

Occupational Therapy
Five-Year BSHS+MSOT & Entry-Level MSOT
Fieldwork Educational Manual



Alvernia University
401 Penn Street
Reading, PA 19601

Alvernia University Signature Page

This is to verify that you have received a copy of the Alvernia University Occupational Therapy Fieldwork Manual.

You are responsible for reading and understanding the contents of the manual. The manual should be retained and used as a reference throughout your enrollment in the OT program. Your signature indicates that you agree to adhere to the requirements as stated herein.

Student Signature: _____

Student Name (printed): _____

Date: _____

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Preface

Information in this manual is provided to help Occupational Therapy students prepare for fieldwork experiences

and to provide the foundation from which fieldwork educators and the occupational therapy program can begin a collaborative relationship to prepare future professional occupational therapists through the academic and fieldwork education process.

For the purpose of this manual, the term “Occupational Therapy student(s)” includes all students involved in both the 5-year BSHS & MSOT program and the Entry Level MSOT program.

Standards for Fieldwork Education

The 5-year combined Bachelor of Science in Health Science degree and Master of Science in Occupational Therapy at Alvernia University is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) www.acoteonline.org. ACOTE requires that both Level I and Level II fieldwork are integrated with the educational curriculum. Specific correlations to the 2023 ACOTE C standards, which are fieldwork focused, are indicated in parenthesis throughout the fieldwork manual, i.e. (ACOTE 2023-C.1.1).

Alvernia University Occupational Therapy Program Drug Testing Waiver Agreement

I understand it is the policy of the Alvernia University OT Program to require students to undergo a substance abuse test for the presence of drugs or controlled substances prior to the

start of Level I fieldwork and Level II fieldwork. I must submit to a drug test at a designated laboratory. The results of the drug test will be communicated to the AFWC by the Medical Review Officer. A positive result—including the presence of illegal substances, unauthorized prescription medications (including medical marijuana), or a specimen that is found to be insufficiently concentrated, suggesting possible tampering or intentional dilution—will be considered a failed drug screen. I understand that a positive drug test will result in my disqualification from progressing to the Fieldwork component of the Master of Science in Occupational Therapy Program.

I further understand that I may be subject to random drug tests while enrolled in the OT program. A positive drug test or refusal to submit to testing will result in dismissal from the OT Program.

BY SIGNING THIS DOCUMENT, I INDICATE THAT I HAVE READ, I UNDERSTAND, AND I AGREE TO THE [COLLEGE OF HEALTH SCIENCES DRUG USE POLICY](#). I UNDERSTAND THAT A NEGATIVE DRUG TEST IS REQUIRED FOR PROGRESSION IN THE OT PROGRAM.

THIS DOCUMENT CONSTITUTES MY CONSENT FOR DRUG TESTING BY A LABORATORY DESIGNATED BY ALVERNIA UNIVERSITY. IT ALSO CONSTITUTES CONSENT FOR THE RESULTS TO BE SHARED WITH THE OT ACADEMIC FIELDWORK COORDINATOR.

Signature of Student

Signature of Witness

Student Name (Printed)

Witness Name (Printed)

Date

Date

Background Check Policy

It is the policy of Alvernia University's academic programs to fully comply with Pennsylvania Laws related to criminal record and child abuse history clearances prior to entering any field/clinical educational setting that involves direct contact with children or older adults (defined as a person who is 60 years of age or older) and is associated with academic programs and/or service learning. Depending on the academic program, a repeated background check maybe required prior to entering senior-level coursework.

Students in academic programs and/or service learning (if required by the facility) with convictions/charges documented on the background check reports will be advised on an individual basis. The student must understand and agree that Alvernia University may disclose the results of the background checks to the clinical/field facility where the student has sought to be placed. Certain types of clinical/field facilities have the right and/or responsibility to preclude students from the facility who have a history of criminal activity or child abuse.

Additionally, applicants to the Education and pre-license Health Programs must understand that in order to meet program outcomes they are obliged to directly work with children (Education and Nursing) and/or older adults (Nursing). There are no alternatives to meet program outcomes. Such applicants/students with convictions/charges documented on the criminal or child abuse reports will be denied acceptance into courses with associated clinical/field practice and therefore cannot complete the applicable program of study. Such applicants/students will be advised of other academic study options at Alvernia University.

Convictions/charges documented on a PA Criminal Record Check report will be based on criteria outlined in Acts 169/13

Many professions require further licensing or certification beyond a college degree and applicants may be denied employment in certain occupations for misdemeanors and felony convictions, including alcohol related offenses. Refer to the Pennsylvania Liquor Control Board for a complete listing of criminal violations related to licensure www.lcb.state.pa.us/edu/.

Academic programs will include written statements regarding background checks in their marketing and catalog documents. Students will be advised of the background check policy prior to service learning (if required by the facility).

The specific laws affecting background checks and the accompanying mechanism of checking are outlined on the following page.

The procedures and instructions for each background check are available from specific programs.

Misdemeanor/Felony Convictions & Drug/Health Clearances

Individuals who have been convicted of a felony/misdemeanor offense may be denied certification or licensure as an occupational therapist. It is suggested that prior to admission to the program any individual with such a conviction contact the National Board of Certification in Occupational Therapy (NBCOT) and state licensing boards of occupational therapy to request information regarding credentialing eligibility. Clinical fieldwork and classroom experiences within clinical settings may require a criminal background check and or child abuse check in order to permit participation in the experience and enter the location. Organizations may deny a student access and participation in such activities due to misdemeanor or felony conviction.

Additionally, organizations may require drug testing and/or health clearances prior to admittance to their facility. Negative results may preclude students from participation. Participation in such experiences is a requirement for graduation and inability to complete experiences due to convictions and/or inability to obtain satisfactory clearances would result in delayed graduation and/or the inability to graduate from the program, and/or obtain certification and or licensure as an occupational therapist.

PLEASE NOTE:

You will not be permitted to begin Fieldwork until you are able to produce all provided documents. If you do not have all documents submitted, your start date will be delayed until they are obtained.

Alvernia Occupational Therapy Department Curriculum Design & Goals

Overview

The program offerings in Occupational Therapy Department at Alvernia University are designed to prepare graduates with the competencies expected of the entry-level, professional, occupational therapist. The design of the curriculum is firmly embedded in the mission of Alvernia University, the Philosophy of Education of the American Occupational Therapy Association (AOTA, 2015b), and the Philosophy of Education of the program. These create a foundation for a values-centered education that enables graduates to serve others and adopt positions of ethical or moral leadership.

Mission

Guided by Franciscan values and the ideal of “knowledge joined with love”, and rooted in the Catholic and liberal arts traditions, Alvernia is a rigorous, caring, and inclusive learning community committed to academic excellence and to being and fostering broadly educated, life-long learners; reflective professionals, and engaged citizens; and ethical leaders with moral courage (Alvernia University, 2021). To advance occupational therapy practice, education, and research through standard setting and advocacy on behalf of its members, the profession, and the public (AOTA, 2021).

