork evaluation.

PROCEDURE:

1. The AOTA FWPE is provided to the Level II Fieldwork Educator through Formstack. The AFWC will enter the email addresses of the primary fieldwork educator and deploy a midterm evaluation at week 6 and a final evaluation at week 12.
2. Midterm scores are relayed to the AFWC via a survey on the WVU Secure Online Learning Environment (SOLE).
3. If the score is under 84 at midterm, the AFWC speaks with the fieldwork educator and the student. In collaboration with the AFWC, the student and fieldwork educator develop a written learning contract that outlines specific areas of concern and behavioral objectives that must be met to complete the fieldwork experience.
4. The final score must be 111 or greater to pass the fieldwork. The AFWC then enters the grades into the student's record.

Policy F15: Fieldwork Supervision Outside the U.S.

Intended to meet the requirements for ACOTE standard C.1.13.

POLICY: The WVU Division of Occupational Therapy policy is that students will not be placed on Level I or II fieldwork outside of the United States.

Policy F16: Conflict Resolution Policy During Student Fieldwork Experiences

Intended to meet ACOTE standards C.1.14 partially

Policy: The West Virginia University Occupational Therapy (OT) Program has a process in place for facilitating conflict resolution among students participating in fieldwork experiences.

Procedure:

Should a conflict arise during the student's performance in the clinical setting, the following steps for resolution should be followed:

1. The student and the Fieldwork Educator should try to resolve the conflict.
2. If the conflict cannot be resolved, the Clinical Instructor should approach the site's coordinator for fieldwork education for intervention.
3. The clinical site coordinator for fieldwork education should serve as an objective third party in his/her observation of the student/FWE relationship and make recommendations for possible positive solutions to the situation.
4. If the fieldwork educator and/or the coordinator for fieldwork education determine that the conflict is a more serious matter, they should contact the Academic Fieldwork Coordinator about the situation. The AFWC will then take action based on the information provided.
5. At any point in the process, the student, fieldwork educator, or coordinator of fieldwork education may contact the AFWC to request assistance with strategies to facilitate a successful resolution.

When a problem situation arises, whether it is due to a conflict in professional behaviors or decreased performance expectations, the most likely sequence of events will be as follows:

1. The AFWC will speak with the student and the fieldwork educator separately to obtain each individual's account of the problem.
2. The AFWC may schedule a time to come to the clinic to discuss the situation further with all parties involved
3. If indicated, the AFWC will meet or speak individually with the student, the fieldwork educator, and/or the coordinator of fieldwork education and make recommendations for possible resolutions.

4. If indicated, the AFWC will then convene a joint meeting with all parties involved to help define specific actions.
5. A written plan of action will be generated, and specific timelines for completion will be agreed upon by all parties involved (student, fieldwork educator, coordinator of fieldwork education, AFWC).
6. The AFWC will remain involved for as long as necessary and will visit the site as required to ensure the situation is resolved.
7. If the conflict cannot be resolved or if the student has violated the law or the AOTA Code of Ethics, the student will be removed from the clinic immediately and addressed following the applicable program and West Virginia University policies.
8. If the AFWC judges the conflict to be a personality or professional behavior issue and intervention has not been successful, the student will be removed from the clinical setting and referred to the WVU OT Program Academic and Professional Standards Committee. If, following that process, it is determined that the student can remediate successfully, they will be reassigned to another clinical site.
9. Students who have been removed from the clinic for knowledge or skill deficits will be referred to the WVU MOT Program Academic and Professional Standards Committee. If, following that process, it is determined that the student can successfully remediate, they will be required to formulate and carry out a remediation plan in collaboration with the AFWC. The plan may require the student to participate in activities such as reading literature, collaborating with program faculty on case studies, and practicing techniques.

