



Western Oregon UNIVERSITY Occupational Therapy

Western Oregon University (WOU) Doctor of Occupational Therapy (OTD) Clinical Education Manual

Fieldwork and Doctoral Capstone Personnel

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The purpose of this handbook is to provide general information, policies, and procedures relating to the fieldwork and doctoral capstone components of the OTD curriculum for occupational therapy students, clinical instructors, and capstone mentors of the Western Oregon University, Occupational Therapy Doctorate Program, Behavioral Sciences Division. The materials in this handbook are subject to change. Students and clinical instructors may access this information through the Occupational Therapy Doctorate webpage.

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DEFINITIONS AND ABBREVIATIONS

Abbrev	Full Name	Definition or Description
ACOTE	Accreditation Council for Occupational Therapy Education	Accreditation C and D Standards set by ACOTE that are addressed in the policies in this manual are indicated throughout.
AOTA	American Occupational Therapy Association	National association of occupational therapy in the U.S.
	Affiliation Agreement	An agreement to promote a planned, supervised program of clinical experience for students in the Occupational Therapy Program with the fieldwork or capstone site.
AFWC	Academic Fieldwork Coordinator	The faculty member in the WOU Occupational Therapy Program who oversees the academic fieldwork program.
Canvas	Canvas	WOU learning management system (computer software)
COTA	Certified OT Assistant	A professional who has completed occupational therapy assistant education, passed a national certification exam, and maintains active and good standing status
DC	Doctoral Capstone	A student-directed portion of the occupational therapy education program consisting of a project and a 14-week experience. The doctoral capstone experience must begin after completion of all coursework, fieldwork, and preparatory activities.
DCC	Doctoral Capstone Coordinator	The faculty member in the WOU Occupational Therapy Program who oversees the doctoral capstone program.
EXXAT	EXXAT	OT Education Management Platform used by WOU OTD (computer software)
FEAT	Fieldwork Experience Assessment Tool	The assessment measure completed by occupational therapy students to provide feedback regarding the fieldwork site.
FWE	Fieldwork Educator	The onsite personnel who provide student supervision of a fieldwork experience.
FWPE	Fieldwork Performance Evaluation for the OT student	The assessment measure completed by the fieldwork educator to document the performance of an OT student during Level II Fieldwork.

MOU	Memorandum of Understanding	An agreement that outlines individualized specific objectives, plans for supervision, or mentoring, and the roles and responsibilities of doctoral capstone students, educators, and mentors.
OTD	Doctor of Occupational Therapy	
OTR	Occupational Therapist Registered	A professional who has completed occupational therapy education, passed a national certification exam, and maintains an active and good standing status.
OTS	Occupational Therapy Student	Student enrolled in the WOU OTD program.
GSC	Graduate Studies Committee	The Committee in the Graduate Studies office that oversees student progression in WOU Graduate programs.
SCCE	Site Coordinator of Clinical Education	The onsite personnel responsible for coordinating the community partner's fieldwork program.
SEFWE	Student Evaluation of Fieldwork Experience	Evaluation form completed by the student and reviewed with FWE prior to submission. This is shared with the AFWC, FW site, and uploaded to EXXAT for review by other students.
	Student Evaluation of Fieldwork Educator	Evaluation form completed by the student. It is NOT required to be shared with the FWE or the site prior to submission to AFWC.
SSDT	Student Support and Development Team	The team of OTD faculty who support the academic success and professional identity development of students in the program.

Mission Statements

Western Oregon University

Mission

Western Oregon University provides a personalized learning community where individuals experience a deep sense of belonging and empowerment.

Vision

Our vision is for Western Oregon University to be a model of intentional inclusion and accessibility. We strive to empower students to meaningfully impact our local community and beyond. Grounded in the principles of a public liberal arts education, we will enhance career and social mobility through a focus on critical thinking and communication skills that are essential for successfully navigating the complexities of life.

Behavioral Sciences Division

Mission Statement

Our mission is to create lifelong learners utilizing the scientist-practitioner model. Students gain competence in accessing, evaluating, and integrating sources of knowledge within their field. Graduates of our program will understand the scientific foundations of their discipline and the core knowledge/concepts in the field.

Western Oregon University OTD Program

Mission

To produce socially conscious and evidence-informed OT practitioners that utilize the power of occupation to promote the health and well-being of people and their communities in our region and the larger world.

Vision

We envision a world where everyone has access to and the ability to participate in meaningful occupations to support health and well-being.

WOU OTD will achieve this vision by:

- Diversifying the profession of OT to increase access for occupational opportunity for historically underserved and minoritized persons in our communities locally, nationally, and globally.
- Cultivating student success by supporting the inclusion of, and respect for all learners, faculty, and staff while embracing the diversity of experience and thought present throughout our world.

- Producing resilient and innovative leaders who integrate the art and science of occupational therapy.

Values and Curricular Threads:

- The power of occupation
- Weaving the art and science of occupational therapy
- Community health and social change
- Critical and innovative thinking for practice and scholarship
- Steward leadership and occupational justice

WOU's OTD Philosophy

The philosophy of Western Oregon University is reflective of the Philosophical Base of Occupational Therapy (AOTA, 2017) and is grounded in the belief that access to and the ability to engage in meaningful occupation is central to the health and well-being of all individuals, groups, and populations. At the heart of the Occupational Therapy Program at Western Oregon University is an unwavering commitment to an educational journey that seamlessly integrates purpose, practice, and pragmatism. Our philosophy is rooted in the conviction that impactful education nurtures critical thinking, humility, and collaborative exploration. Through rigorous academic training, we equip students with the solid theoretical foundation to grasp human occupation, health, and well-being and the clinical skills to effectively work with humans across the lifespan. Experiential learning transforms this knowledge into practical wisdom, cultivating empathy and collaboration with diverse individuals. Our philosophy underscores community engagement and advocacy for social justice, expanding the horizons of occupational therapy beyond clinical confines. By harmonizing purpose, practice, and pragmatism, we drive our mission to cultivate practitioners who ardently champion social and occupational justice, ushering valuable contributions to both the field of occupational therapy and society at large.

Philosophy of Experiential Education

In support of the educational element of this mission, the philosophy of the faculty with respect to the fieldwork and capstone components of the curriculum is to provide students with the opportunity for practice experiences in diverse settings serving individuals, groups, and populations through direct service, program development, advocacy, and/or public policy work. Fieldwork and capstone courses are recognized by faculty to be an integral part of the OTD curriculum (ACOTE C.1.0, D.1.0). They allow for the application of occupational therapy theories and techniques acquired during didactic instruction, and as importantly, these courses provide the student with the opportunity to acquire the knowledge, skills, and abilities most effectively taught in the practice placement.

The fieldwork process is designed to provide the student with clinical exposure at key times throughout the curriculum, thus enabling the student to build clinical practice skills and confidence while being exposed to a variety of practitioners, patients, and facilities. Although each student will have different experiences, the process moves the student along a continuum from observation, identification and description to analysis, demonstration, and evaluation. Consequently, the student will also progress from requiring close supervision by fieldwork supervisors, to requiring periodic guidance, and eventually to entry-level practice. The fieldwork supervisors provide the student with practice experience and knowledge specific to their practice setting. This, coupled with the program curriculum, provides the foundational base of knowledge, skills, and abilities necessary for entry-level occupational therapy practice.

After successful completion of all didactic and fieldwork experiences, the student progresses to the doctoral capstone, which is designed to be student-centered, individualized, and focused on the student advancing knowledge in a focus area. The capstone experience allows the student to gain an in-depth exposure to one or more of the following areas: clinical skills, research skills, administration, program development and evaluation, policy development, advocacy, education, and/or leadership under the mentorship of faculty and onsite mentors.

Occupational Therapy Code of Ethics (2020)

An official AOTA document, the Occupational Therapy Code of Ethics (2020) informs OT practice, research, and education, to help occupational therapists, occupational therapy assistants, and students face complex ethical problems at various levels. Read the [Occupational Therapy Code of Ethics \(2020\)](#).

Students have an obligation to demonstrate ethical conduct that reflects professional values when working with clients, families, caregivers, administrators, colleagues, policymakers, payers, and other health care professionals. Adherence to the Occupational Therapy Code of Ethics, by the WOU OTD faculty members, OTD students and Fieldwork Educators alike is of utmost importance for university policy as well as the integrity of the OTD curriculum.

In preparation for practicing ethically, all students are required to read and review this handbook and complete [Appendix C](#) STUDENT ACKNOWLEDGMENT PAGE as part of their clinical education compliance forms.