AOTA Vision 2030

Enriching life for ALL individuals and society through meaningful engagement in everyday activities.

Foundational Pillars:

- 1) **Inclusive and Equitable Professional Community:** Creates a supportive environment fostering belonging, collaboration, networking, and continuous learning for all professionals to enhance growth and development.
- 2) **Evidence Based, Client-Centered, and Innovative Practice:** Delivers high quality and skilled care using latest research, focusing on individual client needs and goals while encouraging innovative approaches to enhance treatment outcomes.
- 3) **Universally Recognized with Valued Excellence:** Establishes occupational therapy’s importance across various settings, demonstrating its unique value in improving individuals’ quality of life and functional abilities.
- 4) **Occupational Justice and Advocacy:** Promotes education, advocacy, accessibility, and the right for ALL to engage in meaningful occupations through collaboration with consumers, other professionals, and policymakers.

Philosophy 2018

Occupational therapy is therefore a transactional relationship whose end result- participation in preferred and valued occupations- is seen as stronger than the isolated components of human function. It is this knowledge of the health-and performance-enhancing effects of occupational engagement that allows people to participate in everyday activities to promote health, a sense of well-being, and increased quality of life.

The occupational therapy program at Alvernia University is grounded in the belief that occupation is an intrinsic characteristic of humans, which positively contributes to health, well-being, and participation. Humans are seen as unique, multifaceted beings,

who grow, learn, adapt, and thrive through engagement in occupations; that is, humans learn through doing. Occupations are seen as means and ends of occupational therapy interventions. Attention to body functions/structures, skills, roles, habits, routines, and contexts are combined with a focus on the client as an occupational being and results in occupational engagement. Furthermore, occupational therapists' knowledge of and equal consideration for the biological, social, and psychological dimensions (mind-body-spirit) of humans is the distinct and valuable service that is occupational therapy.

Design

The occupational therapy curriculum is based on an understanding of occupation, client-centered, evidence-based, clinical reasoning, and the ideology underlying the Occupational Therapy Practice Framework: Domains and Process, fourth edition (AOTA, 2020), which describes the profession's unique focus on, and use of, occupation to enable individuals to participate in lives that hold meaning to them. Graduates will develop a broad perspective in the use of occupation to solve problems for various conditions that interfere with the quality of life for individuals, groups, communities, and populations.

A distinctive feature of Alvernia's curriculum design is that it embraces liberal arts education which focuses on a holistic view of education that reflects the essence of the mission of the University. The curriculum strives to create a community of learners that inspires, motivates, and guides students as they strive for excellence in their professional and personal lives. Students are encouraged to seek moral integrity, spiritual fullness, and to develop their highest level of competence, compassion, and moral behavior.

The sequence of instructional goals and objectives presents basic concepts in beginning courses. Building on this foundation, increasingly complex layers of knowledge and skills are introduced, practiced, and mastered. Interdisciplinary core courses create opportunities to discuss issues from multiple perspectives and broaden the process of learning.

Curriculum Threads

1. Critical thinking and scientific inquiry.
2. Reflection on ethical, moral, and professional values
3. Current and emerging practice.

Educational Goal

To prepare graduates with the knowledge and competencies expected of entry-level, professional, occupational therapists. As engaged and competent professionals, graduates will provide occupational therapy services to individuals, groups, and populations in a manner that is congruent with the core values of the Catholic, Franciscan tradition at Alvernia University (service, humility, peacemaking, contemplation, and collegiality) and the Occupational Therapy profession (altruism, equality, freedom, justice, dignity, truth, and prudence; AOTA, 2015a).

Three educational objectives follow from this one educational goal, graduates will:

1. Use critical thinking skills and engage in scientific inquiry to support clinical decision-making.

2. Demonstrate behaviors that integrate the complimentary values of Alvernia University and the Occupational Therapy profession; to be ethical leaders with moral courage.
3. Demonstrate entry-level practice competency for service delivery in diverse practice settings within the profession's standards for safe and ethical practice

Educational Tracks

1. A 5-year combined Bachelor of Science in Healthcare Science degree and Master of Science in Occupational Therapy degree track for traditional college students, and
2. An entry-level Masters of Science in Occupational Therapy degree for students with an associate degree.

Fieldwork in the Curriculum

The Occupational Therapy Program at Alvernia University is designed to educate students to adapt to the rapidly changing and dynamic nature of contemporary health and human services delivery systems by gaining the knowledge and skills as a direct care provider, consultant, educator, manager, researcher and advocate for the profession and the consumer.

The fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences strengthen the ties between didactic coursework and fieldwork education (ACOTE 2023-C.1.1). Fieldwork experiences were designed at points which are appropriate in terms of their timing, length, and exposure to clinical work.

The development of Level I and Level II fieldwork experiences are initiated by the Academic Fieldwork Coordinators (AFWC). The AFWC will contact the site to determine appropriateness for the fieldwork experience and then begins the affiliation agreement process. The affiliation agreement needs to clearly document the responsibilities of both Alvernia University and the fieldwork site and needs to be signed by both parties, (electronic signatures are acceptable) (ACOTE 2023-C.1.5). The AFWC collaborates with the Fieldwork Educator (FWE) to establish fieldwork objectives and will communicate with the student and FWE about progress and performance during fieldwork (ACOTE 2023-C.1.3). The AFWC will ensure the ratio of FWE to students enables proper supervision and the ability to provide frequent assessment of student progress in achieving fieldwork objectives (ACOTE 2023-C.1.7). See both Level I and Level II Fieldwork sections for specifics on the fieldwork process including collaboration on objectives and supervision.

Level II fieldwork placements are made to provide a balance of experiences, including a variety of populations (e.g., children, youth, adults, older adults), variety of practice settings (e.g., schools, hospitals, community, home health, skilled nursing facilities [SNF]), and physical and mental health practices. Since fieldwork education takes place away from campus, a key role of the AFWC is to collaborate with FWE to be sure that students receive quality fieldwork experience. This includes the following:

- Determination of site objectives between the AFWC and the FWE that are

appropriate for the student and the site (ACOTE 2023-C.1.3)

- Selection of an appropriate supervision model for the student and site (e.g., one FWE to two students) (ACOTE 2023-C.1.7)
- Ensure the FWE has the appropriate credentials (ACOTE 2023-C.1.10 and C.1.13)
- AFWC must take steps to monitor student supervision situations to protect the interests of the students, clients, sites, and the Alvernia University community (ACOTE 2023-C.1.5). The AFWC will communicate with the students throughout the fieldwork to discuss progress and performance. For both Level I and Level II fieldwork this communication from the AFWC will occur approximately at mid-term and/or on an as needed basis throughout the duration of the fieldwork. (ACOTE 2023-C.1.3)

Fieldwork Site Development and Affiliation Agreements

The AFWC is responsible for developing new fieldwork sites and maintaining relationships with existing sites. When the AFWC learns of a potential site, appropriate contact will be established for the AFWC to determine the site's appropriateness for the OT program. The AFWC will discuss the following with the site contact:

- the process of the development of an affiliation agreement
- the Alvernia University Occupational Therapy curriculum
- the site's setting, clientele, staff, and supervision style.