Appendices

APPENDIX A

West Virginia University Occupational Therapy Level II Fieldwork Objectives

Upon completion of this 12-week, full-time Level II fieldwork rotation, the student will be able to successfully:

Fundamentals of Practice

Adheres to ethics: Adheres to the American Occupational Therapy Association Code of Ethics and all federal, state, and facility regulations (examples: Medicare, Medicaid, Client Privacy, social media, Human Subject Research)

- Adhere to all departmental policies and procedures related to ethical practice, with attention to policies related to the specific area of treatment.
- Adhere to licensure requirements.
- Recognize personal strengths and limitations and use treatment modalities that are within level of ability and experience.
- Interact professionally and respectfully with clients, families, and staff.
- Establish and maintain a therapeutic relationship with the client.
- Maintain quality client care and client satisfaction as guidelines for professional behavior.
- Demonstrate consistent adherence to professional ethics, codes and adherence to HIPAA regulations for client confidentiality at all times, including in and out of the setting.
- Maintain all client-related information in compliance with facility policy on confidentiality.
- Respect clients' rights of privacy in all spoken communications (no corridor, elevator, cafeteria consultations).
- Consistently demonstrate respect for client confidentiality by protecting written documentation from other people's view and select private spaces to discuss client information with FW Educator or other team members.
- Consistently display sensitivity to client's values (cultural, religious, social) and ask clients if there are any issues that may conflict with treatment procedures.
- Respect individual goals, wishes, and expectations of client.
- Immediately report any abusive behavior toward a client to the immediate FW Educator and follow appropriate reporting procedures.
- Demonstrate honesty in billing for time/interventions.
- Maximize client's quality of life, respect privacy, and will not misappropriate clients' belongings.

Adheres to safety regulations: Adheres consistently to safety regulations and reports/documents incidents appropriately. (Examples: Fire Safety, OSHA regulations, Body substance precautions, Emergency procedures)

- Utilize infection control precautions, OSHA, and universal precautions appropriately.
- Maintain clear and orderly work area by returning equipment and supplies.
- Follow facility policies in response to emergency code or drill situations.

Ensures safety of self and others: Uses sound judgment regarding 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)

- Provide safe supervision of clients during high-risk activities.
- Refrain from use of equipment or procedures unless trained.
- Seek and is receptive to supervision to ensure client safety.
- Demonstrate willingness to function within constraints of center policies and procedures.
- Demonstrate safe performance during all treatment endeavors.
- Choose activities that are safe, age appropriate, and appropriate for cognitive/emotional/physical capabilities of clientele.
- Consistently follows equipment safety protocols.
- Demonstrate an understanding of environmental factors always affecting clients' safety by consistently analyzing evaluation/treatment space for potential safety hazards prior to bringing the client into the environment.
- Equipment is set-up beforehand.
- All nonessential items are put away.
- Treatment area is scanned for slip and fall prevention.
- Is aware of potential hazards of equipment being used.
- Aware of sharps always.

Basic Tenets

Clearly and confidently **articulates the values and beliefs** of the occupational therapy profession to clients, families, significant others, colleagues, service providers, and the public.

- Explain the role of OT within the practice setting, in terms and language that are clearly understood by the recipient.

- Clearly, confidently, and accurately **articulates the value of occupation** as a method and desired outcome of occupational therapy to clients, families, significant others, colleagues, service providers, and the public.
- Explain how and why occupation is used as a means to an end.
- Explain how and why occupational therapy practitioners are client- centered.
- Thoroughly instruct other disciplines in carrying out treatment procedures initiated by OT.
- Define the OT process in an effective manner that is understandable to clients, caregivers, and other professionals.
- Explain the value of returning to roles and responsibilities at a level of understanding to the client and family.
- Clearly, confidently, and accurately **communicates the roles of the occupational therapy practitioners** to clients, families, significant others, colleagues, service providers, and the public.
- Verbalize the differences in role delineation for an OT, OTA, and aide/ technician within the practice setting.

Evaluation and Screening: Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models.

- State how and why a specific approach to the evaluation process is being used.

Obtains sufficient and necessary information from relevant sources throughout the evaluation process. (Examples: record or chart review, client, family, caregivers, service providers)

- Identify conditions and precautions associated with apparent deficits of assigned clients.
- Select appropriate component areas to assess, based on the center's practices and the client's level of apparent deficits and secondary diagnoses and complications.
- Set priorities of sequence of evaluation procedures to be administered.
- Explain rationale for choice of evaluation procedure(s).
- Demonstrate ability to adapt/modify different techniques and evaluation tools in accordance with client's deficits.