Student Readiness

Readiness for Fieldwork

Students are required to meet fieldwork readiness standards set forth by the Occupational Therapy Program prior to beginning clinical education rotations. Students must, at a minimum, achieve a cumulative GPA of 3.0 and consistently demonstrate professionalism and the necessary competencies to be permitted to enroll in fieldwork

courses. These competencies include maintaining compliance with the Oregon Administrative Rules for Health Professional Student Clinical Training Standards [[\(OAR\) 409-030-0170](#)]. Students must meet all safety requirements for clinical skills to continue in fieldwork courses. If a student does not meet expectations for professional identity development or safety per the OTD Student Handbook, Appendix F Professional Identity Standards Progress Review, fieldwork placement may be delayed. Students will be notified of fieldwork readiness concerns and will be given opportunities to develop a plan for success. All fieldwork readiness concerns will be managed on a case-by-case basis by the OTD faculty.

Readiness For Capstone

Students must also meet readiness standards prior to beginning doctoral capstone. The student must complete all didactic coursework with a cumulative GPA of 3.0 or greater and pass two 12-week Level II fieldwork experiences prior to enrolling in OTD 794 and OTD 795 to implement and disseminate the capstone. (Prior fieldwork or work experience may not be substituted for the doctoral capstone [ACOTE D.1.5].) Students must also have prepared for the capstone by successfully completing a literature review, needs assessment, goals and objectives, and an evaluation plan (ACOTE D.1.3). These will be completed and refined in OTD 790, OTD 791, and OTD 796. If a student does not meet these expectations, capstone placement may be delayed. The student will be notified of capstone readiness concerns and will be given opportunities to develop an action plan. All capstone readiness concerns will be managed on a case-by-case basis by OTD faculty.

Readiness For International Placements

Students will be ineligible for international placements if, at the time of placement or commitment deadline, they are in warning status and are on an active Academic Progress Plan per the Professional Identity Standards Review Policy (See OTD Student Handbook, Appendix F.5).

Student Handbook

The WOU OTD Student Handbook is located online on the [WOU OTD webpage](#), on the Canvas page for Student Resources, and in EXXAT. All WOU OTD students are responsible for the policies listed below, policies found in the WOU OTD Student Handbook, and in the [WOU Graduate Student Handbook](#).

WOU OTD students must also abide by the policies and procedures applicable to the [WOU Graduate Programs](#) and the [Occupational Therapy Doctorate program](#). For more information on those policies and procedures, please consult with your Academic Advisor or the Student Support and Development Team Lead.

If you have questions or difficulty locating a policy, please contact Director of Graduate Student Success and Recruitment, Amber Deets at deetsa@wou.edu, (503)-838-8492.

Accreditation Status

The entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Candidacy Status 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. The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

The accreditation timeline includes the following.

Candidacy application due	December 2023	Completed Nov. 2023
ACOTE candidacy decision	April 2024	Approved April 2024
First class starts	September 2024	Completed Sept. 2024
Initial report of Self-Study due	November 2025	
ACOTE pre-accreditation decision:	April 2026	
First class begins Level II Fieldwork	June 2026	
Initial on-site evaluation	Oct. 2026	
ACOTE accreditation decision	December 2026	
First class begins capstone experience	February 2027	
First class graduates	June 2027	
NBCOT certification examination	2027 - after graduation	

WOU OTD Curricular Threads and Students Outcomes

Occupational Therapy Curricular Design

Socially conscious and evidence-informed Occupational Therapy practitioners utilize the power of occupation to promote the **health and well-being of people** and their communities in our region and the larger world.

POWER OF OCCUPATION

Terms 1-7 | Foundational knowledge | Level I Fieldwork

COMMUNITY HEALTH AND SOCIAL CHANGE

Terms 6, 7 & 10 | Capstone Project Preparation

WEAVING THE ART & SCIENCE OF OCCUPATIONAL THERAPY

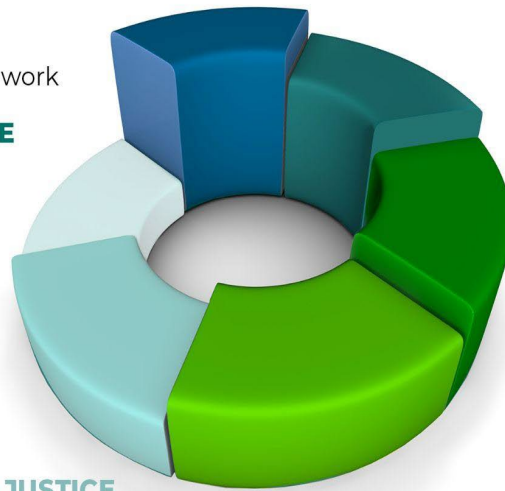
Terms 8-9 | Level II Fieldwork

CRITICAL AND INNOVATIVE THINKING

Terms 10-11 | Capstone Experience and Project Implementation

STEWARD LEADERSHIP & OCCUPATIONAL JUSTICE

Term 11 | Capstone Presentations and Graduation



These can be reviewed further in the [WOU OTD Student Handbook](#)

Course Sequence

The WOU OTD program prepares graduates to work with individuals, groups, and populations who are affected by physical, cognitive, psychosocial, mental, developmental, and/or learning challenges, as well as adverse environmental conditions, to maximize their occupational functioning and maintain optimum health through a planned mix of acquired skills, performance motivation, environmental adaptations, assistive technologies, and physical agents. Occupational Therapy education includes instruction in the basic medical sciences, psychology, sociology, client assessment and evaluation, standardized and non-standardized tests and measurements, assistive and rehabilitative technologies, ergonomics, environmental health, special education, vocational counseling, health education and promotion, health advocacy, and professional standards and ethics.

The OTD program is a 2.75-year professional doctorate degree that will prepare students for careers as occupational therapists and faculty in Occupational Therapy programs. The program is built upon a foundation of human occupation, lifespan development, mental health, anatomy and physiology, kinesiology, and neuroscience that supports evaluation and assessment, applied research, intervention and rehabilitation, clinical practice, and advocacy. The program will meet all national accreditation requirements as prescribed by the ACOTE. The fifty-one learning outcomes required of all ACOTE accredited programs will be delivered over 11 terms, including 24 weeks of Level II Clinical Fieldwork and a 14-week Doctoral Capstone Experience.

The curriculum grid for the program can be found [online](#), under program details.

Course Descriptions and Objectives

Fieldwork and Capstone Course Syllabi contain course objectives and assignments. Students, fieldwork educators, and capstone mentors can access course syllabi in EXXAT. Students can also access them through Canvas. Syllabi will be posted no later than the start of each term.

Overview: Format, Requirements, Selections

The fieldwork education component of the curriculum provides students the opportunity to directly apply the occupational therapy theory, evaluation, and intervention strategies acquired during classroom instruction, as well as the opportunity to acquire knowledge, skills and attitudes best learned in practice environments (ACOTE C.1.0). The intent of fieldwork education is to provide the student with a broad exposure to practice in a variety of settings and geographic locations. The fieldwork education component of the program is under the direction of the AFWC.

Students must complete three Level I fieldwork rotations over four quarters, totaling a minimum of 32 hours each rotation (ACOTE C.1.11), while simultaneously enrolled in didactic coursework. The purpose of Level I fieldwork is to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients. Level I FW enriches didactic coursework through directed observation and participation in selected aspects of the OT process and includes mechanisms for formal evaluation of student performance. Level I fieldwork helps students better understand the OT process, while also gaining exposure to a variety of traditional and non-traditional practice settings (ACOTE C.1.11). Each Level I fieldwork course addresses practice from the perspective of the Person-Environment-Occupation (PEO) model. Each student completes a Level I FW that is Person focused, one that is Environment focused, and one that is Occupation focused. These are distinguished through specific course objectives and learning activities (ACOTE C.1.11). Because Level I fieldwork is a course requirement and each Level I course is conducted in conjunction with the occupation-based practice courses, they are comparable in rigor between students

(ACOTE C.1.11) and are school-directed. Level I fieldwork cannot be substituted for any portion of Level II fieldwork (ACOTE C.1.11).

For Level I fieldwork, the AFWC provides students with the available affiliated sites for the upcoming calendar year via the Level I Fieldwork Presentation, as well as via the site profiles in EXXAT. The Level I Fieldwork Presentation occurs in the Spring Term of the first year of the program, prior to the start of Level I fieldwork rotations in the Summer Term of the second year. The presentation covers fieldwork objectives for each of the three rotations students complete, program policies relevant to fieldwork, timelines for fieldwork selection and placement, and evaluation tools used for Level I Fieldwork rotations. Additionally, and as previously noted, students are presented with information about available Level I sites, including on-site schedules, location of sites, general site descriptions, and additional details about student requirements above and beyond program expectations (as provided by sites).

Level II fieldwork is an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation as well as research, administration, and management of occupational therapy services. Students will experience a variety of clients across the lifespan and in a variety of settings. Level II fieldwork requires a minimum of 24 weeks' full-time experience or equivalent. Documentation of hours 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. A student may 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 C.1.12). The majority of students will complete two 12-week Level II FW rotations in order to achieve their required 24 weeks.