When feasible and if requested, the AFWC will visit the site. If the AFWC determines that the mission of the Occupational Therapy program at Alvernia University will be supported by a fieldwork education relationship between the two entities, the AFWC will collaborate with the Senior Administrator for the College of Professional Programs for a contract to be sent to the potential site. Once the request is made, the Senior Administrator for the College of Professional Programs sends out the Alvernia MOU to the potential site. When the MOU is returned with a signature, the Assistant Dean of Academic Compliance reviews the document and signs off on it. It is the responsibility of the AFWC to establish and maintain contracts with all fieldwork sites; complying with site requirements; maintaining site objectives and site data electronically; and communicating this information to students (ACOTE 2023-C.1.5). The affiliation agreements, in detail, will state the responsibilities of Alvernia University and the fieldwork site and will be signed by each party (ACOTE 2023-C.1.4 and C.1.5). The AFWC will ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner in accordance with the policy adopted by the program as required by Standard A.4.7 (ACOTE 2023-C.1.4).

All Occupational Therapy students will be required to adhere to clearance and health and wellness requirements, as per the affiliation agreements established with Alvernia University. Full compliance will be required before the student begins the first term of the Occupational Therapy program and then annually thereafter. Failure to adhere to the required compliance date will result in failure to begin the first term, delay in fieldwork start date or the inability to complete the fieldwork experience. All student documents will be uploaded by the student to an Academic Compliance and health and Wellness Portal.

Alvernia University maintains liability insurance for students and the facilities. Facilities are provided with a copy of the Certificate of Insurance (COI) upon full execution of any new affiliation agreement. If a student is slated to go to the site within the next academic year, a new COI is created as of July 1.

Level I Fieldwork Policies and Procedures

The Level I Fieldwork information in the following section includes information for all occupational therapy programs at Alvernia University including students enrolled in the 5-year BSHS & MSOT program and the Entry Level MSOT program.

The Alvernia University Occupational Therapy program curriculum includes three Level I fieldwork experiences which correlate with three fieldwork courses. The objectives of each Level I fieldwork are designed in collaboration with the course instructor, Academic Fieldwork Coordinator (AFWC) and site Fieldwork Educator (FWE) (ACOTE 2023-C.1.3). Experiences which enhance and enrich these objectives are designed by the course instructor, AFWC and FWE to ensure that there is a link between the clinical experiences and the curriculum design (ACOTE 2023-C.1.1).

Purpose of Level I Fieldwork

The Alvernia University Occupational Therapy Program curriculum includes three Level I Fieldwork seminars, which correlate with five undergraduate Occupational Therapy courses. Each Fieldwork Seminar requires a specific designated number of fieldwork hours noted on the course syllabus. The objectives are designed by the course instructor and AFWC. Experiences which enhance and enrich these objectives are designed by the course instructor, AFWC, and FWE to ensure that there is a link between the clinical experiences and the curriculum design.

Definition and Purpose

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

Services may be provided to a variety of populations through a variety of settings. Experiences may include those directly related to Occupational Therapy, as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of individuals throughout the life span. Day care centers, schools, neighborhood centers, hospice, homeless shelters, community mental health centers, and therapeutic activity or work centers are among the many possible sites. Level I Fieldwork may also include services management and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences. Level I Fieldwork may be met through one or more of the following instructional methods; simulated environments, standardized patients, faculty practice, faculty-led site visits, supervision by a fieldwork educator in a practice environment, or via telehealth.

I. Supervision

Qualified personnel for supervision of Level I Fieldwork may include, but are not limited to, academic or fieldwork educators, occupational therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses, physical therapists, social workers, etc. (ACOTE 2023-C.1.10.) The supervisors must be

knowledgeable about occupational therapy and cognizant of the goals and objectives of the Level I Fieldwork experience. According to ACOTE Standards, Level I Fieldwork supervision does not need to be provided by a licensed Occupational Therapist (ACOTE 2023-C.1.10.). Supervision in a traditional setting typically has a 1:1 ratio (1 student to 1 Fieldwork Educator). In nontraditional settings or emerging practice sites, the ratio is larger and may include 2-6 students to one (1) Fieldwork Educator.

II. Schedule

It is the responsibility of the AFWC to schedule all level I Fieldwork placements. This is done in conjunction with the onsite Fieldwork Educator. The AFWC continues to serve as the liaison for the University, the Occupational Therapy Program, faculty, and fieldwork sites on all fieldwork issues. Fieldwork is scheduled by the AFWC during the student's designated fieldwork day. A change in the schedule may occur at the discretion of the fieldwork educator and site supervisor. The AFWC must be made aware of any schedule changes. Students are not permitted to miss class to complete fieldwork hours under any circumstance. When Alvernia University is closed due to poor weather conditions, the student is expected to attend the fieldwork if he/she can do so safely. If an absence must occur due to weather conditions, the absence must be made up as per the procedures specific to Level I fieldwork site and at the discretion of the FWE and the AFWC. All Level I fieldwork experiences are documented in an excel spreadsheet (ACOTE 2023-C.1.11)

Students and/or family members are not permitted to contact sites to schedule Level I Fieldwork. Consequences for not adhering to protocol may include but are not limited to, delayed fieldwork placement.

Prior to Level I Fieldwork experience, students are required to maintain an electronic file for the documents outlined in the Academic Internship Requirements Master List Clearance Requirements (see Appendix). Students must maintain electronic files for:

- a. Personal use
- b. Office of Academic Compliance
- c. Health and Wellness Portal.

All documents should be saved using the student's LAST name and FIRST initial, along with the title of the document. The fieldwork site may require additional clearances not included here.

III. Site Assignment Process

Settings for Level I Fieldwork vary and are dependent upon the objectives of fieldwork. Level I Fieldwork may be completed through one or more of the following instructional methods: simulated environments, standardized patients, faculty practice, faculty-led site visits, and/or supervision by a fieldwork educator in a practice environment (ACOTE 2023-C.1.11). All Level I Fieldwork must be comparable in rigor.

Level I Fieldwork assignments are typically assigned to the students by the first or second week of class each semester. The AFWC or the course instructor will give a brief presentation on the general expectations for Fieldwork I placements as well as reiterating the student responsibilities for fieldwork completion. An email is provided to each student listing their fieldwork assignment. Selections are tracked throughout the student's career. At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in

Once the AFWC has secured a fieldwork placement, students are NOT permitted to alter or refuse a placement.

