



**Rocky Mountain
University
of Health Professions**

The MOT Bridge Program Fieldwork Manual

Rocky Mountain University of Health Professions is accredited by the Northwest Commission on Colleges and Universities (8060 165th Avenue NE Ste 200, Redmond, WA 98052-3981), an institutional accrediting body recognized by the Secretary of the US Department of Education.

The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652- AOTA and its web address is www.acoteonline.org.

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

RMUoHP reserves the right to change, without notice, any statement in this publication concerning, but not limited to, rules, policies, tuition, fees, faculty, curricula, and courses. This document is not a contract or an offer of a contract.

Preface

Learners in the entry-Level Master of Occupational Therapy Program (MOT) are officially considered to be Learners at Rocky Mountain University of Health Professions (RMU). Therefore, MOT Learners are expected to comply with the regulations and academic standards specified in the most current edition of the [RMU Handbook](#). This fieldwork manual provides information regarding policies, procedures, and requirements specific to the fieldwork education in the program. Learners enrolled in the Program are expected to be familiar with the information in this manual and acknowledge such by signing the forms found in the fieldwork information data management system (Exxat). Copies of the forms can be obtained by request.

RMU reserves the right to change any provision or requirement, including fees, contained in this informational document at any time, with or without notice. Please read this manual carefully. Questions related to the content of this manual should be directed to the Academic Fieldwork Coordinator and/or Program Director.

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Faculty and Learner Communication

Effective communication between learners and faculty is a cornerstone of learning and growth. A challenge of an online and limited-residency model is that the traditional prompts of face-to-face contact for communication are not always present. For this reason, syllabi templates are designed to ensure weekly engagement for didactic courses and fieldwork courses. Faculty connect with learners through various means, including Zoom, discussion boards, assignment feedback, email, phone conversation, and online/mobile communication tools.

Faculty are issued an "rm.edu" email address for all university business-related communications. Faculty are expected to check and respond to student and other university communications via email regularly. Responses should be generated within 24 to 48 hours, and no more than 60 hours. All official university communications taking place via email will be sent via this email address. For all course-related communications with learners, faculty will use the LMS internal mail.

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Section I: Goals and Standards of Fieldwork Education

Introduction

Welcome to the Rocky Mountain University (RMU) Master of Occupational Therapy (MOT) Fieldwork Manual. The MOT Fieldwork Manual is meant to orient you to fieldwork (FW) policies, procedures, and guidelines related to the requirements for the FW education experience in the RMU MOT Bridge Program.

The FW education experience provides learners with opportunities to develop the knowledge, skills, and competencies required for entry-level proficiency as generalist occupational therapists. Building on prior academic learning, learners apply occupational therapy theories, models, and the OTPF-4 while demonstrating professional reasoning, evidence-based practice, and critical thinking in diverse practice settings with clients across the lifespan. Through these experiences, learners integrate theoretical knowledge with real-world practice, develop professional behaviors through collaboration with clients, families, and interprofessional teams, cultivate cultural humility, and advocacy for occupational justice. FW also fosters commitment to client-centered care and enhances the learner's ability to reflect, adapt to feedback, and embrace lifelong learning as evidence-based practitioners who are prepared to thrive in an ever-changing healthcare environment.

RMU MOT learners are required to review this manual, familiarize themselves with its contents, and keep it readily available for reference.

Entry-Level MOT Program Description Program Description

The MOT Bridge Program's mission is to develop occupational therapy assistants into employable occupational therapy practitioners who are diverse, knowledgeable, innovative, reflective, and able to affect and adapt to change. Through the lens of occupation-based practice, innovative teaching, and learning interventions, our graduates will be able to navigate the ever-changing social and healthcare landscape while attending to diversity, disparity, and determinants of health and well-being for individuals, groups, and populations.

The program is delivered via a limited residency model, with both online and onsite components. Learners will be on campus for five consecutive days, during the 4th week of semesters 1 and 2, and the 12th week of semester 3. Learners will experience a comprehensive curriculum consisting of didactic and experiential (FW) courses, which will be completed in the final year of the program, divided into two semesters (each 12 weeks long). Sixty-eight credit hours are required for the successful completion of the program, including the credits earned via experiential FW.

The teaching and learning philosophy of the MOT Bridge Program aligns with AOTA's *Philosophical Statement on Education* (2018), affirming that learning is a collaborative,

student-centered process that builds upon each learner's prior knowledge, experiences, and strengths. Our program fosters continuous professional judgment, critical self-reflection, and a commitment to lifelong learning and advocacy to meet society's evolving occupational needs.

Guided by evidence-based principles of andragogy, our curriculum and instructional design intentionally draw on adult learning theory, constructivism, and self-regulated learning. Faculty design learning experiences that engage Learners as active participants who take responsibility for their own learning through meaningful, authentic tasks that mirror real-world practice.

Fink's *Taxonomy of Significant Learning* informs the design and delivery of courses, ensuring Learners achieve integrated learning outcomes across foundational knowledge, application, integration, human dimension, caring, and learning how to learn. This approach prepares Learners to think critically, connect ideas across contexts, develop professional identity, and cultivate the habits of inquiry essential for lifelong professional growth.

To facilitate this, faculty employ instructional technologies that are not only evidence-based but also accessible, flexible, and effective in supporting diverse learning styles and needs. Assessment of learner performance reflects an eclectic, multi-method approach that values formative and summative feedback, authentic practice-based evaluation, and individual growth over time.

Together, these guiding philosophies ensure that Learners are prepared to meet national competency standards, enter the profession with confidence, and continue to evolve as reflective, capable practitioners who advocate for occupational justice in an ever-changing world.

Program Vision

The entry-level Master of Occupational Therapy program at RMU will become the premier source for innovative education (quality, delivery, and efficacy), clinical scholarship, and occupation-based clinical practice that meets the needs of an ever-changing, diverse population.

Program Mission

The mission of the MOT Bridge Program is to bridge and develop occupational therapy assistants into employable occupational therapy practitioners who are diverse, knowledgeable, innovative, reflective, and able to effect and adapt to change through leadership, advocacy, outcomes-based practice, and scholarship. Program faculty employ occupation-based practice, innovative teaching and learning interventions, and mentorship in scholarship resulting in the graduate's ability to navigate the ever-changing social and healthcare landscape while attending to diversity, disparities, and

determinants of health and well-being for individuals, groups, and populations in both traditional and emerging practice areas.

Program Philosophy

Humans are active beings whose physical, emotional, cognitive, social, and spiritual development are shaped through engagement in meaningful occupations (AOTA, 2020). Drawing on their intrinsic motivation, capacity for self-efficacy, and self-directed growth, humans engage in occupation to influence their health, well-being, and participation within complex social, physical, and cultural contexts (Hooper, Krishnagiri, & Price et al., 2020). Throughout the lifespan, humans experience continuous adaptation — a dynamic process of change that supports survival and self-actualization. Biological, psychological, and environmental factors may disrupt this process, leading to challenges in occupational performance (Hooper, Krishnagiri, & Price et al., 2020). Occupational therapists are dedicated to addressing these disruptions through interventions that prevent, remediate, habilitate, and adapt, supporting people to live meaningful, engaged lives (AOTA, 2020).

The profession of occupational therapy is founded on the belief that occupation — through the dynamic interaction between the person, their occupations, and their environment — is therapeutically powerful (AOTA, 2020). Through the skilled use of occupation, occupational therapists promote growth, adaptation, meaning, and identity by teaching new skills, redesigning tasks, and modifying environments to enhance participation and performance.

Grounded in the principles of andragogy, the MOT Bridge Program recognizes that adult learners bring rich, diverse professional and life experiences to their education. Faculty honor this by fostering a collaborative learning environment that encourages self-direction, practical problem-solving, reflection, and critical thinking. Our instructional philosophy actively integrates *Fink's Taxonomy of Significant Learning*, ensuring learners gain:

- **Foundational Knowledge** in the occupational therapy process and evidence-based practice;
- **Application** of advanced professional reasoning and intervention planning;
- **Integration** of knowledge across contexts, cultures, and interprofessional settings;
- An understanding of the **Human Dimension** of care — themselves as reflective practitioners and others as unique clients and collaborators;
- A deep sense of **Caring**, including cultural humility, advocacy, and ethical responsibility;
- Skills for **Learning How to Learn**, cultivating lifelong inquiry and professional growth.

The faculty of the MOT Bridge Program strives to embody AOTA's Vision, Code of Ethics, and Standards of Practice. We believe our learners must understand the healthcare, political, cultural, and social systems that shape occupational therapy now and into the future. We prepare learners to expand practice into new arenas, advance services in underserved areas, educate communities, and collaborate across disciplines

to deliver excellent, client-centered care. We believe that interprofessional and intraprofessional training nurtures collaboration, leadership, and teamwork — all essential to the evolving role of occupational therapy practitioners. By bridging their experience as OTAs to advanced generalist practice as MOTs, our learners learn to be adaptive, reflective, and impactful professionals, prepared to transform lives through the power of occupation.

Fieldwork

“Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote professional reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the learner with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model.” (ACOTE, 2023, p. 36).

AOTA Purpose of Fieldwork Education Experience

The purpose of Level I FW is to introduce MOT Learners to the FW education experience, apply knowledge to practice, and develop a basic comfort level with an understanding of the needs of clients (ACOTE, 2023). Level I FW should include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. The focus of the FW experience is not intended to be independent performance. Qualified personnel for supervised Level I FW include, but are not limited to, occupational therapists, occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists (AOTA, 2022) (ACOTE C.1.10).