After completion of all coursework and Level II fieldwork, the student will complete an individualized capstone experience for a minimum of 14 weeks, full-time, and a minimum of 32 hours a week. While this is typically full-time, it can be completed on a part-time basis with prior approval if consistent with the individualized capstone objectives (ACOTE D.1.0; D.1.5). Each student will concurrently complete an individual capstone project to demonstrate synthesis and application of knowledge gained in the experience. The goal of the doctoral experiential capstone is to provide an individualized, in-depth exposure to one or more of the following areas: clinical skills, research skills, administration, program development and evaluation, policy development, advocacy, education, and leadership. The doctoral capstone component of the program is under the direction of the DC.

The selection and assignment of fieldwork placements is based on several factors including student professional goals, site availability, and OT curricular requirements. The selection process varies depending on the fieldwork experience. Level I Fieldwork placements are assigned by the AFWC and informed by student requests through a ranked selection process. These experiences are school-directed and can include virtual environments, simulated environments, standardized patients, faculty practice,

faculty-led site visits, and/or supervision by a fieldwork educator in a practice environment (ACOTE C.1.11). Level II fieldwork experiences are assigned as part of a ranked selection process, under the guidance of the AFWC and in accordance with OT curricular requirements as described above. Level II FW is a site-directed experience.

The AFWC provides students with the list of available affiliated Level II fieldwork sites for the upcoming calendar year through the EXXAT OT Program Management system. Students preview this information in preparation for the fieldwork selection process and may wish to review available SEFWE forms prior to ranking their preferred sites within EXXAT. Once students have ranked sites, the EXXAT program then uses an algorithm to match students to sites based on availability, student preference, any special circumstances including academic accommodations, and program requirements. Every effort is made to accommodate student preferences whenever possible, but the WOU OTD program reserves the right to modify or change placements in order to meet program, site, and student needs. Please note that all scheduled fieldwork and capstone education experiences are subject to change without notice due to changes in a site's ability to take a student or due to program needs.

The Doctoral Capstone Experience, including the location of the experiential component, is student-directed, and will be planned by the student with mentorship from the DCC, faculty capstone mentor, and onsite mentor during the OTD 790, OTD 791, OTD 796 capstone course series. Students are encouraged to maintain a log of potential doctoral capstone interests and settings. Students may select to complete the experiential component either at a site with which WOU OTD has a current affiliation agreement or at a site for which a new affiliation agreement is developed. Note that the affiliation agreement must be in place prior to the beginning of the experience and that factors beyond the control of the WOU OTD program may impact the ability to implement new affiliation agreements. Students may select to complete the doctoral capstone experience at no more than two locations without prior approval from the DCC.

Policies and Procedures

Attire

Students are required to comply with the dress code provided by each site. In some instances, sites may provide a written dress code to WOU OTD and this information is posted on EXXAT with the site's information. In other instances, the site will notify the student prior to the experience about dress code. It is the responsibility of the student to obtain the dress code and adhere to facility dress code policy. In general, attire should be professional, coordinated, conservative, and generally free of wrinkles. Business casual dress is appropriate for most clinical settings, as well as for professional functions. Some general guidelines that apply to all sites:

- Plan attire for daily occupations including reaching, bending, lifting, stooping, sitting, walking, standing, etc. Simple clothing without profanity, obscenity, biases, or dangles. Limit accessories.
- Consider the context of your experience. Attire that may be appropriate in one setting or environment (e.g., an aquatics center) may not be appropriate in another setting (e.g., an agricultural site or therapeutic equine center).
- To ensure apparel provides appropriate coverage prior to arrival at a site, practice bending, squatting, leaning, reaching, etc. Wear comfortable, supportive shoes with good-traction soles, closed toes and closed heels. Socks are typically required.
- Wear the uniform of the day for your setting. Business casual, uniform, scrubs, white coat – whatever is required by the site.
- Students may be required by their facility to wear a name tag. If the facility requires that, but does not provide one, students must communicate that with the AFWC/DCC as needed.
- Swimwear may be required in facilities with aquatic programs. Swimwear should adhere to facility policy.
- Frequently, student occupational therapists are in close contact with patients. Clean, trim, and groom hair and nails to support safety and occupational performance.
- Clients may be sensitive to scents. Avoid cologne, perfume, or scented lotions as the setting requires.

When attire or appearance interferes with client safety or does not meet facility policy, the fieldwork supervisor or capstone mentor will address concerns directly with the student and develop a plan for improvement as needed. They may also inform the AFWC or DCC if appropriate. Consistent and acceptable work behaviors include professional appearance. In some cases, unprofessional appearance may lead to dismissal from the setting for the day and/or may negatively affect midterm and final evaluations.

Attendance

Attendance is required in all fieldwork and capstone experiences. All absences from fieldwork or capstone experiences must be reported to and approved by the site FWE or capstone mentor, in advance, when possible. All absences during a given experience must also be reported to the AFWC or DCC by submitting the absence in EXXAT.

Level I Fieldwork

It is the expectation of the WOU OTD Program that students will attend Level I Fieldwork as scheduled. If a student experiences an unavoidable absence during Level I Fieldwork, they must make up the time missed. Unavoidable absences should be communicated to and approved by both the AFWC and the FWE. The student will make

alternate Level I arrangements for time missed with the AFWC. Any unapproved absence may result in a failing grade for that Level I Fieldwork experience.

Level II Fieldwork

It is the expectation of the WOU OTD Program that students will attend Level II Fieldwork as scheduled. In a typical employment situation, vacation days would not be allowed until they are earned through accrual of work time, thus students should not plan voluntary time off (e.g., vacations, personal days.) during a scheduled fieldwork rotation. Up to 24 hours (typically three 8-hour days) of time off will be allowed for illness and/or other significant emergency situations without the requirement to make up the hours. Major holidays may also be taken off by the student if the facility is closed or OT services are not provided during the holiday. In the case the facility is still open, and another OT is available to provide coverage, students can expect to report to FW. Unavoidable absences should be communicated to and approved by both the AFWC and the FWE. The student will make alternate Level II arrangements for time missed with the AFWC. Any unapproved absence may result in a failing grade for that Level II Fieldwork experience.

See the “Fieldwork Hours” section below regarding what to do when students miss more than 24 hours of a rotation for illness or other significant emergency situations.

Ultimately, the mechanism for making up missed time will be made on a case-by-case basis, with input from the FWE, the student, and the AFWC. Any unapproved absence may result in a failing grade for that Level II Fieldwork experience.

Doctoral Capstone Experience

Students must complete a minimum of a 14-week, full-time capstone experience that is at minimum, 32 hours a week (ACOTE D.1.5). If a student is absent, missed time will need to be made up. The mechanism for this will be made on a case-by-case basis, with input from the capstone site mentor, the student, and the DCC. Any unapproved absence may result in a failing grade for that experience.

Associated Expenses

Travel, housing, attire, and other expenses associated with fieldwork and capstone experiences are anticipated and are the responsibility of the student. Although uncommon, sites may offer student benefits (housing, meals, etc.), which are predetermined by the site and not to be negotiated by the student. Students may be able to find affordable housing options for clinical education experiences through [Share Your Nest](#). Students may not complete full-time fieldwork or capstone experience at a facility where they have been previously or are currently employed. Health requirements beyond those associated with being a WOU student are the responsibility of the student (refer to policy on student health below).

Calculating Experiential Hours

Fieldwork Hours

- A. The assignment of credit hours for fieldwork is based on a (40) forty-hour work week. However, a major purpose of fieldwork education is to expose the student to the realistic practice of occupational therapy. Students are expected to work the length of days worked by the FWE, unless the FWE deems otherwise. Weekend work may be required or allowable if it is part of the FWE's schedule and/or the FWE believes it to be of educational benefit to the student. In such a case the FWE is advised to:
- Inform the student of weekend assignment(s) during the orientation period of the fieldwork experience or when made known to the FWE.
 - Provide adequate supervision and instruction for the student during weekend coverage.
 - Provide the student the same mechanism for compensatory time (if utilized at the institution) afforded to employees.
- B. Students are required to make up all time missed due to illness or emergencies which exceeds 24 hours. This time may be made up through working extended hours, working on previously unscheduled days, or extending the end date of the rotation. In all cases, options for making up missed time will be dependent on facility policies and availability of required supervision at the facility.
- C. In the event that a student misses a full consecutive week of days, additional weeks must be added to the rotation so that the student meets the ACOTE minimum total week requirement (ACOTE C.1.12).
- D. Students may not petition to work extended hours or unscheduled days in order to fulfill the time requirements of the fieldwork experience before the scheduled end date. However, such negotiation may take place at the discretion of the FWE and the AFWC to allow students an opportunity to participate in employment interviews or other urgent personal commitments. These commitments should consume no more than two days on any given clinical education experience and the time will need to be made up if the student exceeds the 24-hour limit noted above in section B.