Selects relevant screening and assessment tools based on various factors.

- Explain rationale for choice of assessment procedure(s).
- State how and why a specific approach to the assessment process is being used.

Determines client's occupational profile and performance through interview and other evaluation methods.

- Complete a chart review prior to initiating evaluation, and verbalize an understanding of the client's premorbid occupational performance.
- Obtain a thorough occupational profile through client interview and family interview to obtain role in society and leisure interests.
- Ask client what areas are important to them.
- Initiate and integrate client's occupational profile into treatment focus.

Evaluates and analyzes client factors and contexts that support or hinder occupational performance.

- Utilize correct procedures for assessing individual performance areas.
- Select appropriate areas for further assessment.

Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable.

- Consult assessment manuals and FW Educator prior to the administration of standardized and non-standardized assessment(s), selected for client.
- Maintain objectivity in observing and assessing areas where standardization is not an option.
- Demonstrate an understanding of site-specific terminology to assess areas of need.

Modifies evaluation procedures based on client factors and contexts.

- Utilize client information as a basis for possible adaptation of assessment procedure.
- Alter methods of instructing the client to accommodate limitations in cognition/communication as needed.
- Alter methods of assessing performance areas where medical complications or restrictions exist.
- Notice and respond to client feedback to accommodate assessment as needed.
- Consider client status changes and adapt assessment procedure as necessary.
- Identify/explain the effect a client's mental and/or physical changes on outcome have on an assessment.

Interprets evaluation results to determine client's occupational performance strengths and challenges.

- Convert raw scores into meaningful information, according to assessment guidelines.
- Relate assessment findings to functional performance.
- Identify present level of performance and challenges based on evaluation data.
- Synthesizes and documents the results of the evaluation process,
- clearly, accurately, and concisely using systematic methods to record the client's occupational performance.

- Follow correct procedures for documenting evaluations accurately.
- Thoroughly address all problem areas.
- Summarize evaluations clearly and concisely in documentation.
- Follow correct processes for recording evaluation and assessment findings.
- Documentation is completed within the time frames of the fieldwork setting.
- Documentation is written in terms understandable to other disciplines using the information.

Intervention

Articulates a clear and logical rationale for the intervention process.

- Complete thorough treatment plans for clients.
- Prioritize problem areas and addresses foundation skills needed for treatment progressions.
- Express rationale for selected activities to be utilized in addressing client's goals and needs using appropriate language based on recipient.
- Describe purpose of intervention at the client's level of understanding.

Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models.

- State how and why a specific approach to the treatment plan is being used.
- Analyzes and articulates how they integrated a client's psychosocial factors into the treatment session to produce client-centered, meaningful, and occupation-based outcomes.
- Treatment and evaluation session planning articulate consideration of psychosocial factors.
- Goals reflect needs of the client specific to their occupation-based outcomes, client centered and psychosocial needs.

Utilizes evidence from research and relevant resources to make informed intervention decisions.

- Research evidence-based interventions that could be used in the setting.
- Articulate how to apply evidence from published research and therapist's expertise to specific clients receiving OT services.

Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes.

- Facilitate activities that are meaningful to the client.
- Select activities that reflect the appropriate level of challenge for the client's ability.
- Implements intervention plans that are client-centered and occupation-based.
- Incorporate client priorities into established goals.

- Schedule and conduct treatment sessions as appropriate for the client's level of participation.
- Consider age level when directing all client care activities.
- Utilize occupation-based activities during treatment sessions.
- Demonstrate awareness of the client's various life roles in selecting activities.
- Select activities that are meaningful and relevant to the client.

Modifies task approach, occupations, and the environment to maximize client performance.

- Identify and address underlying problems and prerequisite skills to promote gains in higher-level functional skills.
- Appropriately grade and modify treatment activities to promote effective treatment for the client's status.
- Select activities, considering client's abilities to promote progress without undue frustration.
- Select activities by considering client's preferences, values, and age.

Modifies task and/or environment to maximize the client's performance.