The purpose of Level II FW is for MOT Learners to develop into competent, entry-level generalist occupational therapists. Level II FW is integral to the program’s curriculum design and shall include in-depth experience in delivering occupational therapy services to service recipients, focusing on the application of purposeful and meaningful occupation and/or research, administration, and management of occupational therapy services. Learners will be exposed to a variety of service recipients across the lifespan and a variety of settings. The FW experience shall be designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence as career responsibilities. (AOTA, 2022) (ACOTE C.1.1.)

Level I & Level II Fieldwork Education Experience Descriptions

Each Level I FW experience (MOT 619 & 629) is aligned/focused on MOT curricular content that is population and setting-specific within a specific portion of each semester, e.g., Level I A FW focuses on psychosocial and behavioral practice and Level I B focuses on pediatric or adult experiences. (ACOTE C.1.1.)

MOT 619: The clinical education of Level I fieldwork is to introduce Learners to the fieldwork experience, to apply knowledge to practice, and to develop an understanding of the *psychosocial needs* of clients. Level I fieldwork shall be integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation, virtual simulation, and participation in selected aspects of the occupational therapy process. The focus of these experiences is not intended for the student to be independent in performance. Qualified personnel for supervised Level I fieldwork include, but are not limited to, occupational therapists, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists. Fieldwork hours amount to three days. *Prerequisites: MOT 623* (ACOTE C.1.11)

MOT 629: The purpose of Level I Fieldwork is to introduce learners to clinical practice, enabling them to begin applying academic knowledge in real-world settings while developing an understanding of the needs of pediatric or adult clients. To maximize growth, learners are encouraged to complete this experience in an area where they have the least prior exposure. Whenever possible, placements should provide an introduction to a setting that is unfamiliar and distinct from the learner's current OTA practice background. Level I fieldwork shall be integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation, virtual simulation, and participation in selected aspects of the occupational therapy process. The focus of these experiences is not intended for the learner to be independent in performance. Qualified personnel for supervised Level I fieldwork include, but are not limited to, occupational therapists, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists. Fieldwork hours amount to three days. *Prerequisites: MOT 613* (ACOTE C.1.6, C.1.11)

Level II fieldwork education experience occurs back-to-back in the curriculum during the Winter and Summer semesters of the 2nd year. The learner has completed all required courses for a full-time Level II FW education experience in a traditional or an emerging practice setting. Before their first Level II FW education experience, Learners will meet with the Academic Fieldwork Coordinator (AFWC) to discuss and prepare for the transition to the clinical component of the program. Topics discussed will include professional communication skills, receptiveness to feedback, taking initiative, dependability, and other interpersonal behaviors that are essential learning outcomes of the FW education experience.

MOT 651 and MOT 652: The MOT curriculum at RMU contains both an academic and a fieldwork component. The academic component is designed to provide the learner with a firm foundation in basic health sciences, occupational therapy theory and models, use of the *Occupational Therapy Practice Framework: Domain and Practice* (4th ed.), screening/evaluation, occupational-based intervention techniques, evidence-based practice, critical thinking and clinical thinking, emerging practice trends, communication, and professionalism. The fieldwork component is designed to integrate didactic knowledge with hands-

on, practical experience. All learners will be required to complete a full-time rotation in both adult and pediatric practice settings. Learners are not to contract a site to solicit a placement. Given the significant time and effort required to establish new contracts, any successful contract initiated at the request of a learner will result in that site being assigned as the learner's placement.

Prerequisites: All MOT didactic courses, MOT 619, MOT 629

Learners must complete 24 full-time weeks of Level II fieldwork within 24 months following completion of the didactic portion of the MOT program.

Areas of OT Practice as Defined by our Program

Traditional: Traditional practice areas include sites that regularly employ occupational therapists to address the medical or educational needs of individuals, groups, and populations throughout the lifespan. Examples include adult hospitals (acute care, inpatient rehab), inpatient rehab facilities, adult outpatient clinics, pediatric outpatient clinics, home health, skilled nursing, early intervention programs, and school-based practice.

Non-traditional: Non-traditional practice areas include sites that employ a limited number of occupational therapists to address the needs of individuals, groups, and populations throughout the lifespan with specific modalities or specialty services. Examples include aquatic therapy, hippotherapy, and women's health.

Emerging: Emerging practice areas include sites that do not employ occupational therapists. These sites employ social workers, licensed professional counselors, and behavior support personnel that address the mental health of individuals, groups, and populations throughout the lifespan. Examples include - residential and day treatment facilities for clients with severe mental illness; residential programs for foster children; safe housing for women who have experienced trauma, addiction, and/or incarceration; workshop programs, and the homeless population. Some sites may not employ any medical professionals. Examples may include homeless shelters, centers for refugees, and/or state parks and recreation sites.

If a learner completes a Level II in an emerging practice setting, they must receive additional mentorship from a core/adjunct faculty member and the onsite fieldwork educator. (ACOTE C.1.16)

Level I Fieldwork Education Experience

Level I FW provides the student with the opportunity to integrate academic knowledge with the application of skills at higher levels of performance and responsibility. Course syllabi are the official documents for all learning objectives and assignments.

Level I Supervision Requirements

Supervision for learners during Level I FW, per accreditation standards, does not need to be completed by an Occupational Therapist. Supervision can be provided by any licensed or otherwise

regulated professional (i.e., social worker, counselor, special education teacher, physical therapist, physician, nurse practitioner, etc.). (ACOTE C.1.10)

Level I A Fieldwork: Integrated Behavioral and Mental Health Experience

This required experience exposes learners to Behavioral and Mental Health practices across the lifespan. This FW may comprise both virtual and onsite experiences.

This FW will be scheduled for the Winter Term of Year 1 to coincide with didactic learning specific to behavioral and mental health and is approximately three days in length.

Level I B Fieldwork: Integrated Pediatric/Adult Experience

This required experience exposes learners to practice with a general medical, orthopedic, or complementary/emerging practice across the lifespan. Learners are expected to complete this Level I fieldwork in either a pediatric or adult setting, whichever the learner has the least experience. This FW may comprise both virtual and onsite experiences.

Options include hospitals (pediatrics or adult, such as acute inpatient, inpatient rehab), skilled nursing facilities, outpatient services, home health, rural health clinics, complementary and emerging practice settings, early intervention centers, schools, and other relevant settings. This FW will be scheduled for the Winter of Year 1 to coincide with didactic learning and is approximately three days in length.

Level II Fieldwork Education Experience

FW is intended to reflect the content and scope of the curriculum, while also bridging the didactic work with practical experience (ACOTE C.1.1). Level II FW is an integral part of the OT educational experience. Learners will integrate and operationalize their knowledge and skills with the assistance of clinical mentorship. This 12-week experience prepares learners for a successful transition from the classroom to entry-level OT practice, serving as a key component in the development of a learner's professional identity and integrity as an *occupational therapist*. Learners will complete a pediatric and adult experience to prepare them to become generalist occupational therapists.

FW II Requirements

All learners must earn program permission to progress to FW experiences. Permission is obtained upon successful completion of coursework and program requirements preceding the FW experience. During all FW and professional activities, learners are expected to adhere to the AOTA's Occupational Therapy Code of Ethics (2020, <https://ajot.aota.org/article.aspx?articleid=2767077>).

Learning Objectives and Assignments

Course syllabi are the official documents for objectives and assignments. However, learners should **expect** additional learning objectives and assignments that are

specific to their FW site. The AFWC, in collaboration with the site, reviews and approves all learning objectives.

Length

Each MOT learner must successfully complete 24 weeks of Level II FW experience to complete the requirements for progression toward graduation from the MOT Bridge Program. These 24 weeks are usually completed in two twelve-week experiences. Additionally, learners are expected to uphold the school's policies and procedures. Learners will be closely followed by the AFWC through Canvas and weekly learner feedback forms from the FWE.

Level II FW experiences may be completed on a part-time basis of no less than 0.5 full-time equivalent (20 hours per week) in the rare circumstance of unforeseen hardship(s). Learners must make a written request to the AFWC when a hardship arises. This letter must include a justification of hardship and a request for part-time completion of the FW experience. After consulting with the Program Director and Progressions Committee, the AFWC will work with the learner and FW educator to determine if a part-time experience is feasible. The FW site must approve and agree to support a part-time experience that includes learner timelines, learning outcomes, supervision plans, and evaluation plans. If the site is unable to support part-time experience, the AFWC will attempt to find an alternative site. Part-time FW experience may result in a delay in graduation from the program and in additional financial obligations. Learners must sign an acknowledgment stating that completing the FW experience on a part-time basis may delay graduation and impact financial aid. Learners are responsible for contacting the graduate school and financial aid for more information. (ACOTE, C.1.12)

Supervision

Multiple sources of supervision guidelines are applicable to Level II FW. The first source is state laws and practice acts that govern the practice of occupational therapy, which specify whether any specific requirements for supervision must be met in that state. Another source of supervision guidelines is federal regulations, such as those related to Medicare, that specify the type of supervision required for FW learners in specific healthcare settings and with certain types of Medicare coverage.