Doctoral Capstone Experience Hours

- A. The major purpose of the Capstone Experience Parts 1 and 2 is for the student to achieve the individualized goals and learning activities established for the doctoral capstone experience. The assignment of credit hours for the Capstone Experience is based on a 32-hour work week for 14 weeks, minimum. The other 8 hours of the week are for other capstone experience prep and project objective work. This may be completed on a part-time basis with prior approval and if consistent with the student's individualized capstone objectives (ACOTE D.1.5). Please note that completion of the capstone experience on a part-time basis beyond the traditional academic term may delay progression and completion of the program of study. Students are expected to maintain a record of their hours

in EXXAT. Prior fieldwork or work experience may not be substituted for doctoral capstone hours (ACOTE D.1.5).

- B. The daily and weekly schedule of the capstone experience is negotiable between the capstone site mentor and the student. Evening and/or weekend work may be required or allowable if the student and the onsite doctoral capstone mentor believe it to be of educational benefit to the student. If evening or weekend work is initiated by the onsite mentor, they will:
- Inform the student of evening/weekend assignment(s) during the orientation period of the capstone experience or when made known to the capstone mentor.
 - Provide adequate supervision and instruction for the student.
 - Provide the student the same mechanism for compensatory time (if utilized at the institution) afforded employees.
- C. Approved absences from the Capstone Experience: Parts 1 and 2 may be made up through working extended hours, working on previously unscheduled days, or extending the end date of the Capstone Experience. If the evening or weekend assignment is made by the capstone mentor, the student will receive as much notice of the evening or weekend assignment as time allows. In all cases, options for making up missed time will be dependent on facility policies and availability of required supervision at the facility.
- D. Students may not petition to work extended hours or previously unscheduled days to fulfill the time requirements of the doctoral capstone experience before the scheduled end date. However, such negotiation may take place at the discretion of the onsite faculty mentor and the DCC to allow students an opportunity to participate in employment interviews or other personal commitments. These commitments should consume no more than two days.

Evaluation of Student Performance on Fieldwork or Capstone

Students participating in fieldwork or capstone experiences will receive formal, written performance evaluations using the instruments outlined below (ACOTE C.1.11, C.1.15, D.1.7). If concerns regarding performance are identified, the AFWC or DCC should be notified immediately so that an action plan can be initiated.

Experience/Class	Evaluations completed	Individuals responsible for evaluation	Who receives evaluation
Level I Fieldwork OTD 723, 724, 725	Level I Fieldwork Competency Evaluation for OT Students	OTS FWE	AFWC via EXXAT

	Level I Student Evaluation of the Fieldwork Experience (SEFWE) **Optional for OTD 723 & 724; Required for OTD 725	OTS	AFWC via EXXAT
Level 2A, 2B Fieldwork OTD 792, 793	Fieldwork Performance Evaluation for the OT student (FWPE) Midterm	FWE OTS (Self eval)	AFWC via EXXAT
	Fieldwork Performance Evaluation for the OT student (FWPE) Final	FWE OTS (Self eval)	AFWC via EXXAT
	Student Evaluation of the Fieldwork Experience (SEFWE)	OTS	AFWC and FW site via EXXAT
	Student Evaluation of Fieldwork Educator (SEFWE)	OTS	AFWC via EXXAT
	*Optional Fieldwork Experience Assessment Tool (FEAT)	FWE/OTS	AFWC via EXXAT
OTD Capstone Experience Part 1 and 2 & OTD Capstone Project	Doctoral Capstone OT Student Performance Evaluation (Self-Evaluation and Progress Toward Objectives)	OTS, onsite mentor, faculty capstone mentor	Faculty capstone mentor and DCC
	Doctoral Capstone Experience Student Log of Hours	OTS and onsite mentor	DCC via EXXAT upload

	Doctoral Capstone Student Evaluation of the Capstone Experience	OTS	Onsite mentor
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- A. The evaluation of occupational therapy students in the practice setting should provide:
- A basis for counseling and guidance, through an identification of the strengths and areas for improvement.
 - A means of evaluating the student's progress.
 - An ongoing evaluation of the OTD curricular content and the site's educational program.
- B. In order to provide a valuable evaluation, the FWE or Capstone Site Mentor should:
- Read and be familiar with the instrument and guidelines provided.
 - Use the comment sections to support and clarify the given ratings.
 - Review the student's performance frequently with the student, but at minimum, conduct a mid-term (Level IIA, Level IIB, and Capstone Experience) and final formal evaluation (Level I rotations, Level IIA, Level IIB, and Capstone Experience).
 - Ensure that both the student and the FWE or capstone site mentor have completed and signed the assessment and that it has been submitted. The Level II FWPE must be submitted to Exxat. Level I and Capstone Experience performance evaluations must be uploaded to EXXAT.

Student Evaluation of the Site

Students are required to complete an evaluation of the fieldwork or capstone site and instruction at the end of each experience (ACOTE C.1.8, C.1.15). These evaluations are to be completed by the student using the Student Evaluation of the Fieldwork Experience (SEFWE) for fieldwork or the Student Evaluation of the Capstone Experience Form for the capstone. The FWE/Capstone Site Mentor and student will meet to review the evaluation. After the discussion, the appraisal should be signed and dated by the student and the FWE/Capstone Site Mentor and submitted to the academic institution via EXXAT. The site may request a copy of the evaluation.

Repeating a Fieldwork or Capstone Experience

Failure of a fieldwork or capstone experience is grounds for dismissal. A student who fails a fieldwork or capstone experience may submit an appeal to the program director for consideration by the GSC. An appeal may grant a return to the OT program to repeat the fieldwork or capstone in the next time frame the fieldwork or capstone is offered. Failure to pass the fieldwork or capstone a second time will result in dismissal from the program.

Supervision of Occupational Therapy Students

Level I Fieldwork Education

Personnel who supervise Level I fieldwork students are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience.

This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed, or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists (ACOTE C.1.10). WOU OTD accepts a variety of fieldwork supervision models, including direct 1:1 supervision and group models (i.e., multiple supervisors to one student or multiple students with one supervisor). WOU OTD ensures that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives by reviewing student evaluations of the site, information from the site provided through EXXAT, onsite visits, and other methods (ACOTE C.1.7).

Level II Fieldwork Education

Level II students must be supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist before the onset of the Level II fieldwork (ACOTE C.1.13). 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 (ACOTE C.1.14). If OT services are not present in a full-time capacity, supervision must include a minimum of 8 hours of direct supervision from a currently licensed OT with at least 3 full-time years (or its equivalent) of professional experience each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off-site (ACOTE C.1.16). Students attending Level II fieldwork outside the United States must be supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork (ACOTE C.1.13).

WOU OTD accepts a variety of fieldwork supervision models, including direct 1:1 supervision and group models (i.e., multiple supervisors to one student or multiple students with one supervisor). WOU OTD ensures that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives by reviewing student evaluations of the site, information from the site provided through EXXAT, onsite visits, and other methods (ACOTE C.1.7). The supervising therapist may be engaged by the fieldwork site or by the educational program (ACOTE C.1.13).

Doctoral Capstone Experience

Personnel who mentor doctoral capstone students will be informed of the curriculum design and affirm their ability to support the individualized specific objectives and plans for supervision of the doctoral capstone experience (ACOTE D.1.1; D.1.2). The DCC must receive documentation and verification in advance of the doctoral capstone experience (OTD794) that the onsite doctoral capstone mentor (“Content Expert”) has been identified and that they have expertise consistent with the student’s area of focus (ACOTE D.1.2) The mentor (“Content Expert”) does not have to be an occupational therapist.

Use of Social Media

Per WOU, “Use of social media, *even in personal capacity*, must comply with state and federal laws concerning patient information including the Health Insurance Portability and Accountability Act (HIPAA).” Do not disclose confidential information, including patient care events, nor are you allowed to share any photos of clinical or didactic education that breach HIPAA or someone's confidentiality. Further, it is the policy of the Program that social media is your personal venue for networking and interacting. Students participating in fieldwork or capstone experiences should not connect with patients on social media or share any patient or stakeholder on social media. Refer to the [WOU Social Media Guidelines for Personal and Professional Use](#) for further guidelines and details. Lastly, for disseminating capstone work, or sharing anything on a student’s social media accounts that documents clinical care or interactions, a social media waiver must be signed. Speak to the DCC, AFWC, and Student Site Coordinator and/or site mentor to determine what forms are needed and what is allowed regarding social media.