IV. Evaluation

Students are evaluated on an Alvernia University Level I Fieldwork Evaluation Form. The student gives an evaluation form to the site supervisor upon arrival at the site. The student is responsible to have the Fieldwork Educator sign off on their time present after each session. At the end of the assignment, the Fieldwork Educator will discuss the evaluation with the student. The Fieldwork Educator provides the student with the Fieldwork Evaluation form to return to the course instructor. Students will be given a copy of the evaluation after the instructor has reviewed the evaluation. The Fieldwork I Evaluations are reviewed by the course instructor and the AFWC. An overall rating of unsatisfactory performance on the Level I Fieldwork OT Student Evaluation form from any of the sites will result in a grade of “F” for the course. If a student receives one or more unsatisfactory rating on the Evaluation form, that student must meet with the AFWC to address any concerns related to professional behavior and/or skills. *Failing Level I Fieldwork placement will require you to repeat/delete this course. The student will need to meet with the AFWC to develop a plan for corrective action that must be successfully completed prior to the repeat/delete.*

Any student who receives one or more failures on the form, even if it does not result in an overall failing grade of Level I fieldwork, will need to meet with the AFWC. The meeting should occur within 3 business days of receiving the form. It is the responsibility of the instructor and the student to ensure the meeting occurs.

V. AFWC Responsibilities

- Contact sites for fieldwork experience.
- Ensure student will receive appropriate supervision by appropriately licensed FWE (ACOTE 2023-C.1.10).
- Provide each site with the general objectives as well as the specific course objectives for the level I fieldwork experience and offer the opportunity to collaborate or add objectives with the FWE (ACOTE 2023-C.1.3).
- Provide the students and FWE information to complete all evaluation forms through
- Track students’ level I fieldwork sites (ACOTE 2023-C.1.11)

VI. Student Responsibilities

- Alvernia University Student I/D cards are used for identification purposes and are expected to be always with the student when on site.
- Obtain and provide a copy of all necessary clearances/certifications to the Fieldwork Educator on site.
- Contact the site after contact is given to confirm specific dates/times and inquire about needed paperwork and clearances.
- Check with site for dress expectations.

- Complete the designated number of hours required for the fieldwork experience.
- Provide Fieldwork Educator with Fieldwork I Evaluation Form to complete.
- Write a thank you note to the site supervisor.
- Upload supervisor's email and credentials, along with fieldwork dates, to provide the supervisor with PDU hours. Students must complete this information through Canvas. The link will be provided by the fieldwork seminar course instructor.
- **Students are responsible for all transportation and driving expenses (i.e., tolls, parking, gas) to and from the fieldwork site.**
- **Students may have to travel up to 1 hour (without traffic) one way to their placed fieldwork site unless discussed with the student prior to fieldwork.**

VII. Level I Fieldwork Failure Policy

To successfully complete Level I Fieldwork, the MSOT student must pass the assigned Level I Fieldwork experience as is written within the fieldwork performance evaluation. The site supervisor may also choose to discontinue the fieldwork and fail the student. If the student has not successfully completed Level I Fieldwork as initially assigned, the student will be required to:

1. Contact the AFWC immediately **(within three business days following notification of failure)**.
2. Meet with the AFWC and develop a behavioral improvement plan (may be in collaboration with the course instructor, advisor, fieldwork educator, and/or program director). This behavioral improvement plan will be signed by the AFWC and the student. A copy will be provided to the student, and the original will be placed in the student's permanent Occupational Therapy Program file.

VIII. Mandatory Child Abuse Reporting

OTs are one of many Mandated Reporters of Child Abuse. If, after interacting with children on your FWI placements, you suspect child abuse, immediately report your concerns to your supervisor, the Academic Fieldwork Coordinators, and any other required reporting sites.

IX. Fieldwork Seminar Electronic File

Students will keep an electronic file of all classroom activities, worksheets, reflections, and graded assignments per seminar course instructor. The folder will be started in Fieldwork I Seminar I, reviewed at the start of each subsequent course, and continued on through the program. The contents will be a resource of artifacts for students when they write their portfolios. A copy of all classroom activities and graded assignments will be placed in the binder.

Fieldwork Seminar Coordinated Curriculum:

5year BSHS & MSOT track: OT 331, OT 420, & OT 416

Entry Level MSOT: OT 537, OT 556, & OT 567

Themes:

- **OT 331/OT 537 = Building core skills** – Introduction to level I fieldwork. What to expect when you are at a FW site. Exploring the possibilities. What you

can learn about yourself and what you can learn about occupational therapy in service settings where you may or may not be supervised by an OT/OTA.

- **OT 420/OT 556 = Being a professional** - Developing professional behaviors and applying concepts of occupational participation.
- **OT 416/OT 567 = Preparing for level II fieldwork** “what concerns keep you awake at night.” Consistently demonstrating professional behaviors and values. Revisiting what you already know about clinical reasoning.

Content: (Order of content is fluid and may be altered)

OT 331/OT 537	OT 420/OT 556	OT 416/OT 567
Theme: Building Core Skills	Theme: Being a Professional	Theme: Preparing for FWII
Orientation to FWI – meet with AFWC - 1 st or 2 nd week	Orientation to FWI – meet with AFWC - 1 st or 2 nd week	Orientation to FWI – meet with AFWC - 1 st or 2 nd week
Introduction to keeping a Fieldwork Seminar Binder	Review of the content of the Fieldwork Seminar Binder from OT 381/OT 581	Review of the content of the Fieldwork Seminar Binder from OT 382/581 & OT 382/582
Receiving professional feedback	Accepting professional feedback	Utilizing professional feedback
Professional Behavior Checklist: Knowledge	Professional Behavior Checklist: Comprehension	Professional Behavior Checklist: Application
Clinical Reasoning: What is it and what to look for during FWI	Clinical Reasoning: Starting to use the language of clinical reasoning	Clinical Reasoning: Beginning to apply clinical reasoning during FWI
	Orientation to FWII selection process – meet with AFWC – About week 10	
		Meet with students who completed FWII

Values Infusion:

OT 105/OT 514:

Introduction to a values-based education, the values of Alvernia and the profession of OT

OT 331/OT 537:

Alvernia Values: Contemplation, and Humility

-How does your behavior reflect your values?

OT 420/OT 556:

Alvernia Values: Peacemaking, and Collegiality

-How do your relationships impact your environment?

OT 416/OT 567:

Alvernia Values: Service

-How do your values support becoming an ethical leader?

Level I Fieldwork Forms

All information will be reviewed within Fieldwork Seminar, please contact the AFWC with any questions.