- Identify appropriate goals to address underlying factors that impede functional progress.
- Recognize changes in the client's physical, emotional, or cognitive status and adjusts the program to promote optimal progress.

Updates, modifies, or terminates the intervention plan based upon careful monitoring of the client's status.

- Identify appropriate goals to address underlying factors that impede functional progress.
- Recognize changes in the client's physical, emotional, or cognitive status and adjusts the program to promote optimal progress.
- Demonstrate the ability to terminate treatment appropriately.

Documents client's response to services in a manner that demonstrates the efficacy of interventions.

- Accurately document client intervention outcomes.
- Update status of goals, as per setting requirements.
- Problem solves with client and team members to establish goals that are realistic and incorporate the potential discharge setting/ situation.
- Use correct terminology to describe treatments and interventions.

Management of Occupational Therapy Services

Demonstrates through practice or discussion the ability to assign appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.

- Direct therapy assistant/aide in performing client care activities within the scope of site/state practice standards.
- If OT assistant or OT aide are not present, the student will be able to discuss/ simulate appropriate delegation of responsibilities with FW Educator.

Demonstrates understanding of the costs and funding related to occupational therapy services at this site.

- Ensure that client care time is used productively.
- Notify FW Educator of charges for supplies, equipment, and time.
- Verbalize an understanding of costs for purchasing adaptive equipment or devices, or DME within the practice setting.
- Demonstrate ethical billing practices.

Accomplishes organizational goals by establishing priorities, developing strategies, and meeting deadlines.

- Prepare in advance for meetings, evaluations, and treatments.
- Arrive promptly to scheduled meetings, treatment sessions, and other assigned responsibilities.
- Complete assignments and documentation by scheduled deadlines.
- Schedule client treatments to make optimal use of treatment time given the current caseload.
- Utilize unscheduled time to increase learning and seek out additional learning opportunities.
- Notify FW Educator when problems arise.

Produces the required volume of work within the expected timeframe.

- Adjust work pace to accommodate increased workload.
- Assist other staff members when able.
- Recognize when the current workload prohibits helping others or necessitates delegation.

Communication and professional behaviors

Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.

- Demonstrate genuine interest in client and caregiver understanding of instructions.
- Interact, communicate, and share relevant information with all caregivers, families, and healthcare professionals.
- Clearly and effectively communicate verbally by stating clear goals and rationale of treatment and possible outcomes of OT to clients, caregivers, and team members.

- Provide instructions for the treatment process that are effective, clear, concise, and understandable for each client's developmental level and learning style.
- Demonstrate good observation skills and respond appropriately to behaviors and questions, give feedback, appropriate cues, and the appropriate amount of assistance to enable client to participate in activity.
- Demonstrate awareness of cultural differences and language barriers.
- Communicate/demonstrate effective communication skills to meet the needs of each client.
- Be aware of nonverbal communication and body language of self, clients, caregivers, and team members.
- Demonstrate effective therapeutic use of self and maintain rapport with client.
- Develop boundaries/ability to set appropriate limits with clients.
- Accept constructive feedback and integrate as demonstrated through behavioral changes.
- Contribute clear, accurate, and concise reports/feedback in team meetings regarding each client's progress.

Produces clear and accurate documentation according to site requirements.

- Complete all documentation as assigned by FW Educator for review.
- Comply with site's policy for approved abbreviations.
- Follow site policies and procedures for documentation.
- Demonstrate ethical practice with documentation and obtaining FW Educator signatures.

Collaborates with FW Educator(s) to maximize the learning experience.

- Ask questions when uncertain and uses discretion in wording and timing of questions asked of FW Educator.
- Notify FW Educator of unusual occurrences or circumstances.
- Identify, communicate, and use own optimal learning methods and styles.
- Recognize communication styles of self and FW Educator; adjust style as needed to promote optimal communication with FW Educator.
- Actively seek feedback on performance and demonstrate receptiveness to constructive feedback and input from FW Educator(s) and other team members.
- Discuss need for changes and modify behaviors as identified in FW Educatory sessions.
- Use feedback provided to devise strategies/plans for improvement.
- Recognize need for and seek appropriate supervision by initiating the scheduling of meetings, as appropriate.
- Assume a cooperative role in the FW Educatory relationship.
- Be an active part of supervision and feedback.

Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with FW Educator(s) and others.

- Attend regularly scheduled staff meetings, in-service, or additional learning opportunities in practice area, as available.
- Responds constructively to feedback in a timely manner.
- Notice and respond to feedback in a way that would encourage an open exchange of ideas and develop entry-level skills in an effective way.
- “Listen” and act upon constructive feedback from FW Educator by making suggestions as to what could have been or needs to be changed.
- Demonstrate an active and positive attitude evidenced by body language and use of voice.
- Verbalize understanding of feedback and develop effective and measurable goals for improvement as needed.
- Demonstrate change in behavior that shows an understanding of feedback and a movement towards acquiring professional behaviors.
- Articulate positive feedback and strengths identified by FW Educator.

Demonstrates consistent and acceptable work behaviors including initiative, preparedness, dependability, and work site maintenance.

- Demonstrate initiative with assigned responsibilities.
- Demonstrate active responsibility for needs/ supplies to complete duties.
- Demonstrate preparation and awareness for responsibilities associated with being an OTS.
- Demonstrate reliability as related to client care, assigned responsibilities, work schedule, etc.
- Ensure cleanliness of personal work areas, including treatment space and office area.
- Appropriately report/ document spills, faulty equipment, etc. to the appropriate personnel.
- Demonstrates effective time management.
- Complete responsibilities and necessary documentation within required site timeframe.
- Initiate and utilize effective time management with scheduling, documentation, and other assigned responsibilities.
- Demonstrate responsibility for unforeseen circumstances.
- During unstructured time, students will be proactive in utilizing the time to ensure successful completion of all responsibilities.

Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.

- Demonstrate the ability to be flexible and cooperative with unforeseen circumstances as related to client interactions or site logistics.

- Demonstrate tact and empathy when interacting with clients, caregivers, families, and team members.

Demonstrates respect for the diversity factors of others, including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.

- Demonstrate professional behavior respecting the diversity of sociocultural, socioeconomic, spiritual, and lifestyle choices of clients, caregivers, families, team members, FW Educator, and other facility personnel.

APPENDIX B – Drug Screening Policy

West Virginia University – OT Program (Professional and Undergraduate Programs)

Drug Screen Policy

Academic programs at the Health Sciences Center must protect the public and respect students' privacy rights. Accordingly, this policy is designed to balance those interests. Students involved in direct patient care or handling prescription medications as part of clinical rotations who are under the influence of alcohol or drugs may put patients' safety at risk.

Students are not permitted to unlawfully possess or use illegal drugs, prescription drugs, over-the-counter drugs, or alcohol while participating in direct patient care or handling prescription medications as part of the academic program. Prohibited substances include amphetamines, benzodiazepines, cocaine, barbiturates, cannabinoids or synthetics, heroin, MDMA, methadone, opiates, oxycodone, phencyclidine, and propoxyphene.

Every student is responsible for being aware of the risks associated with alcohol use and abuse. Students are required to conduct themselves in accordance with School and University policies and federal, state, and local laws regarding alcohol consumption. It should be understood that possession or consumption of alcoholic beverages by individuals under the age of 21 is a violation of state liquor laws. Likewise, it is illegal for anyone to provide alcoholic beverages to persons under the age of 21.

Students are permitted to take medications that may affect urine drug screen results when legally prescribed to the student. Students taking legally prescribed medications that may affect urine drug screen results or that may impair their alertness or cognition must notify their academic program and provide appropriate documentation as described in the Legally Prescribed Medication section. Students may not be under the influence of alcohol while performing patient care duties or handling prescription medication.

Initial Drug Screening

All students will undergo a urine drug screen prior to matriculation or the initiation of the first clinical experience in their program. The Assistant Director of Clinical Education for Professional and Undergraduate Programs will instruct students to contact Certiphi Screening via a secure website to make arrangements and pay for the drug screening.