Traditional Settings

The AOTA website (<https://www.aota.org/Education-Careers/Fieldwork/StuSuprvsn.aspx>) is a reliable source for the most up-to-date information on Medicare regulations for learner supervision. The ACOTE Standards specify that during Level II FW, learners must be supervised by a licensed or credentialed occupational therapy practitioner with at least 1 year of experience who is adequately prepared to serve as a FWE. Furthermore, the Standards stipulate that supervision should initially be direct and then progress to less direct supervision as possible, given the demands of the FW site, the complexity of the client's condition being treated, and the abilities of the FW learner (ACOTE C.1.14). The AFWC provides FWE with resources that outline suggested caseload progression and supervision guidelines. *If a learner has concerns that the level of supervision from a fieldwork educator does NOT meet state or federal standards, they should contact the AFWC*

immediately. If a site provides its own suggested caseload progression, this information will be reviewed by the AFWC and provided to the learner prior to the FW experience via EXXAT.

Role Emerging

Specific to the role-emerging FW placement, where the site does not employ an occupational therapist on staff and the FW is designed to promote the development of occupational therapy services, supervision guidelines specify that learners be supervised daily on-site by another professional familiar with the role of occupational therapy. Additionally, 8 hours of direct supervision should be provided weekly by a licensed occupational therapist with at least three years of experience. The AFWC and/or the learner's faculty advisor will be available via email and phone during all working hours. The contact information will be provided to the on-site supervisor designee and learner before the FW experience begins. If the AFWC or faculty member is unavailable, they will designate another faculty member or the Program Director to take calls from FW supervisors.

In addition to direct supervision, the learner, occupational therapy supervisor, and on-site supervisor will meet for at least 30 minutes per week. During this time, the team will complete the "Level II Emerging Practice Site" FW form. The learner will receive specific instructions about the expectations for this FW once they are assigned by the AFWC. The learner and AFWC will meet to discuss the requirements, ensuring the learner understands that they must contact the AFWC and/or their faculty advisor if the supervision, either on-site or by the OT supervisor, differs in any way from what is required by ACOTE Standard C.1.16.

Adapted from: AOTA. (2012). COE Guidelines for an Occupational Therapy Fieldwork Experience - Level II Fieldwork. Retrieved from <https://www.aota.org/-/media/Corporate/Files/EducationCareers/Educators/Fieldwork/LevelII/COE%20Guidelines%20for%20an%20Occupational%20Therapy%20Fieldwork%20Experience%20--%20Level%20II--Final.pdf>

Course Credit

The Level II FW experiences are credited courses, each carrying seven credit hours. All academic work (including all assignments, exams, papers, etc., and Level I FWs) MUST be completed, and all course grades must be entered before the FWII experiences can begin. Failure to complete all the required work and Level I FW will result in the learner not being able to begin Level II FW on schedule.

Level II FW is graded with a Credit/Fail grading scale. The grade of "Credit" is earned when a learner earns a 111 or higher on the AOTA Fieldwork Performance Evaluation (FWPE). Per AOTA guidelines, learners must receive a three or above in the areas of ethics and safety and receive a final evaluation without a score of 1 (Unsatisfactory Performance) on any section of the FWPE. FW experience courses with Credit/Fail grading are not included in the semester GPA calculations.

ACOTE Standards Related to Fieldwork

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

SECTION C: FIELDWORK EDUCATION	
C.1.1.	Ensure that the fieldwork experience reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork strengthens the ties between didactic and fieldwork education.
C.1.2	Document a process that ensures all Learners have access to site information and requirements, objectives, and performance expectations prior to the start of the fieldwork experience.
C.1.3.	Document that academic and fieldwork educators agree on fieldwork objectives prior to the start of the fieldwork experience. Document that all fieldwork experiences include an objective with a focus on the occupational therapy practitioner's role in addressing the psychosocial aspects of the client's engagement in occupation.
C.1.4.	Ensure that fieldwork written agreements are sufficient in number and provide varied practice experiences to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.3.3.
C.1.5.	Document the criteria and process for selecting fieldwork sites, including maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to Learners prior to the start of the fieldwork experience.
C.1.6.	Ensure at least one fieldwork experience (either Level I or Level II) has a primary focus on the role of occupational therapy practitioners addressing mental health, behavioral health, or psychosocial aspects of client performance to support their engagement in occupations.

C.1.7.	Ensure that the ratio of fieldwork educators to Learners enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide a frequent assessment of student progress in achieving stated fieldwork objectives.
C.1.8.	Document a mechanism for evaluating the effectiveness of supervision (Level I and Level II fieldwork).
C.1.9.	Document a process for communication with the student and fieldwork educator throughout the fieldwork experience.

2023 ACOTE Standards Related to Fieldwork Level I

The goal of the Level I fieldwork experience in the MOT program is to introduce Learners to the fieldwork experience, to apply knowledge to practice, and to develop an understanding of the needs of clients (AOTA, 2023)

SECTION C: FIELDWORK EDUCATION	
C.1.10.	Ensure personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include but are not limited to, currently licensed or otherwise regulated occupational therapists and gauge occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech-language pathologists, nurses, and physical therapists.
C.1.11.	Demonstrate that Level I fieldwork is provided to Learners and is not substituted for any part of the Level II fieldwork. Document mechanisms for formal evaluation of student performance. Level I fieldwork may be met through one or more of the following instructional methods: · Virtual environments · Simulated environments · Standardized patients · Faculty practice · Faculty-led site visits · Supervision by a fieldwork educator in a practice environment Document that all Learners have similar Level I fieldwork experiences (e.g., learning activities, objectives, assignments, and outcome measures).

2023 ACOTE Standards Related to Fieldwork Level II

The goal of Level II fieldwork in the MOT program is to develop competent, entry-level generalist occupational therapists. Level II fieldwork is integral to the program's curriculum design and must include in-depth experiences in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. The MOT Learners will be exposed to a variety of clients across the lifespan and to a variety of settings (AOTA, 2023)

SECTION C: FIELDWORK EDUCATION	
C.1.12.	Document a required minimum of 24 weeks' full-time Level II fieldwork. Documentation must specify if part-time completion is available as agreed upon by the site and the program. The length of the part-time program must be equivalent in length to a minimum of 24 weeks full-time. Ensure that the student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.
C.1.13.	Document and verify prior to the start of the Level II fieldwork that the student is supervised by an occupational therapy practitioner who is: · Adequately prepared to serve as a fieldwork educator. · Currently a licensed or otherwise regulated occupational therapist. · Has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of the Level II fieldwork. The fieldwork educator may be engaged by the fieldwork site or by the educational program. Document and verify that Learners completing Level II fieldwork outside of the United States are supervised by an occupational therapist (regardless of title) who graduated from a program accredited by ACOTE, approved by WFOT, or otherwise regulated in the country in which the Learners are completing fieldwork. The fieldwork educator must have at least 1 year of experience in practice prior to the onset of Level II fieldwork.
C.1.14.	Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.
C.1.15.	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA Fieldwork

	Performance Evaluation for the Occupational Therapy Student or equivalent).
C.1.16.	Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for the provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least three years full-time or its equivalent of professional experience before the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off-site.

Section II: Fieldwork Educational Experiences

Information and Guidelines for Learners

ACOTE requires the successful completion of experiential learning to graduate from this program. Therefore, learners who are unable to complete FW experiences will not be able to graduate from this program.

Learners are responsible for meeting site-specific requirements as outlined in the fieldwork database (Exxat) on the site's AOTA Fieldwork Data Form. Such requirements may include, but are not limited to, drug screenings, criminal background checks, proof of immunizations, and CPR certification. Learners are also expected to establish a plan for transportation, food, housing, and other necessities associated with the FW education experience. The MOT Bridge Program highly recommends that learners not work during a full-time FW rotation, as it may interfere with the FW education experience. If a learner chooses to work, they must ensure that there are no employment conflicts with the hours of the FW schedule.

Immunizations, Certifications, and Related Requirements

Before participating in any FW education experience, Learners are required to submit or meet the following:

1. **Tuberculosis Screening:** Program requires health screening for Tuberculosis prior to matriculation. Testing must be completed within the 12 months prior to matriculation and must be repeated if travel to a [high burden country](#) occurs between initial TB testing and matriculation. Acceptable testing methods include [two-step tuberculin skin testing](#) (TST) or TB blood testing (QuantiFERON®-TB Gold Plus or T-Spot testing). TB testing is required even in individuals with a history of Bacille Calmette-Guérin (BCG) vaccination (blood test recommended). If TB testing is positive, evaluation (and treatment if indicated) must be completed in accordance with [CDC guidelines](#). Following initial TB screening prior to matriculation, annual one-step tuberculin skin testing for purified protein derivative or TB blood testing is required thereafter.
2. **Vaccination Requirements:** Admitted Learners of the MOT program will receive vaccination forms regarding required vaccinations. Not all vaccinations or proof of immunity are required at the beginning of the program, but many are. The University allows vaccination exemptions and more information about the University's position on vaccination can be found at <https://rm.edu/vaccination-statement/>.
3. The MOT program requires the following vaccinations and testing (these are subject to change depending on public health concerns and fieldwork site requirements):
 - a. **Hepatitis B:** Must provide quantitative hepatitis B surface antibody (HBsAB) test results to validate immune status or proof of non-converter status following administration of two separate series. (*Please Note:* Nonconverters should contact the program for additional details)