Student Health

Medical History and Vaccinations

Per Oregon Administrative Rules (OARs), [Chapter 409, Division 30](#), all WOU OTD students are required to provide evidence of vaccination against, or immunity to, the following:

- Hepatitis B
- Measles, mumps, and rubella (MMR)
- Tetanus, diphtheria, pertussis (Tdap)
- Varicella
- Tuberculosis screening.
- Recommended but not required:
 - Polio
 - Influenza
 - SARS-CoV-2 (COVID-19)

WOU does not pay for any pre-matriculation health requirements. This is the student's responsibility. If an update on MMR or Tetanus is required, students may be able to receive vaccinations at the [WOU Student Health & Counseling Center](#) or [Marion County Public Health Department](#) for a small charge. Details regarding immunizations requirements for any WOU student can be found on the [Student Health & Counseling Center Immunizations webpage](#). Additional requirements for health profession students are outlined in OARs, [Chapter 409, Division 30](#). Each student has the right to request a waiver of immunization. Variances in immunization may delay progression in or graduation from the program. WOU OTD cannot guarantee that clinical placement sites will be available for students with variances in immunization. Students requiring variances in immunizations should speak with a WOU OTD representative before matriculation in the program regarding the potential impact of those variances on progression in the program and graduation.

Reporting Health Information to Affiliated Sites

WOU is required to provide reasonable assurances to the fieldwork and capstone sites that students participating in the program meet basic standards regarding health and immunization status. WOU will provide the site with relevant health and immunization status of participating students. This information is uploaded to EXXAT by the student and compiled by WOU OTD Clinical Education Team.

Currently, WOU is not requiring students to obtain the influenza (flu) vaccination. However, there has been an increased expectation from many of our clinical sites that students arrive with documentation of having received these vaccinations. If a student declines a recommended vaccination, the clinical site may prohibit that student from completing a clinical experience at that facility or require those students to wear a mask during all patient clinical encounters.

WOU no longer requires that all students [report](#) they are fully vaccinated against COVID-19 as of June, 30 2023. The WOU OTD program cannot guarantee that clinical placements will be available that don't require a COVID vaccination. Therefore, please note that the decision to delay or decline COVID vaccination may hinder progression through the program and/or delay, or potentially prevent, graduation.

Accommodation for Students with Disabilities

Students who have a temporary or permanent disability and who require or may require accommodation under the Americans with Disabilities Act (ADA) should contact the [Disability Access Services \(DAS\)](#). Students who require accommodations should also communicate with the AFWC and DCC so they can plan to meet the student's needs.

To help ensure the Program can meet the student's accommodation needs, the student should communicate with the AFWC and DCC three months (or as early as possible) prior to the scheduled fieldwork or capstone experience. Considerable lead-time may be required for planning to meet the student's need for accommodations. If a student has a

disability but does not need any accommodations on the fieldwork or capstone experience, it is their right to choose whether to disclose the nature of their disability to ODS or others. In this instance, students are encouraged to consider disclosing their disability as it may be helpful if there is a change in health status such that accommodations are needed in the future.

The process of requesting accommodation involves documenting the disability and completing the self-identification form. The student should refer to the ODS website for additional details. Once the student receives an accommodation letter from ODS, a copy of it should be given to the AFWC or the DCC.

All requests will be handled confidentially; disclosure of the nature of your accommodation will be made on a need-to-know basis. Please note that accommodations cannot be retroactive (i.e., they can only support your future work) and ADA requests must be initiated by the student.

Compliance Requirements ([OARs Chapter 409, Division 30](#))

WOU Regulatory Compliance Training

To participate in any fieldwork or capstone experience the student must successfully complete all regulatory compliance training offered through WOU via Canvas. This includes but is not necessarily limited to annual completion of the Bloodborne Pathogen and Tuberculosis Training for Individuals Involved in Direct Patient Care; Safety Competency Assessment; Privacy, Confidentiality, and Information Security Training; and one-time completion of the training related to the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Each student must upload a Compliance Training Checklist and accompanying Attestation form, indicating successful completion of training requirements to EXXAT to provide them to the fieldwork or capstone site.

Basic Life Support (BLS) Certification

All students are required to demonstrate proof of BLS certification. Classes are offered through a variety of institutions, including the American Heart Association and the American Red Cross. Through the American Heart Association, the course title is, "BLS". Through the American Red Cross, the course title is, "BLS for the Healthcare Provider". On-campus training is offered to WOU OTD students at a reasonable fee through Campus Recreation. Certification is required for participation in all fieldwork and capstone experiences. Students may be asked by the site to provide proof of certification so should bring their card with them to all fieldwork and capstone experiences. Additional information regarding BLS certification can be found on the Student Resources Canvas site.

Student Background Check

Students must complete a background check prior to their arrival on campus, in preparation for participation in fieldwork and capstone experiences. WOU OTD students

will complete the background check and mandatory drug screen through the EXXAT program. The cost of this will be forthcoming and paid directly to EXXAT.

Students with documented discrepancies on the background check may be asked to meet with the OTD Program Director and/or Director of Graduate Student Support. If deemed appropriate, this may also involve the AFWC/DCC. In consultation with the Program Director and/or the AFWC/DCC, it may be determined that the student may proceed in the program. Additional monitoring or other provisions may be required.

The student must report to the OTD Program Director within 30 days any new charges or convictions other than minor traffic violations, including but not limited to: theft, assault, and illegal drug/alcohol activity. Pending charges or convictions could interfere with clinical placements, or the ability to obtain registration by [NBCOT](#) or state licensure for professional practice. The student must also report if they have been a defendant in a civil suit.

Involvement in criminal activity that occurs or is discovered while a student is attending WOU may result in disciplinary action, including dismissal, and will be addressed through the University's academic or disciplinary policies.

Student Background Check (SBC) reports and related information are confidential and may only be reviewed by WOU officials and affiliated clinical facilities in accordance with the Family Educational Records and Privacy Act (FERPA). SBC reports and related information will be maintained electronically, according to state statute requirements.

If a site requests the student's background check information, the student is required to provide this to the site. Some sites will not allow students to participate in a clinical experience based on background check findings. Students should report any legal issues that have occurred during their enrollment at WOU, if the issue could affect their ability to participate in a learning experience. This information should be reported to the AFWC/DCC. The AFWC/DCC may need to speak with a site about the student's background check information.

WOU Standards of Conduct for Students Regarding Alcohol and Drugs

All WOU students and employees are required to abide by the WOU "[Drug Free Schools and Communities](#)" policy. These standards may be accessed by contacting Student Health & Counseling Center or the Vice President of Student Affairs.

Oregon Administrative Rule [409-30-0210](#) requires drug screening for students to be able to participate in clinical rotations. In response to these requirements, an initial 10-panel drug screen will be required. This drug screen will be done via the EXXAT clin education system we have, and students will pay EXXAT for this service. This is the process for the background check as well. An additional drug screen may or may not be required for the Capstone Experience, dependent upon the Capstone Experience site requirements.

Students may also be required to submit additional drug screens for reasons including, but not limited to:

- Requirements by fieldwork sites for additional drug screening of students who wish to do fieldwork experiences at those sites. Such screening may be required prior to commencing the fieldwork experience, or during the fieldwork experience in accordance with the policies and procedures of that facility.
- Drug screens that are reported as indeterminate or dilute.
- Requirements related to violating pertinent drug or alcohol-related policies or laws, or to fulfill treatment requirements for a substance abuse disorder.

Students are responsible for all costs associated with drug screenings.

Drug screen results must be emailed to the clinical education team members (see first page of this manual), as well as stored into EXXAT.

Drug screen results may be reported to fieldwork or capstone sites in compliance with contractual agreements. Students are responsible for keeping a copy of their detailed drug screen results and having it readily available for any fieldwork or capstone site if requested. Students who refuse to submit to any mandated drug screenings will be subject to the same disciplinary procedures as those with a positive result on the drug screen.

For those seeking assistance for drug and alcohol use, students may contact [Student Health & Counseling Center](#).

Positive Screening Results. The AFWC/DCC will review all cases of students who have a positive result on a required drug screen. Prior to taking any action that may adversely affect the student, the program will inform the student of the positive result and provide them with the opportunity to work with the vendor to challenge the results of the screen.

Ultimately, it is the student's responsibility to submit a "Urine Drug Screen Reporting Form" indicating a negative result. If the student is unable to do so, the student is subject to disciplinary procedures. The Program will follow Student Policies and Procedures as outlined in the Western Oregon University Code of Student Responsibility which can be accessed on the [Office of Student Conduct website](#). If a fieldwork or capstone site is involved, the Program may elect to share the disciplinary action imposed with the site.

Students may be referred for evaluation and treatment through the [WOU Student Health & Counseling Center](#), or another designated program as a condition for remaining in the program. Any substance abuse evaluation or treatment recommended or required to remain in the program will be at the expense of the student.