The Assistant Director of Clinical Education for Professional and Undergraduate Programs will have access to Certiphi inquiry results via a secure website with a unique username and password. The Assistant Director of Clinical Education for Professional and Undergraduate Programs will prepare a report on any positive drug testing results for review by the Vice Dean for Professional and Undergraduate Programs. The Vice Dean will review and initial the drug screen reports.

Additional Drug Screening

Students may be required to undergo repeat drug screening whenever such testing is required by the program annually or by a clinical site. At the discretion of the program's committee on academic standards, students may also be required to undergo drug screening for reasonable suspicion, such as direct observation of an individual engaging in drug-related activity, direct observation of the individual demonstrating physical symptoms of being under the influence; a pattern of erratic behavior; conviction of a drug-related offense; sudden change in performance, including excessive absenteeism; or information received from a credible source (note: student reports of an individual's drug use must have other substantiation to meet the standard for reasonable suspicion). Any additional drug screening will be done at the student's expense.

Before beginning each clinical rotation, the student will be notified if the site requires an additional drug screen and will receive instructions for completion of the testing. Students must contact Certiphi to make arrangements and pay for the drug screen. When a repeat drug screen is required, the student will not be permitted to begin the clinical rotation until the drug screen result is available. It is the student's responsibility to ensure that drug testing is completed promptly. Upon request, the student will be provided access to his or her drug screen results from the Certiphi site and the clinical education site.

Negative Dilute Drug Screen

In the event of a negative dilute drug screen, the student will be required to repeat the drug screen at their own expense. In the event of two consecutive negative dilute drug screens, it will be considered a positive result.

Positive Drug Screen

In the event of a positive drug screen, the Vice Dean will refer the case to the program's committee on academic standards for consideration and recommendations. In the interim, the student may be subject to temporary administrative removal from the clinical site while the committee meets.

Following review by the program's committee on academic standards, students with a positive drug screen not due to a legally prescribed medication may be subject to one or more of the following penalties:

- Placement on program probation
- Deceleration (required repetition of a portion of the didactic or clinical phase of the program) with a delay in graduation
- Dismissal from the program

Students with a positive drug screen not due to a legally prescribed medication will be referred for counseling and/or a provider support program within one week of the notification of the positive drug screen result. A student's return to academic studies is contingent upon full compliance with the recommended counseling and/or provider support program. Documentation of successful completion and/or continued compliance with the

counseling/support program will be maintained in the student's permanent program record. WVU's Student Assistance Program (SAP) offers drug and alcohol counseling for students. Student should contact the Carruth Center at 304-293-4431 to schedule an appointment.

Legally Prescribed Medication

In cases where a legally prescribed medication results in a positive drug test, the student must follow the process outlined by Certiphi to provide appropriate documentation.

Appendix D

Supervision Resources for Fieldwork Educators

WVU Division of Occupational Therapy Continuing Education

The WVU Division of Occupational Therapy provides annual professional development to support the development of knowledge and skills in student supervision. Event offerings can be found at:

AOTA Supervision Resources

Guidelines for Supervision, Roles, and Responsibilities During the Delivery of Occupational Therapy Services

https://research.aota.org/ajot/article/74/Supplement_3/7413410020p1/6690/Guidelines-for-Supervision-Roles-and-Responsibilities

Practice Advisory: Services Provided by Students in Fieldwork Level II Settings

<https://www.aota.org/~media/Corporate/Files/EducationCareers/Educators/Fieldwork/StuSuprvsn/Practice%20Advisory%20Services%20provided%20by%20students%20in%20FW%20Level%20II%20final.pdf>

OT/OTA student supervision & Medicare requirements

<https://www.aota.org/education/fieldwork/medicare-requirements-for-student-supervision#:~:text=It%20is%20AOTA's%20policy%20that%20OTAs%20may%20supervise,the%20following%20guidance%20for%20therapy%20students%3A%20Therapy%20Students>

LICENSURE: Supervision Requirements

<https://www.aota.org/career/state-licensure/supervision-requirements>

Refer to the legislation in the state where you practice for details regarding student supervision responsibilities and continuing competency credits earned for supervising students. For practitioners in West Virginia, see:

<https://wvbot.wv.gov/ruleslaws/Pages/State-Code.aspx>