- b. **Tetanus/Diphtheria/Pertussis:** Record of having received 1 dose Tdap.
 - c. **2 MMR (Measles, Mumps, Rubella):** (only 1, if born before 1957) see [CDC scheduling guidelines](#).
 - d. Tuberculosis: skin test or negative chest radiographs (current for each year)
 - e. **Varicella:** Records of titer validating current immunity and/or 2-dose vaccine series being administered according to [CDC scheduling guidelines](#). (*Please Note:* a history of previous infection is not sufficient evidence of immunity)
 - f. Current Year **Influenza** Shot
 - g. **COVID-19:** The MOT program **no longer** requires students to obtain or provide proof of the COVID-19 vaccination. However, similar to other compliance requirements for Level I and Level II Fieldwork, such as TB testing, Hepatitis B and/or Hepatitis C vaccination, higher-level background checks, and drug screening, COVID-19 vaccination **MAY** still be required by certain clinical sites, without the option of petitioning out of the requirement. Students must meet all site-specific requirements to participate in clinical experiences. For specific compliance requirements for a clinical site and/or health care system, please consult with your Academic Fieldwork Coordinator.
4. Immunization Requirement Exception Process Appeals for exceptions to immunization requirements must be submitted prior to admissions, for incoming Learners, or as early as possible when the situation arises for currently enrolled Learners.
- a. Learners must submit an [appeal request](#) the Registrar's office at RMU.
 - b. Once the appeal is received by the Registrar's Office, it will follow the "General Appeal Process".
 - c. MOT program administration, faculty, and Learners will adhere to the University's policy and procedure related to the appeals process. Refer to the current [University Handbook](#).

Additionally, Learners must maintain documentation of the following and have each item uploaded to their respective Fieldwork information data management system profile.

- 1. Health Insurance documentation – must be maintained while in the program
- 2. Cardiopulmonary Resuscitation (CPR) through the American Heart Association or American Red Cross (BLS Healthcare Provider Level)– must be maintained while in the program.
- 3. Blood Borne Pathogen Training
- 4. HIPAA training
- 5. Negative drug/alcohol screen as requested by FW education site.
- 6. A background check/clearance will be requested and required prior to beginning fieldwork level I and II experiences. Learners are responsible for costs incurred with each background check. Background checks will stay valid for two years from the date of clearance unless otherwise specified by the fieldwork site. Failure to pass background check/clearance may result in forfeit of site placement and ability to sit for the NBCOT exam. If there are concerns, please

contact the fieldwork coordinator and NBCOT at <https://www.nbcot.org/contact> or 301-990-7979.

Additional criminal background checks, laboratory testing, screenings, and/or certifications may be required by individual fieldwork education sites. If required, it is the responsibility of the student to fulfill and cover the cost of such. Failure to fulfill site requirements may result in the forfeit of that placement.

RMU Vaccination Statement

Vaccine Exemptions

Vaccination exemption forms are available through the University. If an exemption is granted, MOT learners must continue to report their unvaccinated status on any form used for collecting this data. Any student with an exemption acknowledges the possibility of not being able to complete program outcomes for graduation due to situations of internal or external circumstances out of the University's control, such as when external entities do not accept exemptions and have policies requiring vaccination to participate in supervised fieldwork education experiences. Learners wishing to waive any vaccination will need to complete the [Student Appeal Form](#). However, not obtaining these immunizations may significantly limit available fieldwork education experiences and potentially delay or prevent graduation.

Fieldwork Student Memorandum of Responsibilities

Learners accept responsibility and commit to compliance with required Immunizations, certifications, and other related requirements by completing and signing the [Student Memorandum of Responsibilities](#) prior to the first day of their Level I and Level II fieldwork experiences.

Entry-Level MOT Program and Fieldwork Education Roles

To facilitate a smooth and effective fieldwork education process, the MOT program has developed the following roles and responsibilities, which should be adhered to by all parties in the fieldwork education process.

Role of the Academic Fieldwork Coordinator

The AFWC is a full-time faculty member of the MOT Bridge Program responsible for overseeing and coordinating all FW education components. The AFWC collaborates with academic and clinical faculty, FW sites, and learners to provide structured learning experiences that foster clinical competence. Serving as the University's representative, the AFWC provides indirect supervision of learners during FW and works with Fieldwork Educators (FWEs) to ensure high-quality experiential education.

Below are the key responsibilities of the AFWC:

- Identify and create affiliation agreements for FW opportunities that align with the curriculum. (ACOTE C.1.1, C.1.2, C.1.4)
- Maintain files/records of information on each site. (ACOTE C.1.2, C.1.3, C.1.5)
- Promote collaboration with FW sites. (ACOTE C.1.3)

- Prepare learners for the FW experience, including policy and procedures, process, and expectations.
- Assign Level I FW experiences and coordinate communication between the sites, experiences, and learners. (ACOTE C. 1.10, C. 1.11)
- Assign Level II FW placements and coordinate communication between the sites and learners. (ACOTE C. 1.12, C. 1.13)
- Monitor learner progress while on placements, communicating with sites and instructors during learner FW. (ACOTE C.1.12, C.1.13)
- Intervene and problem-solve learner issues that arise during FW that are not resolved between the learner and the site.
- Provide support and faculty representation to the FWE.
- Provide midterm and final FW evaluation forms to FWE and communicate grades to the MOT faculty.
- Ensure FW objectives are in collaboration with FW coordinators. (ACOTE C.1.3, C.1.14)
- Inform faculty of any issues regarding didactic work or education that may arise during FW.
- Meet with learners to obtain sites of interest for FW placements.
- Provides or facilitates professional development and training of the FWE(s) and/or FW education site.
- Monitors and facilitates learner progress toward individual and course goals/objectives during FW learning experiences.
- Determines the final grades for all FW education experiences.
- Evaluates the effectiveness of FWEs, learner supervision, FW education sites, and the MOT Bridge Program's FW education component.
- Addresses any changes within the FW education site that may affect learners' FW educational experiences.
- Upon entry into the MOT Bridge Program, AFWC provides access to all learners to site information and requirements, objectives, and performance expectations to all established FW sites prior to site selection and prior to starting the FW experience. This information is stored in the Fieldwork Information Data Management System (Exxat). (ACOTE C.1.2)

Responsibilities of the Clinical Education Administrative Assistant

- Maintains database of affiliation agreements.
- Maintains database of vaccination records, CPR, certifications, HIPPA training, OSHA certification, and any other university requirements. (ACOTE A.2.8)
- Communicating with learners to ensure all requirements are current.
- Renewal of contracts with sites.
- Updating the database to current faculty and information.
- Acting as a liaison for affiliation correspondence between RMU and new sites.
- Keep the AFWC updated when contracts are signed by both Universities and the site representative.

Role of a Level I Fieldwork Educator (FWE)

A Level I Fieldwork Educator has sufficient qualifications and affirms their ability to supervise a Level I student, or is a licensed, currently licensed, or otherwise regulated occupational therapist, occupational therapy assistant, psychologist, physician assistant, teacher, social worker, physician, speech-language pathologist, nurse, or physical therapist with one or more years of clinical experience who is selected by the FW education site coordinator to directly supervise the MOT student. Through an [Educator Attestation](#), Level I FW educators affirm their ability to support the FW experience. (ACOTE C.1.10.) This must occur prior to the Level I FW. The FWE assesses student performance. The FWE must be willing to work with learners and be able to develop an appropriate environment for a learning experience at the FW education site.

Role of a Level II Fieldwork Educator (FWE)

A Level II FWE is a licensed occupational therapist with one or more years of clinical experience selected by the FW education site coordinator to supervise the occupational therapy student directly. The Level II FWE is informed of the curriculum and FW program design and affirms its ability to support the FW education experience. This must occur before the onset of Level II FW. The FWE provides supervision to the student at the FW education site and provides feedback to the student regarding the student's performance. The FWE must be willing to work with the student and be able to develop an appropriate environment for a learning experience at the FW education site. It is recommended that the FWE complete the AOTA Fieldwork Educator Certificate Program (FWECP) and be a member of the AOTA. Fieldwork level II educators must understand and sign the [Fieldwork Level II Educator Attestation Form](#). The site objectives are located on each Attestation Form for the FWE review.

Responsibilities of the Fieldwork Educator:

- Meet requisite qualifications for serving as a FWE as required by the RMU and/or the fieldwork education site. (ACOTE C.1.10., C.1.13.)
- Collaborates with the AFWC, FW Education Site Coordinator, and with the student to identify appropriate objectives (integrating Learners, site, and course specific) PRIOR TO the FW within the specific setting. (ACOTE C.1.3.)
- Identifies unique learning experiences and provides the student with “hands-on” learning opportunities.
- Understands the MOT program's curricular themes and curriculum and integrates those into the FW education experience. (ACOTE C.1.1.)
- Acknowledge and sign the FW Educator Attestation, which contains the site objectives. (ACOTE C.1.3)
- Supervise the student appropriately to provide quality learning experiences in all appropriate areas of the client management experience as well as research and administration as applicable. (ACOTE C.1.14.)
- Ensure that student learning does not compromise the delivery or safety of client care.