Students who have had disciplinary actions imposed may refer to the [Office of Student Conduct](#) and WOU Code of Student Responsibility for further information regarding their rights.

****All WOU OTD and OAR compliance requirements must be in place *no later than the end of Winter Term, Year One, of the program.***

Site-Specific Requirements

A given site may have additional requirements that include, but are not limited to, drug screenings, reporting of background check information, additional background checks, fingerprinting, mandatory orientation, attestation to Essential Functions, and/or application prior to participation in an educational experience. Expenses associated with completion of these requirements are the student's responsibility. It is the expectation that students will familiarize themselves with these requirements and take necessary steps to meet site-specific requirements. Failure to do so could result in the experience being rescheduled.

Students can obtain information regarding site-specific requirements in EXXAT or may be notified by the site.

Assignment of Level I Fieldwork Slots

Students will be assigned to Level I Fieldwork experiences by the AFWC based on student professional goals, site availability, and OT curricular requirements.

Requesting Level II Fieldwork Slots

The AFWC requests full-time fieldwork slots from potential sites for the next full calendar year beginning in March each year. The AFWC will then post the available slots in EXXAT for students to review. Students will submit Level II Fieldwork preferences in the EXXAT system. The AFWC aims to complete the assignment process by the Fall term of the second year of the program. This is dependent on a number of factors, such as site availability and program needs.

A student may submit a request for a new affiliation agreement with a potential fieldwork site to the AFWC by December of the first year of the program using the New Affiliation Agreement Request Form ([Appendix A](#)). All arrangements with new fieldwork sites must be made by the AFWC. The AFWC will determine whether the site is able to meet necessary criteria and confirm the site's intent to accept WOU OTD students. If a new affiliation agreement is established, the available slot will be added to EXXAT.

Requesting Doctoral Capstone Slots

The student collaborates with the faculty capstone mentor and DCC as needed to identify potential sites for individualized capstone experiences. Each student should work with their faculty capstone mentor to develop a communication plan to request a

capstone slot. The DCC will also request and secure full-time doctoral capstone slots from potential sites for the next capstone experience beginning in December each year. The DCC will then post the available slots in EXXAT for students to review. Students will submit doctoral capstone preferences or secured slots in the EXXAT system. The assignment process will be completed in the summer each year for the following year.

If no affiliation agreement exists for a site who has agreed to host a doctoral capstone student, the student may submit a request for a new affiliation agreement. The request should be made using the New Affiliation Agreement Request Form ([Appendix A](#)), as early as possible, but no later than May 30 of term 7. All arrangements with new capstone sites must be made by the DCC. The DCC will determine whether the site is able to meet necessary criteria and confirm the site's intent to accept WOU students. If a new affiliation agreement is established, the site information will be added to EXXAT. The student requesting this doctoral capstone experience will be matched with the site.

Available Site Information

The Program maintains a file for each affiliated site in EXXAT available for student review. This file contains information and materials about or provided by the site including links to the site website, specific site requirements, site objectives, and site data, and other pertinent site information (ACOTE C.1.2). Upon availability, students may review recent student evaluations posted in EXXAT.

Affiliation Agreements

The WOU Occupational Therapy Doctorate Program assumes accountability for arranging and maintaining a sufficient number of Affiliation Agreements across the scope of occupational therapy practice to ensure students complete the program in a timely manner (ACOTE C.1.2, C.1.4., D.1.4.). The WOU Affiliation Agreement for Occupational Therapy or Doctoral Capstone Experiences (hereafter referred to as the Agreement) includes a statement of purpose, the objectives of WOU and the site in establishing the Agreement, the Mutual Agreements of both parties, the Rights and Responsibilities of the individual parties, the term of the Agreement, and the procedures to be followed for renewing or terminating the Agreement. Standard agreements (WOU template) are open-ended, meaning they shall be in effect until terminated by either the University or the Site. Terms are reviewed to ensure effect from the onset to the conclusion of the fieldwork experience. Non-standard agreement terms are negotiable and are reviewed according to approved term timelines. Electronic copies of the agreement are maintained by the site, the Occupational Therapy Doctorate program, and the WOU Contract Coordinator, on behalf of the General Counsel (ACOTE C.1.4, C.1.5, D.1.4.).

Memorandum of Understanding

The WOU Occupational Therapy Doctorate Program ensures that there is a valid memorandum of understanding for each doctoral capstone experience, that at a minimum, includes individualized specific objectives, plans for supervision or mentoring, and responsibilities of all parties. The memorandum of understanding must be signed by all parties (ACOTE D.1.4).

Statement on Professional Liability Coverage

All students enrolled in the WOU OTD program are covered under a general liability and professional liability policy during fieldwork and doctoral capstone. Specific details of the coverage can be found in the WOU OTD Contract for Clinical Education. Fieldwork or doctoral capstone sites may request a copy of the Certificate of Insurance.

Grading Policy

Final course grades for OTD 723, OTD 724, OTD 725, OTD 792, and OTD 793 are determined by the AFWC (see syllabi). Final course grades for OTD790, OTD 791, OTD 794, OTD 795, and OTD 796 are determined by the DCC (see syllabi). The AFWC and DCC may consult with the Clinical Education Team, Program Director and/or the Graduate Studies Committee regarding student professional behavior and performance and course grading. These concerns may be identified by the student, FWE, AFWC, capstone site mentor, or DCC.

Due Process for Student Grievances

Students shall contact the AFWC or DCC per course syllabi regarding a concern or complaint. The AFWC or DCC will consult with the FWE and capstone mentor, Clinical Education Team and the Program Director as needed. University, Academic Affairs, and Program Policies and Procedures for handling student grievances (outlined in the [OTD Program Student Handbook](#) will be followed; [Appendix F](#)). AFWC or DCC will communicate with the student to achieve an acceptable outcome. If the student feels that the outcome is not satisfactory, they may pursue the grievance as described on the [WOU Academic Affairs Student Complaint and Concerns](#) website.

Complaints from Outside Stakeholders

Upon receipt of a complaint from a stakeholder outside of WOU, the AFWC/DCC will discuss the issue with the stakeholder and determine if further discussion is necessary. This could include but is not limited to: Program Director, Clinical Education Team, curriculum committee, and core faculty.

Fieldwork and Doctoral Capstone Site Information

Acquisition of Fieldwork Sites

The WOU OTD program adheres to the [AOTA Commission on Education's Guidelines](#) for FW site selection (ACOTE C.1.5). To determine whether to pursue an affiliation agreement with a potential site, the following steps are taken:

1. The AFWC conducts a site visit (virtual or in person) to discuss the FW program, learning objectives, FW timelines, and other pertinent information.
2. Following this meeting, if both the site and the WOU OTD Program are in agreement, an affiliation agreement is initiated. It must be mutually agreed upon between the site and the academic institution.
3. The site completes the AOTA Fieldwork Data Form to summarize the information regarding the program at the fieldwork site. This Form is maintained in EXXAT and is available as part of the site profile.

Site Visits

Frequency of site visits is based on the needs of the program, the needs of the students and faculty, and issues identified by the AFWC or DCC. Site visits typically involve the AFWC or DCC meeting with the SCCE, FWE, capstone site mentor, and/or the student. The following are the primary goals of site visits:

- Develop relationships with fieldwork educators and doctoral capstone site mentors to encourage open and frequent communication.
- Assess student performance and/or problem-solve any student performance issues.
- Assess site, FW educators and capstone site mentors and learn about the services being provided at the facility.
- Discuss and provide information regarding the WOU OTD program including continuing education opportunities, fieldwork educator and mentor benefits/responsibilities, processing of students for fieldwork and doctoral capstone, and the WOU curriculum.
- Ensure that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives (ACOTE C.1.7).
- Provide updates on fieldwork or doctoral capstone education which impact student education.
- Potentially provide education for the site regarding a topic of their interest, or to enhance FWE and doctoral capstone teaching and mentoring.

Student Request to Cancel or Change a Site

Once a student has been assigned a fieldwork or doctoral capstone experience at a facility, it will not be canceled unless deemed absolutely necessary. Rescheduling fieldwork or doctoral capstone experiences can be difficult and may delay graduation. If a student has a situation or life event which they believe will limit their ability to complete

a fieldwork or doctoral capstone experience, they will need to discuss this situation with the AFWC or DCC to determine if canceling or changing the fieldwork or doctoral capstone experience is warranted. These decisions will be made by the AFWC or DCC in consultation with the Student Support and Development Team, if necessary, on a case-by-case basis. The AFWC or DCC will then contact the student to discuss whether the request will be granted. The student may contact the Program Director if they disagree with the decision.