Level I

- Student Evaluation of the Level I Fieldwork Experience
- Level I Student Evaluation (designated by program)
- Time Sheet

Level II Fieldwork Policies and Procedures

The Level II Fieldwork information in the following section includes information for all occupational therapy programs at Alvernia University including students enrolled in the 5-

Definition and Purpose

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

This is a full time, 12 week or equivalent experiential education at approved fieldwork sites off campus (ACOTE 2023-C.1.12). Students on Level II fieldwork may participate in one community-based experience and one traditional setting. Under the supervision of a qualified practitioner who has a minimum of 1-year full time practice (ACOTE 2023-C.1.13), the student integrates academic course work by focusing on the application of purposeful and meaningful occupation in the administration and management of Occupational Therapy services. Student supervision is initially direct, and decreases as the fieldwork continues, to support progression into entry-level competence (ACOTE 2023-C.1.14). The fieldwork experience includes but is not limited to; clinical reasoning and reflective practice; transmits the values and beliefs that enable ethical practice; and develops professionalism, competence, and compassion as career responsibilities. This is an in-depth experience in the delivering of Occupational Therapy interventions and is an essential foundation for upper-level didactic courses.

Prerequisites:

All undergraduate Occupational Therapy courses must earn a grade of "C" or better. All graduate OT courses must earn a grade of "B" or better. The student needs to have a satisfactory completion of Level I Fieldwork. All community service hours must be completed for BSHS students.

This course is graded Pass/Fail based on receiving a passing score on the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student, completion of all necessary discussion board posts, and required documents.

I. Supervision

Under the supervision of a qualified practitioner who has a minimum of 1-year full-time practice (ACOTE 2023-C.1.13), the student integrates academic course work by focusing on the application of purposeful and meaningful occupation in the administration and management of Occupational Therapy services. Student supervision is initially direct, and decreases as the fieldwork continues, to support progression into entry-level competence (ACOTE 2023-C.1.14). Supervision in a traditional setting typically has a 1:1 ratio (1 student to 1 Fieldwork Educator) but may increase to 1:2 pending on fieldwork site availability. In nontraditional settings or emerging practice sites, the ratio is larger and may include 4 students to 1 Fieldwork Educator (4:1).

Supervision (Where no Occupational Therapy Services Exist)

Alvernia University offers Level II placements in areas where limited or no OT services exist (ACOTE 2023-C.1.16.) All students participating in a level II fieldwork where no occupational therapy services exist must be supervised by a licensed occupational therapist with at least 3 years full-time or its equivalent of professional experience. 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. The program must document that there is a plan for the provision of occupational therapy services. On- site supervision must be provided in accordance with the plan and state credentialing requirements. The student must receive a minimum of eight hours of occupational therapy supervision per week, including direct observation of client interaction. Additionally, the occupational therapy supervisor must be readily available for communication and consultation during work hours. Such fieldwork shall not exceed 12 weeks. (ACOTE 2023-C.1.16)

II. Schedule

Students and/or family members are not permitted to contact sites to schedule Level II Fieldwork. Consequences for not adhering to protocol may include but are not limited to delayed fieldwork placement.

All students are responsible for meeting with their advisor to register for the appropriate Level II Fieldwork course. The AFWC and the Academic Chair are NOT responsible for this process. Students are responsible for completing prerequisite courses, registering and paying for the Level II Fieldwork courses, and for meeting other obligations required for Level II Fieldwork.

After completion of didactic course work students are scheduled to begin Level II fieldwork. A minimum of 24 weeks' full-time Level II fieldwork (typically 12 weeks in two different placements. 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. (ACOTE 2023-C.1.12)

All Level II Fieldwork must be completed in sequence and within 24 months following completion of the didactic portion of the program. (ACOTE 2023-C.1.12).

III. Site Assignment Process

Various fieldwork sites and service delivery models that reflect current professional practice may provide the setting for Level II Fieldwork. Students acquire a rich background of experiences with clients across the age span with psychosocial and physical performance deficits and from diverse cultural and socioeconomic backgrounds. Evaluations and procedures, treatment planning, intervention and discontinuation of OT services occur in Level II fieldwork. Level II Fieldwork supervision is provided by a registered occupational therapist with at least one year of experience in a practice setting (ACOTE 2023-C.1.13). Level II Fieldwork is an opportunity to reinforce skills and concepts learned throughout the occupational therapy program. According to ACOTE C Standard C.1.6 (2023), students are required to address and discuss (via discussion posts) behavioral health, psychological, and social factors influencing engagement in occupation,

regardless of fieldwork site placement (ACOTE 2023-C.1.6.).

In the academic year prior to starting level II fieldwork, students will submit an Occupational Therapy Department supplied request form to the AFWC. The form allows students to designate interest in areas of practice or locations. The form is used as a guide ONLY, and not a guarantee of placement. **Once the AFWC has secured a Level II fieldwork placement, students are NOT permitted to alter or refuse a placement.**

A *Contractual Agreement* is required to be established between the site and Alvernia University prior to scheduling students for Level II Fieldwork. (ACOTE 2023-C.1.4.).

The following criteria is used for selecting fieldwork sites:

- The facility is accredited or approved by a recognized accrediting agency or the Alvernia University Occupational Therapy Program
- Students are supervised by qualified fieldwork educators
- There is an appropriate number of clients with a varied caseload to meet the educational requirements of the student
- Collaboration between the AFWC and the Fieldwork Educator can occur on a regular and as needed basis
- On-going contact is maintained with fieldwork sites and students by the Alvernia University AFWC through:
 - a. The AOTA Fieldwork Data Form
 - b. Site specific objectives
 - c. Student evaluation of FW Educator (via Formstack)
 - d. Student evaluation of the FW Experience (via Formstack)
 - e. AOTA electronic FW performance evaluation (via Formstack)
 - f. Student contribution through Canvas Discussion Posts

IV. Evaluation

Students are evaluated by the Fieldwork Educator on the Fieldwork Evaluation for the Occupational Therapist (AOTA, 2020). (ACOTE 2023-C.1.4.). Students evaluate the fieldwork experience and their academic preparation and the Student Evaluation of Fieldwork Experience (AOTA, 2016). The AFWC submits the final grade based on criteria described in the course syllabus.

Supervision and evaluation of the student are joint responsibilities of the Fieldwork Educator and the AFWC. Both must maintain an ongoing involvement in your progress. The Fieldwork Educator provides direct supervision or assigns other experienced staff members to provide supervision. Regular meetings, approximately once a week, are suggested to provide constructive feedback and to discuss pending assignments and activities. The AFWC is available for consultation should questions or problems arise. **Open and honest communication is encouraged throughout the fieldwork.** There are two mandatory evaluation points during twelve weeks of Level II Fieldwork:

- At week six (or midterm), the FW Educator will receive an electronic evaluation form, via Formstack, to complete. *No specific grade is required for passing midterm.*

- The same form will be emailed for the final evaluation, via Formstack. The scores from midterm will carry over to the final, however comments will not. You must have a score of “3” or above on items 1-3 to pass Level II Fieldwork. A score of a “1”, in any category on the final evaluation will result in failure of Level II Fieldwork. A score of 111 or higher must be obtained to pass Level II Fieldwork.
- After completion of Level II Fieldwork, Fieldwork Educators will receive a Professional Development Unit form electronically, via Formstack.