- Level I FWE provides both formal and informal feedback to the student regarding his/her performance on a regular basis and completes the Level I Fieldwork Evaluation of the Occupational Therapy Student form. For a FW Level II education experience, FWE completes the FW Educator Attestation Form, including completing a midterm and final evaluation using the Fieldwork Performance Evaluation (FWPE) tool and any additional approved assessment tools. (ACOTE C.1.15.; C.1.9.)
- Communicates with the AFWC regarding student performance; identify problems in the student's performance and conduct (as soon as a behavior or problem is identified), communicate with the student regarding these issues, and plan remedial activities in collaboration with the AFWC and the student, if necessary. (ACOTE C.1.9.)
- Completes program-required documentation and final FW documentation within 72 hours after the completion of a student's FW education experience.
- Addresses the varying needs of the FW student in terms of experience, learning style, progress within the curriculum, and interpersonal communication characteristics.
- The FWE models professional behaviors including, but not limited to, legal and ethical occupational therapy practice.

Role of the MOT Learner

The student is responsible for taking an active role in directing his or her learning during all FW education experiences.

- Complete all prerequisites of FW participation.
- Acknowledge receipt of and that you have read the *MOT Bridge Program Fieldwork Manual*.
- Communicate to the AFWC top preferences (settings, facilities, geographical areas) for Level IB, Level IIA, and Level IIB FW sites by the assigned deadlines.
- Secure and wear the appropriate dress designated by each FW site.
- Complete all assignments and duties established by the FWE and AFWC by the due dates.
- Notify the FWE and AFWC when unable to attend the FW education site (this includes late arrival and early departure).
- Arrange with the FWE time to make up for missed FW education time and notify the AFWC of these arrangements.
- Participates proactively in the FW education process, including asking questions, practicing clear communication, positive response to feedback, and developing professional skills, behaviors, and attitudes.
- Communicate any issues or concerns as early as possible during the weekly meetings with the FWE and during the FW education experience to the AFWC. (ACOTE C.1.9.)
- Complete the [AOTA Fieldwork Data Form](#), if necessary.
- Complete the [Weekly Student Feedback Form](#) in conjunction with the FWE.
- Complete *Student Evaluation of the Fieldwork Experience* (SEFWE) by the assigned date.

- Complete the Evaluation of the AFWC as sent out by the department.
- Create a [Physical Agent Modalities Experience Tracking Form](#) when appropriate. Document date, type of modality applied, time of intervention, type of client, and supervisor signature for each modality session.

Fieldwork Educator Benefits from RMU

At the end of the first successful FW education experience and ongoing (at least 1 per year) supervision of RMU MOT learners, RMU benefits include:

1. Access to RMU Online Medical Library
2. Certificate of completion for mentoring learners for Professional Development Units for occupational therapy practitioners and contact hours for any professional outside the discipline of OT.

Site Selection Policy

Every effort is made to provide learners with clinical experiences in a variety of practice settings and diverse client populations across the lifespan. Learners are highly involved in individualizing FW experiences throughout the curriculum. However, the AFWC reserves the right to override learner preferences to ensure learners are exposed to a variety of clients across the lifespan in various settings.

Learners are not permitted to attend FW placements at locations where they have previously been employed or at locations where supervisors or administrators have any personal or professional relationship with the learner or their family. Learners must disclose locations where they have completed individual volunteer/service projects. The learner should contact the AFWC if a potential conflict of interest exists with an assigned or desired site. The AFWC will determine if the learner is permitted to complete a placement at the specified location. Any breach of this policy is considered an ethical violation and may result in a referral to the department for further review and consideration of progression concerns.

Learners are expected to consider all personal needs, financial responsibilities, and family responsibilities prior to identifying their FW preferences (location or site). Learners who fail to complete this task within the designated time frame forfeit their FW site selection privileges for the semester, and placements will be assigned by the AFWC or designated staff.

Affiliation Agreements

Before an MOT student can participate in any FW education experience at a FW education site, an affiliation agreement must be fully executed with the FW education site. The AFWC forwards the affiliation agreement information to the appropriate offices for legal review and then to the Dean of the College of Rehabilitation Sciences for approval and signatures. (ACOTE C.1.5.) The Clinical Education Administrative Assistant may help with this process. An active affiliation agreement must always be in place for a student to participate in fieldwork education with a site.

Change of a Fieldwork Site Assignment

Occupational therapy is a very dynamic profession, and FW staff at potential sites may change frequently. This could alter a site's ability to provide a good educational environment for learners. Therefore, it is better to change the assignment than to hold a site responsible for FW that was agreed to under different staffing circumstances. Additionally, sites may cancel the assigned FW due to a shift in management, ownership of the facility, unavailability of FW dates, or other unforeseen or uncontrollable events.

Once a learner has agreed upon a FW site, they may not request changes to the finalized site unless there are extenuating circumstances. Any request for a change must be approved by the AFWC. To initiate a request, the learner must submit a written letter to the AFWC, outlining the reasons for the proposed change. This request will be reviewed on a case-by-case basis.

Learners are expected to address these matters professionally and ensure that all necessary arrangements are made in advance. If a learner wishes to appeal the decision made by the AFWC, they may submit an appeal to the MOT Bridge Program Director for further review. MOT Bridge Program administration, faculty, and learners will adhere to the university's policy and procedure related to the appeals process. Refer to the [University Handbook](#) for current policies and procedures.

Contacting the Assigned Fieldwork Placement

Level II Fieldwork Experiences: Learners should obtain permission from the AFWC to contact the FW site several weeks prior to the start date, as possible.

Communication with the Level I and Level II FW placement sites

- Reach out to the contact person listed on the assignment form or the Student Fieldwork Educator listed in Exxat. Email is the preferred method of communication.
- Introduce yourself, tell them which school you are from, and confirm dates with the site's FW Educator or contact person.
- Request specific details about the FW, such as parking, the center's location, hours, and dress code.
- **Confirm the specific requirements for each site, such as CPR certification, background check, and drug test.** These requirements may be listed for each site in the Exxat database and updated as needed.
- If you do not receive a response via email within a week, try again or contact the site directly. If you are unable to reach the contact person after a second attempt, email the AFWC.

Liability Insurance

Professional liability insurance will be provided by the RMU for all Learners in the amount of \$1,000,000 per incident. A copy of this can be obtained upon request.

Failure to Pass the Fieldwork Experience

FW provides an opportunity to apply didactic learning and critical thinking in a practical setting. It is essential to master this skill to become a successful occupational therapist. Learners must demonstrate proficiency in both academic knowledge and clinical skills. Regardless of the FWPE, the AFWC reserves the right to assign a grade for other academic violations. These violations may include excessive absences, failure to provide proof of health requirements, academic misconduct, violations of professional behavior, or unethical behavior. Prior to assigning a different grade, the AFWC will consult with the learner, the FWE, and the Program Director as necessary.

FW sites may terminate a learner at any time. Termination may be for incompetent performance, excessive absences, unethical conduct, safety violations, or client mistreatment. Termination may also result from a policy violation that is equivalent to terminating an employee. Examples of policy violations may include, but are not limited to, drug use, unsafe practices, theft, unprofessional behavior, HIPAA violations, and violations of the AOTA Code of Ethics. Upon removal/termination from a FW site, the learner's progress in the program will be determined by the progressions committee. The learner may be withdrawn from the program depending on the nature of the violation.

Failure of a Level I Fieldwork Experience

A learner who fails a Level I FW Experience may be granted one additional opportunity to repeat the experience. The determination will be decided by the AFWC and the Program Director. If the decision is made to proceed in the program, the learner will be required to re-enroll in the failed class at their own expense. Progression in the program will not be allowed until the experience has been successfully passed.

Failure of a Level II FW Experience

If a learner fails Level II FW, another opportunity may be granted based on the reason for the failure. The learner's progress will be determined by AFWC and the Program Director, and a remediation plan will be implemented. If the learner is afforded another FW opportunity, the learner must pass the failed FW before progressing in the program at the learner's expense. A learner who fails for a second time will be dismissed from the occupational therapy program.

Termination of the Fieldwork Experience

Decisions to terminate any FW (Level I or II) experience are made in consultation with and approved by the AFWC. If a site requests to terminate a learner placement due to professional behavior issues, safety concerns, or ethical violations, the learner will be referred to the Student Progressions Committee to determine the course of action (see *MOT Bridge Program Student Handbook*). The AFWC will consult with the Student Progressions Committee to determine if termination from the site results in a failure of the course.

If the learner's placement is terminated due to circumstances beyond the learner's and department's control or at the learner's approved request, the AFWC will attempt to place the learner at another appropriate site. Any disruption of or termination of FW

experiences may result in a delay in graduation and may impact financial aid. Learners are responsible for contacting the University and financial aid for more information.

Withdrawal/Termination from FW Experience

Grounds for Termination of FW Experience

1. If it is determined by the FWE that the learner's behavior may cause harm to patients/clients, self, the FWE, or other employees of the FW education site, the AFWC will make an administrative referral to the University's Student Affairs for additional support and compass resources. The learner can email Student Affairs with further concerns or questions at Studentaffairs@rm.edu. If additional support and compass resources do not remediate the behavior, grounds for termination of the FW experience may be the result.
2. Unsafe practice, substance abuse, and failure to complete expected requirements may result in termination of the FW experience.
3. Insubordination, excessive tardiness, and/or risks to client care may result in termination of the FW experience.
4. Continued unsatisfactory performance, as evidenced by lack of achievement of all or part of the agreed-upon goals and objectives on the Level II [Fieldwork Learning Contract](#) within the agreed-upon time limit may result in termination of the FW education experience.