Rights and Privileges of Fieldwork Educators and Doctoral Capstone Site Mentors

The specific rights and privileges of fieldwork educators and doctoral capstone site mentors (referred to as clinical educators) are formally delineated in the clinical affiliation agreement. In general, the OTD Program views the continuance of communication as a primary right of the clinical educator. The OTD Program maintains routine written correspondence with clinical educators via administrative materials sent prior to and during scheduled fieldwork and doctoral capstone experiences. Periodic written communication occurs on an as needed basis (e.g., informing the sites about students participating in the care of patients with Medicare Parts A and B). Personal communication occurs through site visits, continuing education seminars, phone calls and e-mails. Additionally, clinical educators have access to the OTD Program's website and EXXAT. FWE and doctoral capstone site mentors have the right to communicate at any time to the AFWC or DCC their observations or concerns about the fieldwork or doctoral capstone program or the academic preparation of students, or to contact any faculty member for consultation. FWE and capstone site mentors have the opportunity to participate in continuing education courses as provided by the OTD Program at a discounted rate. Additionally, the AFWC and/or other faculty members may be able to provide continuing education at clinical affiliation sites upon request.

Verification of Student Identity for Distance Education

Fieldwork and capstone experiences are not distance education. However, EXXAT and the FWPE are accessed via username and password and contain secure information related to grading. The FWE or capstone site mentor signs-off on student evaluations, further acknowledging identity.

Protected Health Information

In order to comply with the American Recovery and Reinvestment Act of 2009, which includes Health Information Technology for Economic and Clinical Health Act (HITECH), OTD students at WOU will not remove protected health information (PHI) from any site, nor will students transmit any PHI electronically except when doing so in the usual performance of caring for patients or clients and full knowledge of their FWE or capstone site mentor. This bill established new requirements for business associates

(WOU) and covered facilities (sites) with respect to handling PHI. WOU must report any breach of confidentiality to the facility and the facility and WOU may be subject to fines. Approval from the FWE or capstone site mentor is required to obtain information other than protected health information (e.g., protocols, images of clinic, etc.).

Right to Refuse to Participate in Fieldwork and Capstone Experiences

The fieldwork or capstone site is responsible for ensuring the risk-free right of patients and clients to refuse to participate in fieldwork or capstone experiences.

Responsibilities of OTD Program and Faculty

Responsibilities of WOU OTD Program

- Provide an environment that encourages students to take responsibility for assigned learning tasks.
- Provide the instruction for students to learn the knowledge, skills, and behaviors necessary to become a safe and skilled practitioner.
- Assign and communicate with students during their fieldwork and doctoral capstone experiences.
- Communicate with the FWEs, capstone site mentors, and SCCEs about the WOU curriculum.
- Ensure that all members of the team: FWEs, SCCEs, capstone site mentors, students, and faculty are upholding their responsibilities to maintain a positive learning environment.
- Maintain current knowledge of the discipline through continuing professional development.
- Meet or exceed accreditation requirements.
- Ensure student readiness for fieldwork and capstone education prior to assignment.

Responsibilities of AFWC and DCC

- Plan and implement the fieldwork and capstone education component of the curriculum.
- Develop affiliations and memorandums of understanding with community sites.
- 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 (ACOTE C.1.4).
- Communicate between WOU and affiliated sites.
- Provide orientation to newly affiliated sites and/or faculty.
- Schedule and assign student placements to fieldwork and capstone experiences.
- Perform site visits, phone conversations and electronic meetings/communication with affiliated sites.

- Coordinate contact with students and FWE or capstone site mentor during fieldwork or capstone experiences as needed, including ADA accommodation.
- Provide education to FWEs and capstone site mentors as needed on topics to improve effectiveness of the fieldwork and capstone program (ACOTE C.1.8).
- Assess effectiveness of the fieldwork and doctoral capstone programs.
- Assign grades for fieldwork and capstone experiences and facilitating confidentiality of student records.
- Update the Fieldwork and Doctoral Capstone Handbook as needed and provide access to all affiliated sites and students via EXXAT or other means of communication.
- Serve as a resource to the student and the FWE or capstone site mentor (ACOTE C.1.8).
- Keep student, FWE, and capstone site mentor informed of regulations and rules that guide fieldwork and capstone education for OTD students.
- Facilitate conflict resolution and problem-solving strategies as needed.
- Ensure that affiliated sites meet minimum criteria.
- Ensure that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives by reviewing student evaluations of the site, information from the site provided through EXXAT, onsite visits, and other methods (ACOTE C.1.7).
- Provide the instruction for students' knowledge, skills, and behaviors necessary to become a safe and skilled practitioner with program faculty.
- Provide student advising as it relates to fieldwork and capstone education.
- Provide an environment that encourages students to take responsibility for their assigned learning tasks.
- Promote an environment of compassion, respect, empathy, and dignity in providing care to patients.
- Maintain current knowledge of the discipline through continuing professional development.
- Ensure that all FWEs and SCCEs are informed of any pertinent changes in Program policies and procedures and/or student scheduling.
- Verify the student has met minimum program criteria in all coursework prior to fieldwork and capstone placement.

Responsibilities of WOU Clinical Education Team

- Update and review clinical site database annually and as needed, prior to fieldwork and capstone assignment.
- Send requests for clinical slots.
- Ensure Affiliation Agreements are current.
- Update affiliated site information in EXXAT in conjunction with the AFWC/DCC

- Notify fieldwork and capstone sites of the assigned student's name and pertinent information at least 4-6 weeks prior to the experience.

Rights and Responsibilities During Fieldwork Education and the Doctoral Capstone

FWEs and doctoral capstone site mentors do not have the same rights and responsibilities as WOU OTD faculty. They may receive a discounted rate on WOU hosted continuing education offerings through the Occupational Therapy Doctorate Program.

Fieldwork Education Roles and Responsibilities

Responsibilities of the Site Coordinator of Clinical Education (SCCE)

- Coordinate and schedule site experiences with AFWC/DCC.
- Provide orientation materials including safety procedures related to site and equipment or arranging for these to be provided by FWE/DCC.
- Delegate FWE or capstone responsibilities to qualified staff.
- Serve as resource for the FWE or doctoral capstone site mentor.
- Inform FWE or capstone site mentor of all pertinent information from the WOU OT Program.
- Provide communication and problem-solving strategies for the student and FWE or capstone site mentor as needed.
- Provide necessary documentation to the Program's AFWC/DCC and/or Clinical Education Associate including, but not limited to the Affiliation Agreement, slot requests, and site information/requirements.
- Provide facility policies and procedures related to site and equipment safety upon request of the AFWC/DCC.
- May request information regarding background checks. The request for information regarding background checks is made to the student.

Minimum Criteria for Level I Fieldwork Educators (ACOTE C.1.10).

- Be aware of the WOU OTD curriculum and fieldwork program design. Affirm their ability to support student fieldwork experience.
- Example roles include, but are not limited to, currently licensed, or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.

Minimum Criteria for Level II Fieldwork Educators (ACOTE C.1.13).

- Currently licensed or otherwise regulated occupational therapist.
- 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.

- Adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork.
- Be aware of the WOU OTD curriculum and fieldwork program design.
- The supervising therapist may be engaged by the fieldwork site or by the educational program.

Minimum Criteria for Fieldwork Supervision Where No OT Services Exist (ACOTE C.1.16).

- Be aware of the WOU OTD curriculum and fieldwork program design.
- Documented plan for provision of occupational therapy services.
- Currently licensed or otherwise regulated occupational therapist.
- Minimum of 3 years' full-time (or its equivalent) of professional experience prior to the Level II fieldwork.
- Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience.
- Occupational therapy supervisors 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.

Responsibilities of the Fieldwork Educator (FWE)

- Provide direct supervision of the student and if not available, assign this to another FWE with respective criteria listed above.
- Communicate the ratio of FWE to students for each FW experience (ACOTE C.1.7).
- Provide orientation and instruction to the student.
- Serve as a role model, educator, advisor, evaluator, and fieldwork resource person for the duration of the student's field experience.
- Aid the student in various onsite experiences to facilitate learning.
- Assume responsibility for determining which experiences are appropriate for OT student involvement.
- Maintain communication with students and AFWC.
- Provide ongoing feedback to the student.
- Provide formal documented evaluation of student performance at midterm (Level II only) and end of fieldwork experience.
- Participate in training as needed to utilize respective FW evaluations.
- Notify the AFWC immediately if a student is having difficulty with performance criterion on the FW evaluation.
- Verify client informed consent is received prior to treatment by a student.
- Direct and assist the student, per site policies and procedures, in situations that could potentially compromise student or client safety including, but not limited to, fire, and use of hazardous material or equipment.
- Collaborate on established fieldwork objectives prior to the start of the fieldwork experience and communicate with the student and fieldwork educator about

progress and performance throughout the fieldwork experience (ACOTE C.1.3). This includes completing [Appendix D](#).