The AFWC is responsible for assigning a P/F grade for the OT fieldwork course, based on the AOTA Fieldwork Performance Evaluation Form and participation in Canvas.

V. AFWC Responsibilities

- Establishing new fieldwork sites.
- Overseeing affiliation agreements and following all conditions outlined in the affiliation agreements between the Occupational Therapy Program at Alvernia University and the fieldwork sites (ACOTE 2023-C.1.5).
- Acting as a resource to the fieldwork sites in establishing and maintaining a suitable fieldwork education program.
- Maintaining current information files on each fieldwork placement.
- Orienting all students to the purpose and procedures for fieldwork education.
- Advising students regarding fieldwork placement planning.
- Assigning all eligible students to fieldwork experiences.
- Providing all necessary information to the fieldwork site prior to the student’s arrival
- Providing guidance and supervision for students while they attend fieldwork.
- Ensuring that students receive proper assessment and supervision during the fieldwork experience (ACOTE 2023-C.1.7).
- Ensuring that supervisors possess proper credentials and experience through documentation (ACOTE 2023-C.1.13).
- Managing online forums during level II fieldwork experience.
- Conducting on-site visits on an as needed basis.
- Collaborating with site supervisors (who arrange but do not necessarily supervise fieldwork) and FWE’s to design a quality fieldwork experience, including selecting appropriate personnel to supervise students (e.g., appropriate credentials, appropriate ratio of students to clinical educators) (ACOTE 2023-C.1.3, C.1.7, C.1.16)
- Monitoring student supervision to ensure the protection of the student, clients, site, and the Alvernia University community via student communications (e.g., on-line forums, weekly objectives, student performance evaluations), site visits, and open lines of communication with site supervisors and clinical educators (ACOTE 2023-C.1.8, C.1.14).

VI. Student Responsibilities

Students and/or family members are not permitted to contact sites to schedule Level II Fieldwork. Consequences for not adhering to protocol may include but are not limited to delayed fieldwork placement. The student is ONLY to contact the site once confirmation is received to ask for requirements and other pertinent information including dress code, hours, directions,

interview/visit before start date, information regarding types of client populations, and diagnoses.

- Alvernia University Student I/D cards are used for identification purposes and are expected to always be with the student when on site.
- Obtain and provide a copy of all necessary clearances/certifications to the Fieldwork Educator on site.
- Contact the site after contact is given to confirm specific dates/times and inquire about needed paperwork and clearances, including all vaccinations.
- Check with site for dress expectations.
- Complete the designated number of hours required for the fieldwork experience.
- Write a thank you note to the site supervisor.
- Students are responsible for all living expenses and transportation and driving expenses (tolls, parking, gas, parking tickets, etc.) to and from the fieldwork site.
- **Students may have to travel up to 1 hour (without traffic) one way to their placed fieldwork site unless requested by the student for a further placement.**
- Students must have completed all the didactic course work. Fieldwork may require additional reading, research, and participation in a variety of activities during hours not spent in fieldwork setting.
- **Students engaging in level II Fieldwork are expected to participate in weekly Canvas discussions. Additionally, students enrolled in a community-based Level II program will be required to conduct all documentation through Canvas.**

VII. Collaboration Between Student and Fieldwork Educator

The relationship between students and FWEs is collaborative and frequent communication is essential. Students must be prepared for each day of fieldwork which includes client treatment, documentation and other any other required assignments. It is recommended that the FWE and the student spend time together at the start of the experience to discuss learning and supervisory styles, along with performance expectations. Students should develop individual learning goals for the fieldwork experience and discuss these with the FWE. The FWE will use various methods of instruction, some of which include student observation, co- treatment with the FWE, formal presentations, questioning, and discussion. Students will apply material learned in the academic setting while being exposed to new information based upon the client's needs and the setting. FWEs frequently require outside reading and written assignments to supplement and reinforce learning at the site. It is important to remember all fieldwork sites are different and requirements vary. There is no limit to assignment requirements, readings, etc. It is also important to know that hours spent at the fieldwork site may vary. The level II fieldwork requirement is full-time; however, the student may spend more than 40 hours a week at a site. If this time is significantly more than 40 hours and the student is struggling, the student should contact the AFWC to discuss further.

The FWE provides students with positive and constructive feedback on performance. Feedback is typically provided informally daily while formal, written feedback can be expected each week for Level II students. Students must carefully review feedback and

reflect on making changes in performance on an ongoing basis. The AFWC is available to assist in this ongoing process of professional development.

VIII. Fieldwork attendance/absences

- Students are expected to attend all fieldwork experiences as scheduled. *Once fieldwork is scheduled students may not change or alter days, dates, or times of affiliation without pre-written approval of the AFWC.*
- If a student anticipates arriving late for fieldwork, it is his/her responsibility to inform the Fieldwork Educator immediately upon the site opening. Lateness is considered unprofessional behavior and will be reflected in the final evaluation. Repeated lateness is to be reported to the AFWC by the fieldwork site.
- The student is assigned to a fieldwork site during their operational hours and is expected to remain at the site until the FWE has given permission to leave. Early dismissal from the fieldwork site for personal business including a part-time job or transportation arrangements is unacceptable behavior. Emergency situations will be handled on an individual basis.
- The student may be asked to remain at the fieldwork site after hours to complete patient treatments or associated work. Therapists may be required to work occasional evenings or weekends, and these hours may be requested of you, especially if they reflect the schedule of your Fieldwork Educator. This is not an inappropriate request, and flexibility on occasions reflects professional commitment to a chosen career.
- While assigned to a fieldwork site, the student will follow the holiday schedule of the fieldwork site, not that of the University.
- Absence from fieldwork experiences is only warranted in cases of personal health issues, and death of an immediate family member.
 - a. If the student will be absent from the site, he/she must contact the Fieldwork Educator immediately upon the site opening, the AFWC through email.
 - b. In cases of death of an immediate family member, the student will be excused from the site according to the site bereavement policy. If a longer absence is needed, the AFWC must be notified as soon as possible, and make-up time will be determined in conjunction with the Fieldwork Educator
- If the student has less than reliable transportation, please have alternative means of transportation available.
- The student's best effort is expected to attend fieldwork in cases of inclement weather. While assigned to a fieldwork site, the student will follow the policy of the fieldwork site, not of the University for Inclement Weather.
- Students are required to make up time due to any excused absences. Make up of absences are at the timeline discretion of the facility. Students who do not make up absences will fail the FW experiences.
- Absences for the purpose of job interviews are not permitted.