Withdrawal/Termination Procedures for FW Education Experience

1. Failure or termination of the learner FW experience is serious. Learners are allowed to have one failure and/or one withdrawal from the experience. Learners who fail twice, fail and withdraw, or withdraw twice will fail the program.
2. A learner's request to withdraw from the FW education experience must be made in writing to the FWE with a copy to the AFWC, indicating reasons for withdrawal and the commitment to fulfill final client-related obligations as determined by the FW education site. The AFWC will review the request for withdrawal and communicate any recommendations to the learner. Depending on the reasons given for withdrawal and the opinion of the FW education site, possible outcomes could include encouraging the learner to stay at the current FW education site, locating an alternative FW education site, or completing the FW education experience at a different time, possibly delaying graduation. After fulfilling client-related obligations, the learner's withdrawal from the FW education site is complete.
3. If an FWE requests that a learner be withdrawn from FW education experience, the request must be made in writing to the AFWC, outlining reasons for termination. The FWE will then complete the following steps:
 - a. The learner and FWE will meet to determine the professional obligations related to client care that must be fulfilled prior to final exit.
 - b. The FWE and learner will schedule an exit interview to ensure all client care-related obligations have been met.
 - c. The FWE will contact the AFWC after the exit interview to confirm the separation of the learner from the FW education site.

- d. After completing steps 2 above, withdrawal from the FW education site is complete.
- e. A [Fieldwork Learning Contract](#) will be established for future options.

Section III. Fieldwork Expectations

Medical Conditions, Including Pregnancy

Immediately upon medical confirmation, any medical condition that may impact the ability of a learner to safely and fully participate in the educational experience should be reported to the learner's academic advisor, AFWC, and/or Program Director. This will enable the planning of a learning experience that ensures maximum safety for all parties involved. Any condition that impairs a learner's ability to meet the requirements of the FW education experience may result in a delay in program progression. A learner may request a delay or temporary withdrawal from the program and return without penalty at the point of their temporary exit.

Occupational Therapy Policies Related to Fieldwork Education Experience

Dress Code

- All Level I & Level II FW learners are to comply with the dress code requirements of the FW education site to which they are assigned.
- At a minimum, learners should wear University OT polo shirts, full-length pants, socks, and appropriate footwear, including flat shoes with closed heels and toes.
- The learner's University identification badge should be worn at all times unless an I.D. badge has been issued by the FW education site.
- Learners should use the following checklist as a guide for professional attire:

Dressing for FW Education Experience Checklist

Criteria
Overall neat and clean grooming, hair pulled back, nails are trimmed
Minimal piercings, jewelry, and accessories
Overall neat and clean appearance of clothing (appropriate fit)
Undergarments, chest, cleavage, and low back remain concealed when leaning/kneeling
Polo shirt, slacks/khaki, or specific to site wardrobe (i.e., scrubs, company shirt)
Appropriate footwear (flat shoes with closed heels and toes)

Confidentiality

All learners enrolled at RMU are required to review the following topics found within the [RMU Handbook](#) in accordance with federal and state laws, including:

- HIPAA Privacy and Security Training <https://web.edapp.com/home>
- Code of Conduct (reviewed with learners during orientation)
- Security and Confidentiality Statement (related to internet and email use)

- Family Educational Rights and Privacy Act (FERPA) (reviewed with learners during orientation)

Learners who do not complete compliance reviews and/or training will be removed from their FW education site and will not be allowed to continue until all are completed.

HIPAA Guidelines for Fieldwork Assignments

Learners are required to complete the required HIPAA training. Per HIPAA guidelines, learners cannot report personal client information in FW assignments or other coursework, such as case study presentations, including:

- Name
- Location - includes anything smaller than a state, such as a street address
- Dates – including date of birth, admission, and discharge dates
- Telephone numbers
- Fax numbers
- Electronic e-mail addresses
- Social security numbers
- Medical record numbers
- Health plan beneficiary numbers
- Account numbers
- Certificate and/or license numbers
- Vehicle identification numbers and license plate numbers
- Device identifiers and their serial numbers
- Web Universal Resource Locators (URLs)
- Internet Protocol (IP) address numbers
- Biometric identifiers, including finger and voice prints
- Full face photographic images and any comparable images
- Any other unique identifying number, characteristic, or code

For written reports, the following information can be shared:

- Age (ages 90 and over must be aggregated to prevent the identification of older individuals)
- Race
- Ethnicity
- Marital Status
- Date of injury, impairment, or illness

Learners, as well as therapists, often keep "working files" in their desks. This is still allowed under HIPAA guidelines. However, this information must be stored in a secure file cabinet when not in use and must be destroyed when no longer needed.

Social Media

Learners should use the following guidelines when using any type of social media:

- Always use good judgment about content and respect privacy laws. Do not include confidential information about RMU, its faculty/staff, or its learners.
- Posts should include only appropriate language. Inappropriate language includes, but is not limited to, obscene or threatening language or defamation

(hate speech) based on race, sex, gender, religion, national origin, age, or disability.

- Do not post information, photos, or videos that will reflect negatively on you, your FW education site, your FWE, the RMU Department of Occupational Therapy, or the University.
- It is strongly advised to avoid participating in actions that may be harmful or have a negative impact on the reputation of RMU and the services it offers.
- Engaging in social networking during facility work hours is strictly prohibited.
- Do not post personal information that can be used to locate someone offline, such as pictures, location, client identifiers, ID badges, phone numbers, home/local addresses, birth dates, and email addresses.
- Do not “friend” clients or caregivers on social media websites unless the friendship predates the clinical relationship. Do not “friend” your FWE until after the FW education experience is over.
- Do not disclose confidential or derogatory information about the FW education site, its staff, or clients. Do not discuss personal opinions about the FW education site and/or its clients and staff.
- Under current law, it is forbidden to disclose any personal health information, including imaging of clients, or to discuss patient cases on any social network or digital media. Such behavior is a direct violation of HIPAA guidelines.

Smart Device/Phone Use

Learners should use official communication channels to communicate with their FWE. It is left to the discretion of the FWE whether they would like to provide personal phone numbers to learners. Learners should not use texting as a means of communication with their FWE unless this communication method has been approved by the FWE. During facility work hours, learners should keep their cell phones muted and not engage in active cell phone activity to include internet searches.

Attendance During Fieldwork Education Experiences

Because fieldwork sites and educators are responsible not only for instructing learners but also for assessing their proficiency and safety across a wide range of care, the availability of “make-up” hours or days for missed clinical time (even when excused) is limited. The RMU MOT Bridge Program upholds the following policies and expectations regarding learner attendance for all fieldwork education courses. (MOT 619, MOT 629, MOT 651, & MOT 652).

1. Learners should plan to be at the FW education site daily for the duration of the FW education experience, **requesting no days off**. If time off is needed, FWE and AFWC approval is required.
2. Learners are allowed two sick days off. More than two missed days will require the equivalent makeup time.
3. Learners must promptly contact the FWE and the AFWC to report any absences or late arrivals. The learner should discuss the preferred method of contact with the FWE on the first day of the FW education experience.

4. Learners are expected to be on time. No more than three tardies per FW experience are tolerated. Any additional tardies will require a makeup day.
5. The only exception to the above is pre-approved professional days. "Professional days" include anything related to continuing education and/or professional development. Professional days will not have to be made up; however, they must be pre-approved by the FWE and the AFWC.
6. The learner must accommodate their schedule to that of the FWE and FW education site; this could include working evenings, weekends, and holidays.
7. Part-time level II FW is not recommended but will be permitted on a case-by-case basis.

A commitment has been made by the MOT Bridge Program at RMU, the FW education site, and the learner to fulfill the required hours for FW education experience. Learners should demonstrate sound discretion when submitting time-off requests. Excessive absences will be evaluated by the AFWC and may result in a grade of 'Incomplete', 'In-Progress', or 'Fail' in the respective FW education experience.

Level II FW Experience is full-time; therefore, employment during FW education experiences is not recommended. Learners are expected to work the "schedule" of the FWE. This may include, but is not limited to, alternate weekly schedules (four 10-hour days vs. five 8-hour days) and weekend/after-hours coverage. Learners may be required to complete documentation, assignments, or patient information reviews at home after FW education site hours. The facility's holiday schedule applies to FW education experiences.

Safety Policies and Procedures

Learner Injury and Illness

Should a learner become injured while at the FW education site, the learner should follow the policies and procedures of the FW education site. This may include either obtaining a medical evaluation or declining it. Whether medical intervention was sought/obtained, the learner must contact the AFWC by cell phone on the same day as the injury and document this in the FW information data management system (Exxat). If the learner sustains an injury or illness that prevents safe participation in the FW education experience, the learner is no longer able to meet the FW education site's job description requirements, the learner may need to leave the FW education experience until a full-duty medical release has been obtained.

Learner Conduct

During the academic and fieldwork education portions of the program, all learners are required to abide by RMU's Learner Conduct Policy, as stated in the [RMU Handbook](#). Learners are also subject to the substance abuse policies set forth by their FW education sites.

Learning Disabilities/Physical Challenges

RMU adheres to the Americans with Disabilities Act of 1990 which provides comprehensive civil rights protection for “qualified individuals with disabilities”.

If a student cannot demonstrate the skills and abilities outlined in this document, it is the responsibility of the student to reach out to the disability services office at the University to request reasonable accommodations. Reasonable accommodations refer to ways the University can assist Learners with disabilities in accomplishing these tasks (for example, providing extra time to complete an examination or enhancing the sound system in a classroom). Reasonable accommodation does not mean that Learners with disabilities will be exempt from completing certain tasks; it does mean that the MOT Program will work with fieldwork education sites and Learners with disabilities to determine whether there are ways that we can assist the student toward successful completion of fieldwork education experience. It is ultimately the fieldwork education site’s decision whether the requested accommodations are reasonable.

Learners preparing for a fieldwork education experience who have questions about this document or who would like to discuss potential accommodations/program modifications should contact the Office of Institutional Equity via the department of Student Affairs. The specific process for accommodation is outlined in the [University Handbook](#).

Equal Access and Opportunity: Non-Discrimination Policies

Administrators, faculty, and staff at RMU are committed to providing equal access to education and employment opportunities to all regardless of age, race, religion, color, national and ethnic origin, gender, sexual orientation, disability, and military status. The University is also committed to providing equal access/opportunity in admissions, recruitment, course offerings, facilities, counseling, guidance, advising, and employment and retention of personnel and Learners. The administration is committed to implementing federal and state laws and regulations governing equal access/opportunity. It further extends its commitment to fulfilling the provisions of Title IX, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). These non-discriminatory policies and practices are an integral part of the mission of the University, and the University Diversity, Equity, and Inclusion (UDEI) Committee and the Office Institutional Equity to help ensure that equal access and opportunity policies are followed.

Additionally, the University complies with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. Internal inquiries regarding these policies, the filing of grievances, or grievance procedures on these matters may be directed to the RMU Office of Institutional Equity. External inquiries regarding federal laws and regulations concerning nondiscrimination in education or RMU compliance with those provisions may be directed to the Office of Civil Rights, U.S. Department of Education, 221 Main Street, Suite 1020, San Francisco, California 94105.

RMU adheres to the principles of Section 504 of the Rehabilitation Act of 1973, which provides that no otherwise qualified student with a disability shall, solely for the reason of his or her disability, be excluded from the participation in, be denied benefits of, or be subjected to discrimination in the program. RMU does not exclude qualified persons with disabilities from any course of study or any other part of the program. RMU's Learners with disabilities must meet the requirements and levels of competency required of all Learners in the program. To assist Learners with disabilities in fulfilling these program responsibilities, every reasonable effort is made to accommodate the special needs of such Learners. All applicants with disabilities are advised of this policy at the time of their application and/or acceptance to the University. To formally request academic accommodations for disabilities, contact the Committee on Inclusiveness via the department of Institutional Equity via the Senior Director of Institutional Equity, Title IX & ADA Coordinator). The RMU campus has wheelchair access to all areas, including the student lounge, conference rooms, classrooms, laboratories, and main lobbies. Restrooms are equipped for individuals with mobility challenges.

Learners requiring special considerations during an FW education experience or lab-required tasks will be required to pay for any extra expenses incurred by the University to meet these special needs. For example, if a female student's religious beliefs require that she perform an intervention-related task isolated from the male patient or colleague, the student will be responsible for paying the University for the rent on the extra room, the female instructor, and any other additional costs the fieldwork education site occurs that the site deems necessary. A FW education site may have their own requirements and requested responsibilities of the student. For further information on nondiscrimination at RMU, please see Policy 3005: [Nondiscrimination and the Equity Resolution Process](#). For further information on academic accommodations, please see Policy 1060, Academic Accommodations.

Communication between the Fieldwork Educator and the MOT Learner

During the FW experience, it is expected that communication between the learner and FWE will be ongoing, mutual, and constructive. The FWE should meet with the learner on a weekly basis to review progress and provide feedback. The FWE has the responsibility to continuously assess learner performance and recognize when the performance is at the correct level, above the expected level, or below the expected level. In the event the FWE determines that there is a problem, the learner will have an opportunity to improve. It is possible that a [Fieldwork Learning Contract](#) could be implemented if needed. Any concerns should be communicated to the AFWC by the FWE and/or the learner.

It is expected that learners will take responsibility for developing a good working relationship with their FWE. It is recommended that the learner and the FWE set aside time during the day to discuss patient issues and progress in addition to weekly supervision meetings. (ACOTE C.1.9.)

Communication between the Academic Fieldwork Coordinator and the MOT Learner

ACOTE C.1.8.

Regarding communication between the AFWC and the learner:

- Learners will check their RMU email regularly as well as the learning management system (Canvas).
- Learners submit the Weekly Learner Feedback form via Canvas along with learning activities assigned by the AFWC.
- Week 6 and 12 learners and FWE complete formal assessments that will be viewable by the AFWC in the FW information data management system.
- The AFWC will contact learners during the FW education experience as needed for follow-up on weekly progress reports. The communication may be through e-mail, telephone, in person, or through online reflection discussion assignments.
- Learners are made aware of AFWC's weekly office hours from the syllabus.
- Learners should contact the AFWC anytime for discussion or problem-solving. If a problem develops at any point, learners should contact the AFWC immediately.

Section III. Evaluation of Fieldwork and Learning Action Plans

Learners will complete a *Student Evaluation of Fieldwork Experience (SEFWE)* for Level I and II FW experiences. These forms are exchanged and discussed with the FW Educator during the performance review. The learner will return the signed form to the AFWC by the date specified in the syllabus. The purpose of the SEFWE is:

- Allow the learner to evaluate and provide feedback to their FWE.
- Provide feedback to academic programs, FW sites, and FWEs to promote best practice and refine the Level II FW program as necessary.
- Communicate information to ensure that the Level II FW placement meets educational expectations applicable to ACOTE standards.
- Provides feedback to other learners who are selecting sites for future FW placement.

Evaluation and Grading of Level I and Level II FW Education Experiences

MOT Learners are required to complete four (4) fieldwork courses consisting of at least 24 weeks of fieldwork education experience. Each of these courses is graded as “Pass/Fail”. The syllabus for each course describes the criteria for earning a “passing” grade. The criteria include:

1. Maintaining and submitting appropriate documentation to AFWC and/or the fieldwork information data management system by the established deadlines (CPR certification, vaccinations/laboratory tests, personal health insurance coverage, etc.)
2. Submission of any and all assignments/forms/documentation required by the AFWC preceding or following the FW education experience.
3. Compliance with all RMU Entry-Level MOT Program, and FW education site policies and procedures during the FW education experience (attendance, behavior, dress, etc.).

While information related to student performance is gathered from the FWE’s comments, documentation, and grading/scoring, the responsibility for assigning the final FW education experience grade ultimately lies with the AFWC, which uses that information to objectively assign the ‘Pass’ or ‘Fail’ grade as appropriate.

Fieldwork Action Plan

Most FW education experiences go smoothly for the learner and the FWE. If issues arise with learner performance, a [learning contract](#) will be implemented. The purpose of a learning contract is to facilitate learner success during the FW education experience and should not be viewed as a punitive measure. A learning contract will outline the expected performance and specify a target date for achieving the objective. Additionally, resources will be suggested to enable learners to take the initiative in improving their performance in areas that require strengthening.

Learner Well-Being

Rocky Mountain University's Department of Student Affairs is available to Learners to help with a variety of needs. They specialize in "Student Support & Resources, Student Leadership & Involvement, Accommodations for Disabilities, Civil Rights, Counseling Services, Student Health & Wellness, Student Advocacy, Student Crisis Management, and Student Success".

Section IV: Policies Related to Fieldwork

Policy FW 1: Professional Standing with AOTA and State Regulatory Boards

Students are expected to maintain professional and ethical standing throughout their enrollment in the Master of Occupational Therapy Program. Any student who is not in good standing with the American Occupational Therapy Association (AOTA), a state occupational therapy licensing board, or another applicable regulatory authority due to disciplinary action, sanctions, license restrictions, or other professional conduct concerns must promptly notify the Academic Fieldwork Coordinator (AFWC).

A student's professional standing will be reviewed by the program to determine whether the issue may affect eligibility for Level II Fieldwork participation, placement availability, or progression within the program. The review may include consultation with RMU administration, legal counsel, fieldwork sites, and other appropriate parties, as necessary.

Depending on the nature and severity of the concern, participation in Level II Fieldwork may be delayed, modified, or denied until the matter has been satisfactorily resolved. Any decision will be made in accordance with RMU policies, applicable laws and regulations, and accreditation requirements.

Policy FW2: FW Sites Selection and Learner Access (ACOTE C.1.2; C.1.4; C.1.5)

Procedure: New site affiliations are initiated through various channels, including requests from learners, faculty, and facilities. The AFWC also utilizes community, professional, and alumni networks to identify suitable sites to add to the affiliation options. Affiliation sites may be in various states and geographical areas. International affiliations are not available currently.

- Once a verbal agreement has been reached, the AFWC or the Clinical Education Administrative Assistant will email the site to obtain the necessary information for an affiliation agreement.
- The Clinical Education Administrative Assistant will forward the information to the department Chair and the Dean for review and assist with all necessary communication with the site.
- The Clinical Education Administrative Assistant will notify the AFWC when RMU and the site have reached an agreement, and the contract is signed.
- The signed contract is uploaded into Exxat, and the site is added to the list of active affiliations.
- The site information will include requirements, populations, site-specific objectives, and geographical location.
- Learners have access to sites in Exxat and can research available FW opportunities.
- It is the responsibility of the AFWC to establish new affiliations and community partnerships to ensure learners have access to a variety of potential sites for FW opportunities.