IX. Level II Fieldwork Failure Policy

Termination of Fieldwork Due to Failure: While every effort is made to allow each student to experience a full 12-week (or the equivalent) fieldwork placement. It is important for students to understand that they are guests at their fieldwork sites. The privilege of being

allowed to provide services to clients/patients who are sick and vulnerable is granted based upon demonstrated competence; it is not a right because a student is enrolled in a class.

Students and/or their families are NOT permitted to contact the fieldwork site upon termination of fieldwork.

When a Level II fieldwork placement is terminated, a grade of “Fail” will be recorded. The student will be able to Repeat/Delete the course only after enrolling and passing OT 485 Fieldwork Progression Seminar. Upon passing OT 485 Fieldwork Progression Seminar, the student will be permitted to begin their Level II fieldwork placement. The progression requirements for the OT program restrict students to repeat/delete a total of three Occupational Therapy courses and **the repeat/delete option can be used only one time for any course.**

A. The Fieldwork Educator in conjunction with the Academic Coordinator can terminate the student before the end of the 12-week placement for reasons including but not limited to:

1. The student demonstrates behavior that is unsafe, unethical, or breaks the work rules
2. The student does not demonstrate fundamental work habits, i.e., arrives late, takes unscheduled breaks, leaves early, does not follow the dress code, uses offensive language, etc.
3. When a student is not actively engaged in the learning
4. When, in the opinion of the fieldwork educator, and in conjunction with the academic coordinator, the student will not make sufficient progress to earn a passing score on the AOTA *Fieldwork Performance Evaluation Form*.

In the case of behavior that is deemed unsafe, unethical, or breaks work rules, it is at the discretion of the fieldwork educator and in conjunction with the Academic Coordinator to determine further action, not limited to early termination of fieldwork. The Academic Fieldwork Coordinator will request a copy of the written explanation (may include the comments from the AOTA *Fieldwork Performance Evaluation Form*) from the fieldwork site and will schedule a follow-up meeting with the student. A grade of “F” will be recorded for the course with the need to repeat/delete.

B. Failure to meet site specific mid-term objectives as determined by the Fieldwork Educator:

1. At mid-term, all students are rated on the AOTA *Fieldwork Performance Evaluation (FWPE)* by their fieldwork supervisor. There is not a minimum passing score for midterm; however, the Fieldwork Educator may express performance concerns to the student and the AFWC. If there are any scores of “1” on the student’s document, the AFWC will reach out to create specific goals for these areas of need.
2. Once the Academic Fieldwork Coordinator is informed of the situation by the Fieldwork Educator, the student and the Academic Fieldwork Coordinator will:
 - a. Initiate a meeting with the student and the site supervisor (this may be a face-to-face meeting or through electronic communication)
 - b. Assist in the development of a Learning Contract with

- specific objectives and timelines.
- c. Assist both the student and the site supervisor in identifying resources to support corrective actions.
 3. The Fieldwork Educator, in conjunction with the AFWC, will closely monitor the progress of the student to meet the Learning Contract and will provide support to both the student and the Fieldwork Educator as requested.
 4. Failure to participate in the Learning Contract may result in failure of Level II Fieldwork, as determined by the Fieldwork Educator.
 5. At the end of the Learning Contract the student will be informed if:
 - i. They are on track to pass the fieldwork, or they are not on track to pass the fieldwork.
 - ii. If this is the case, the student will be rated on the AOTA *Fieldwork Performance Evaluation (FWPE)* by their Fieldwork Educator and a final score will be given. Students who have not met the terms of their Learning Contract, as determined by the Fieldwork Educator, may be terminated from the fieldwork site before the scheduled end date of the fieldwork.
 6. Once a copy of the AOTA FWPE has been received from the fieldwork site, a grade of “Fail” for the course will be posted by the Academic Fieldwork Coordinator.
 7. The student will schedule a meeting with the Academic Fieldwork Coordinator within 10 days of the termination.

X. Cancellation of Fieldwork Placement

In the event of a site cancellation of a fieldwork placement following student assignment, the student should immediately contact the AFWC or the AFWC will contact the student. An alternate placement will be found as soon as possible. Depending on the timing of the cancellation, the alternate placement may be delayed.

XI. International Fieldwork

Alvernia University offers international fieldwork placements. If students are to attend an international level II fieldwork, the Academic Fieldwork Coordinator will ensure that proper qualifications of the FWE are furnished to the Academic Fieldwork Coordinator. Qualifications include at a minimum; the occupational therapist has graduated from a program approved by the World Federation of Occupational Therapists and has 1 year of experience in practice (ACOTE 2023 C.1.13).

XIII. Part Time Fieldwork

“Level II fieldwork may be completed on a part-time basis if it is at least 50% of a FTE (full-time equivalent) at that site. The FTE depends on the fieldwork placement’s usual and customary personnel policies. The setting and the academic program determine the total hours required to comprise a full-time equivalent” (ACOTE, 2022).

Alvernia University adheres to this policy and provides part-time fieldwork on an individual basis. Alvernia’s minimum part time requirement is 20 hours per week for a duration of 24 weeks. This can be completed for both Level II Fieldwork experiences. The Level II Fieldworks must be completed in sequence and within 24 months following

completion of the didactic portion of the program. (ACOTE 2023-C.1.12).

Level II Fieldwork Forms

Level II Forms (via Formstack)

- Student Evaluation of FW Experience
- Student Evaluation of FW Educator
- Fieldwork Performance Evaluation
- AOTA Data Form

Guidelines for Level I and Level II Fieldwork Attire, Grooming and Related Safety

Occupational Therapy students are expected to adhere to the following guidelines when completing assignments at fieldwork sites, during lab sections, and when attending class related fieldwork trips. Your appearance and attire should be appropriate for the type of facility, as well as the type of clients you will be working with.

Below is a list of guidelines to follow in relation to appropriate attire, grooming, and related safety. Remember, specific requirements for attire as established by the fieldwork site (Level I, Level II and class related field visitations) supersedes Alvernia University's protocol.

Prior to beginning any type of Fieldwork, the student is responsible for inquiring at their Fieldwork site specific policies regarding attire and professional behavior that is expected at the site.

Clothing

- Neat and tailored long pants are usually preferable to skirts/dresses.
- If skirt/dress is worn, it should be approximately knee length or longer.
- Shoes with closed toes and backs (no straps), low or no heel should be worn for safety.
- Socks should always be worn with any attire.
- Sweaters and tops should be loose fitting. It should be large enough to be unrestrictive. If you raise your arms and the top gets "stuck" on any part of you, it is not appropriate for Fieldwork (i.e. stomach shows when you raise your arms). Additionally, low cut shirts, sweaters, revealing midriffs are not to be worn.
- Shirts should have sleeves and should be void of inappropriate messages, logos, etc.
- Tee shirts, sweatshirts and hats are *not* to be worn.
- Sweatpants, denim jeans, spandex or legging pants, and shorts are not to be worn. Pants should be worn at the waist and not too low or baggy. To assess if pants are appropriate, bend and squat as if assisting a patient. Does your shirt pull out, are your undergarments showing? If so, these pants are not appropriate for Fieldwork.
- All garments (including face masks) should be void of logos, inappropriate messages, or political statements.