Policy FW3: Criteria for Maintaining Fieldwork Sites (ACOTE C.1.2)

Procedure: FW site agreements must be maintained.

- The AFWC or the Clinical Education Administrative Assistant will email the site to obtain the necessary information for a new contract.
- The Clinical Education Administrative Assistant will initiate a renewal of the contract at least 3 months prior to the date of expiration.
- The Clinical Education Administrative Assistant will notify the AFWC of any renewals or issues that may arise with the contract renewal.
- Upon renewal, the Clinical Education Administrative Assistant will upload the new contract information into the database, Exxat.

Policy FW4: Fieldwork Objectives (ACOTE C.1.3)

Procedure: Guidance to ensure that FWEs and the MOT Bridge Program agree on expectations. FWEs and sites collaborate with the AFWC on shared objectives for learner success.

- FW objectives for both Level 1 and Level II FW experiences are located on the Attestation Form and shared with the participating sites. The objectives provide guidance on assignments, skills, and expectations during FW.
- FW objectives may be modified according to site needs and requests. All requests must be in writing and approved by the AFWC.
- FW objectives are shared with the site before the FW experience.
- Site-specific objectives are stored in Exxat and the Fieldwork Manual for learner review.

Policy FW5: Secure Electronic Database Maintenance (ACOTE C.1.2, C.1.3)

Procedure: Exxat is the database utilized by RMUoHP MOT Bridge Program. The database is maintained by the AFWC and the Clinical Education Administrative Assistant. The following information is available on Exxat:

- FW site information, personnel, and website, if applicable.
- Human resource requirements.
- Student Evaluation of Fieldwork Experience (SEFWE).
- FW placement history based on rotations and cohorts.
- Specific site objectives if different from RMUoHP standard objectives.
- FWPE, both midterm and final.
- Since not all sites are used for each rotation, information needs to be regularly updated. Learners will communicate with the AFWC and the Clinical Education Administrative Assistant to ensure that records are kept up to date.

Policy FW6: Ratio of Fieldwork Educators to Learners (ACOTE C.1.7)

Procedure: Ensure supervision regulations are met. Proper supervision enables the appropriate role modeling of occupational therapy services, protects clients, and facilitates a reasonable assessment of learner performance toward achieving the FW objectives.

- Level I supervision does not exceed a 1:7 ratio.

- Level II supervision does not exceed a 1:2 ratio.
- AFWC will communicate with learners to ensure supervision requirements are met.
- Each site (FW Coordinator) submits the name of the supervisor or fieldwork educator (FWE) for each learner.
- Student Evaluation of Fieldwork Experience (SEFWE) is completed at the end of each FW Experience.

Policy FW7: Level I and Level II Fieldwork Experience Affiliation Agreements

(ACOTE C.1.5)

Procedure: Affiliation Agreements must be signed for each site that hosts a learner for a FW Experience, and they must be valid from the beginning to the end of the learner's experience for all affiliations outside of the academic program.

- The Clinical Education Administrative Assistant verifies that contracts are in good standing prior to the FW placements.
- The contracts are always maintained in Exxat and are accessible to the AFWC and relevant staff.

Policy FW8: Level 1 Fieldwork (ACOTE C.1.1; C.1.6; C.1.10; C.1.11)

Procedure: Learners will complete two (2) Level I FW experiences, each three days in length. These experiences complement didactic learning in Mental Health (Level 1A) and Pediatrics or Adult settings (Level 1B). FW experiences occur in the Spring of year 1.

- Level I FW experiences may be supervised by a currently licensed occupational therapist (OT) or a certified occupational therapy assistant (OTA).
- Level I FW experiences in non-traditional settings may be supervised by a qualified person licensed in their field. This may include, but is not limited to, physical therapists, social workers, teachers, behavior specialists, physician assistants, counselors, and program managers.
- Level I FW experiences may include virtual environments, simulated environments, standardized clients, faculty practice, faculty-led site visits, or supervision by a FWE in a practice environment.

Policy FW9: Level II FW (ACOTE C.1.1; C.1.12; C.1.13)

Procedure: Level II FW requires a total of 24 weeks of full-time experience. These experiences are divided into two 12-week emersions in the Fall and Spring of the second year of the program.

- The MOT Bridge Program is a lifespan program; therefore, FW experiences will encompass both adult and pediatric placements.
- Any changes in FW placements or schedule will be reviewed on a case-by-case basis due to extenuating circumstances.
- Changes in the FW schedules may result in a delayed graduation.
- Level II FW learners must be supervised by a licensed occupational therapist (OT) with a minimum of one year of experience.

- Supervisors must be in good standing and licensed in the state where they practice.

Policy FW10: Student Action Plan Following a Level II Fieldwork Failure or Withdrawal

Any student who fails or withdraws from a Level II Fieldwork experience will begin their subsequent Level II Fieldwork placement with a Student Action Plan. The purpose of the Student Action Plan is to identify previous areas of concern, establish measurable goals and expectations, and provide structured support to promote successful completion of the fieldwork experience.

The Student Action Plan will be developed by the Academic Fieldwork Coordinator (AFWC) in collaboration with the student and, as appropriate, other program faculty. Prior to or at the beginning of the fieldwork experience, the plan will be reviewed with the student and shared with the assigned Fieldwork Educator (FWE). The AFWC and FWE will discuss the plan to ensure a shared understanding of the student's learning objectives, performance expectations, and strategies for successful progression.

Students enrolled in the Master of Occupational Therapy program are permitted a maximum of three (3) Level II Fieldwork attempts to successfully complete the required Level II Fieldwork curriculum. Failure to successfully complete a third Level II Fieldwork experience may result in dismissal from the program in accordance with the University's academic progression and dismissal policies.

Policy FW11: Completion of FW (ACOTE C.1.12)

Procedure: Level II FW begins after successful completion of didactic work. Learners are allowed one failed or withdrawn attempt at Level II FW. Two failed withdrawals from Level II FW will result in dismissal from the program. All FW requirements must be completed within 2 years of successfully completing the didactic work.

Policy FW12: Supervision Evaluation (ACOTE C.1.8)

Procedure: The quality of learner supervision is to be evaluated utilizing the AOTA *Student Evaluation of Fieldwork Experience (SEFWE)* at the end of each Level I and Level II FW experience. Additional site evaluations may include learner journaling and reflection assignments for both Level I and Level II experiences.

Policy FW13: Level II Supervision Guidelines (ACOTE C.1.14)

Procedure: Supervision of Level II learners should gradually transition from direct to less direct supervision, accompanied by increased responsibility.

- The change in supervision depends on the setting, the complexity of the clients, learner performance, state laws, and caseload requirements.
- Supervision should decrease as the learner's skills, knowledge, and confidence increase.
- The supervision should create a learning environment that offers guidance, tools, and resources to support learner success. The learner should

proactively utilize the available resources and actively engage in the learning process. The learner should communicate any concerns or issues with AFWC.

- Supervision level is documented on the Weekly Feedback Form

Policy FW14: Level II FW Supervision where there is no Occupational Therapist

(ACOTE C.1.16)

Procedure: The MOT Bridge Program discourages learners from being placed in a Level II rotation that does not have an occupational therapist (OT) available for supervision.

- The AFWC contacts the sites and ensures that a qualified occupational therapist (OT) is available for supervision.
- In unusual circumstances where an OT is not available after the start of a Level II rotation, the AFWC will work with the learner to secure an alternate placement for the continuation of the FW experience.
- In rare cases and on a case-by-case basis, learners may be considered to complete rotations at a site without a full-time OT. In these circumstances, “supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years full-time or its equivalent of professional experience prior to the Level II FW is required. Supervision must include a minimum of 8 hours of direct supervision each week of the FW experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the learner during all working hours. An onsite supervisor designee of another profession must be assigned while the occupational therapy supervisor is off-site.” (ACOTE, 2023, p. 41)

Policy FW15: Level II Student Performance Evaluation (ACOTE C.1.15)

Procedure: MOT utilizes AOTA’s Fieldwork Performance Evaluation (FWPE) tool through Exxat. This is a standardized electronic evaluation tool.

- The AFWC will enter the FWE’s email into Exxat.
- Midterm evaluations will be sent at 6 weeks, and the final will be sent at 12 weeks.
- The AFWC will review all scores.
- Midterm scores below 74 will result in a meeting with the learner, the FWE, and the AFWC. A remediation or action plan will be created, identifying areas of concern and outlining the necessary growth, and will be recorded on the [Fieldwork Learning Contract](#). All parties will sign the Fieldwork Learning Contract.
- A final score of 111 or greater is required to pass the Level II fieldwork experience.

Policy FW16: Communication of Learner Progress (ACOTE C.1.9)

Procedure: Learners will receive the Weekly Feedback Form, which they will complete with the FWE, and return to the AFWC on a weekly basis through Canvas.

- Weekly Feedback Forms will review areas of strength, weakness, goals for the next week, and record the level of progress in supervision and FW success.
- Weekly Feedback Forms will ensure the level of the learner's progress.
- Weekly Feedback Forms serve as weekly communication between the FWE, the learner, and the AFWC to address performance issues and support with resources as needed.

Policy FW17: Fieldwork supervision outside of the United States (ACOTE C.1.13)

Procedures: RMU MOT currently does not place learners outside of the United States.

Section V: References

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