Jewelry/Piercing/Tattoos

- Jewelry of any type is to be kept to a minimum, bracelets, rings, necklaces, earrings, and watches.
- Tattoos must be covered unless otherwise stated by the facility.
- Visible facial piercing of the nose, lip, tongue, eyebrow, etc. should be removed unless otherwise stated by the facility.

Grooming

- Hair should be clean with no extreme coloring.
- Long hair should be pulled back and tied.
- Facial hair should be neatly trimmed or shaved as appropriate.
- Good body and oral hygiene should be maintained.
- Fingernails should be clean, and maintained at an appropriate length for patient care and infection control
- Strong perfumes, colognes and after shave lotions should be avoided. Some facilities may not allow any scents to be worn for the client's protection.
- Makeup should be worn in moderation.

Other

- Students should abstain from chewing gum, vaping, and smoking at the clinical sites.
- Students must wear the Alvernia ID tag as identification unless an alternate badge is issued at the site.

Occupational Therapy students may not be able to continue their fieldwork due to inappropriate or unsafe attire until the student completes remediation strategies to correct the problem. The remediation strategies will be identified by the Fieldwork Educator, in conjunction with the AFWC.

Additional Information

Complio - [Student User Guide](#)

Alvernia University Social Media Policy- See Alvernia University Student Handbook
<https://www.alvernia.edu/current-students/student-handbook>

Fieldwork Site Cell Phone Policy/Social Media Policy

****Please clarify and strictly abide by the fieldwork site policy. Violation in policy could result in termination of Level I or Level II fieldwork by the site.****

Alvernia University Harassment Policy

For further information, refer to the Student Code of Citizenship in the [Student Handbook](#).
<https://www.alvernia.edu/current-students/student-handbook>

Alvernia University Occupational Therapy Department Procedure for Complaints

Our guiding principle is to settle disputes in a prompt and fair manner, in keeping with the underlying Franciscan values of Alvernia University. Formal complaints may be initially received by any Occupational Therapy faculty or staff member, but no action can be taken until the Occupational Therapy Department Chair is notified of the complaint. When this occurs, the person will be notified that their formal complaint against the program has been received. After initial screening by the Occupational Therapy Department Chair, the complaint will be channeled to the individual, group or office judged to be most directly relevant and appropriate to resolve the complaint.

A formal complaint against the Occupational Therapy program is defined as a written expression of serious dissatisfaction related to a specific aspect of the Occupational Therapy program at Alvernia University. Anonymous complaints are not accepted. A complaint is distinguished from a dispute about a course grade or other academic matter, which is handled under the Academic Grievance Procedures described in the relevant Undergraduate Student Handbook or Graduate Catalog. Alvernia University also has procedures for addressing Student Grievances related to university policies, and complaints related to Ethics, Research (Institutional Review Board), Non-Discrimination, Equal Employment and Harassment. If the complaint is found to relate to one of these areas, it will be forwarded for disposition to the appropriate office and the person who initiated the complaint will be notified of this action.

A written response will be conveyed to the person who initiated the complaint by the Occupational Therapy Department Chair or College Dean within 90 days of acknowledgement of the receipt of the complaint. The Occupational Therapy Department Chair will keep a record of the disposition of all formal complaints. Disposition of formal complaints against the program will be reported in the Occupational Therapy Program Annual Evaluation Report.

Certification Requirements

1. AED/First Aid

Training Requirements

1. Recognizing and Reporting Child Abuse
2. Education Interface

Health Requirements (Before Entering Clinical/Fieldwork/Internship)

1. Educational Experience Form
2. Physical Exam
3. Influenza Vaccine
4. Tuberculosis Testing (2 Step or blood test)
5. Hepatitis B
6. Pneumovax Vaccine
7. COVID Vaccine
8. Drug Screen

Clearances

1. Background Check
2. PA Child Abuse
3. PA Criminal

400 St. Bernardine St., Reading, PA 19607
WAIVER AND RELEASE FROM LIABILITY

On behalf of myself, or in my capacity as the parent/guardian of the participating minor, and INTENDING TO BE LEGALLY BOUND, the undersigned hereby releases Alvernia University, its agents, officers and employees from all responsibility and any liability for any injuries, illness and/or loss which may result from or arise out of, or be connected with any participation in the University's program known as: _____ (course or program) for the academic year(s) of _____.

This Release extends and applies to, and also covers and includes, all unknown, unforeseen, unanticipated, and unsuspected injuries, damages, loss and liability, and the consequences thereof. The provisions of any State, Federal, Local or Territorial law or statute providing in substance that releases shall not extend to claims, demands which are unknown or unsuspected to exist at the time, to the person executing such release, are hereby expressly waived.

In signing this release, I acknowledge that any travel may be dangerous and may result in harm to me and my property. I voluntarily accept and assume these risks and dangers and release Alvernia University from all responsibility and any liability for any injuries and/or damages which may result from my decision to participate in this program.

I further promise, covenant and agree not to bring, commence, prosecute or maintain, or cause or permit to be brought, commenced, prosecuted or maintained, any suit or action, either at law or in equity, in any court in the United States, or in any State thereof, or elsewhere, against Alvernia University, Its agents, officers and/or employees for personal injury, property damage or any other type of loss, arising out of, or In any way connected with my participation in said program.

I also agree to indemnify and hold harmless Alvernia University, its agents, officers and employees from all liability, claims, demands and damage or cost, arising out of my participation in said program.

I authorize university personnel or representatives to approve emergency medical treatment for myself in the event of injury or illness during my participation in the program. I represent and warrant that I am and will be covered throughout the program by a policy of comprehensive health and accident insurance which provides coverage for injuries and illnesses I sustain or experience while in the program and, more specifically, in the countries in which I will be living and/or traveling while on the program.

I understand and agree that this release is binding on me and my heirs, executors, administrators, personal representatives and next-of-kin. My signature denotes my understanding of and agreement with this statement and its implications.

I agree that this document shall be interpreted and governed by the laws of the Commonwealth of Pennsylvania.

I agree that if any provision of this document shall for any reason be held invalid or unenforceable, such invalidity or unenforceability shall not affect any other provision of this document.

IN WITNESS WHEREOF, intending to be legally bound, I have hereunto set my hand this _____ day of _____, 20____.

Witnessed By Signature of Program
minor

Participant or Parent/Guardian of

Print Name of Minor Participant Printed Name of Participant or Parent/Guardian of minor

Emergency Information

(Who to Contact in Case of Emergency)
(Relationship)

(City and State)
(Phone Number)