Rights of Fieldwork and Doctoral Capstone Students

- Orientation to fieldwork or capstone site.
- Direct supervision, as outlined within course, setting, and accreditation standards.
- Formal documented feedback at mid-term and final, as well as informal feedback throughout experience.
- Due process.
- Confidentiality of records.
- Access to a variety of experiences.
- Environment with established policies and procedures regarding safety.

Fieldwork Student Responsibilities

- Adhere to University, College, and Program Policies and Procedures.
- Communicate ADA accommodations to the AFWC and FWE.
- Maintain consistent professional and ethical conduct during fieldwork, as established by AOTA.
- Adhere to fieldwork site's policies and procedures.
- Complete required fieldwork experiences.
- Consult with FWE, SCCE and/or AFWC regarding progress and/or any concerns.
- Report immoral, illegal, or unethical behavior or concerns to FWE and AFWC.
- Submit all required paperwork from fieldwork experience to AFWC by due date.
- Contact the AFWC immediately if supervision does not follow the criteria and accreditation standards outlined above.

Doctoral Capstone Roles and Responsibilities

Responsibilities of the Doctoral Capstone Student

- Identify an area of focus for the capstone experience and project (ACOTE D.1.0). Complete capstone preparatory work that informs the nature and scope of the doctoral capstone experience and project, including a review of the current literature and a needs assessment pertaining to the topic area of interest (ACOTE D.1.3).
- Select a capstone site mentor with expertise and experience that aligns with the student's project who can support their growth in their chosen area of focus (ACOTE D.1.4).
- Facilitate the completion of necessary paperwork to establish a memorandum of understanding with the doctoral capstone site mentor and employment setting (ACOTE D.1.6).

- Work with the DCC, OTD faculty and capstone site mentor to develop individualized objectives, learning activities, and projects that will serve as evidence of the student's learning (ACOTE D.1.7).
- Provide regular updates of progress toward objectives to the capstone site mentor and to the DCC/OTD faculty upon request (ACOTE D.1.7).
- Engage in doctoral capstone related activities for the required 14 week, 32 hours a week, AT MINIMUM, to complete the experience (ACOTE D.1.5).
- Maintain a log of capstone experience hours in EXXAT and obtain verification of hours from their capstone site mentor (ACOTE D.1.5).
- Plan and implement a formal means of disseminating the capstone project that includes a synthesis of in-depth information pertaining to the student's focus area (ACOTE D.1.6) and demonstrates knowledge translation.
- Demonstrate professional growth through in-depth self-reflection regarding the extent to which learning objectives were achieved, and their impact on the student's professional development (ACOTE D.1.2).
- Demonstrate professional behaviors consistent with the OT Code of Ethics and indicative of a doctoral level professional as assessed by the capstone site mentor (ACOTE D.1.2).
- Communicate ADA accommodations to the DCC and Capstone site mentors.

Responsibilities of the Capstone Site Mentor

- Be aware of the purpose of the capstone experience and the relationship of the capstone to the curriculum design (ACOTE D.1.2). This includes completing [Appendix E](#).
- Affirm willingness and ability to support the capstone experience, including completion of required documentation and evaluation.
- Provide documentation of expertise in area consistent with the student's area of focus (ACOTE D.1.2).
- Can have credentials other than occupational therapist (ACOTE D.1.2).
- Share wisdom, information, advice, guidance, and emotional support with the student throughout the capstone experience (ACOTE D.1.2; D.1.4).
- Be available for the student to contact throughout the capstone experience and serve as the student's primary point of contact for the site (ACOTE D.1.2; D.1.4). Provide access to the site according to a predetermined work schedule established with the student (ACOTE D.1.4).
- Provide experiences at the site that facilitate the student's ability to achieve their individualized learning objectives (ACOTE D.1.5, D.1.7).
- Meet regularly with the student to provide mentorship and guidance to initiate and complete proposed objectives and activities, assess capacity, approve completed hours and activities, shape professional behavior related to the area of focus, and monitor for any concerns related to accomplishing capstone objectives (ACOTE D.1.2, D.1.5, D.1.7).

- Assist student in modifying individualized capstone objectives as needed. (ACOTE D.1.7).
- Communicate any concerns, questions, or feedback regarding the student's performance with the student, the OTD faculty, and/or the DCC when necessary.
- Evaluate student performance in terms of professionalism and ability to accomplish the individualized capstone objectives (ACOTE D.1.2, D.1.7).

Responsibilities of the Faculty Capstone Mentor

The faculty capstone mentor advises the student throughout the capstone planning process, experience, and project. The faculty capstone mentor will evaluate the student's ability to synthesize in-depth knowledge during the capstone project. The faculty capstone mentor will:

- Advise the student during the capstone planning process and provide feedback on the quality and scope of student work as needed (ACOTE D.1.3, D.1.5, D.1.7).
- Collaborate with the capstone mentor and student to ensure that the experience is consistent with the values and curricular design of the WOU OTD program (ACOTE D.1.2).
- Maintain regular contact with the student via email, meetings, and phone calls to ensure student learning objectives and project are feasible and work can be accomplished within the scope and timeline established (ACOTE D. 1.5, D.1.7).
- Communicate with the capstone mentor when needed to facilitate the student's ability to accomplish the individualized capstone objectives and activities and facilitate professional development (ACOTE D.1.2, D.1.5, D.1.7).
- Evaluate the student's performance based on the execution of the individualized capstone objectives, the level of in-depth synthesis of knowledge demonstrated by the student during project dissemination, the quality of the capstone project submitted, and the dissemination at the conclusion of the capstone experience (ACOTE D.1.2, D.1.7).

Responsibilities of the Doctoral Capstone Coordinator

- Ensure that each site supporting an OTD student during the capstone experience has a current memorandum of understanding with WOU and a mentorship agreement on file prior to the start of the experience (ACOTE D.1.4).
- Collaborate and consult with the student and OTD faculty during capstone planning (OTD790, OTD791, OTD796) to facilitate and oversee the student's timely selection of an area of focus, completion of preparatory activities, and selection of a capstone site mentor to support the student's work (ACOTE D.1.3).
- Provide ongoing support and education to capstone site mentors as needed to assist with student's professional growth and ability to accomplish proposed work (ACOTE D.1.2, D.1.5, D.1.7).

- Serve as a point of contact to capstone sites and mentors for WOU outside the OTD student mentorship relationship (ACOTE D.1.3, D.1.4).
- Oversee administration of the capstone experience placements and completion of capstone requirements, including maintaining and storing related agreements, paperwork, and documentation of expertise for mentors (ACOTE D.1.3, D.1.4, D.1.5, D.1.6, D.1.7).
- Facilitate coordination and communication between the capstone site mentor, student, and faculty capstone mentor as needed.
- Assist with professional development of student performance in conjunction with the student and mentors, as needed (ACOTE D.1.5).
- Assign final grades for the capstone experience and project.

Fieldwork Educator and Capstone Site Mentor Professional Development Activities

The Program will determine the need for ongoing planned development activities directed at improving fieldwork and doctoral capstone effectiveness through:

- Interviews, conversations, surveys, panel meetings, etc. with fieldwork supervisors and capstone site mentors by the AFWC/DCC
- Student evaluations of sites, supervisors, and mentors
- Current trends related to fieldwork and capstone education.

Specific development activities will be created by the WOU OTD Faculty who coordinates continuing education in conjunction with the AFWC/DCC. In addition, the AFWC/DCC will provide information to FWEs and capstone site mentors on an as needed basis to promote FWE and capstone site mentor development. This might be in the form of electronic communication, letters to sites, site visits or formal seminars. Fieldwork educators and capstone site mentors will be invited to attend capstone events.

Communication with Sites

Process for Communicating with Designated Personnel

Communication with a site is most often conducted with the SCCE. This approach centralizes the dissemination of information and is intended to improve the efficiency of the planning process (especially for larger sites with multiple facilities). However, communication occurs with each fieldwork educator or capstone site mentor during the educational experience via the midterm and final student evaluations, email, site visits and/or phone calls. To enhance direct communication with fieldwork educators and capstone site mentors, prior to the start of the experience, the OTD Program requires each student to provide the Program information on how to contact the assigned fieldwork educator or capstone site mentor.

Establishing an agreement between a site and the WOU OTD program is to be done via the AFWC/DCC and the site. The Clinical Education Associate will process the affiliation agreements. Students that have an interest in completing an experience at an unaffiliated site should speak with the AFWC/DCC. Students may not attempt to set up an experience on their own, unless as a part of the doctoral capstone series, in which the DCC or faculty capstone mentor will work with the student.

Information Sent to the Site for Each Experience

The SCCE, FWE, or Capstone site mentor is provided access to the following information in EXXAT at a minimum of 4-6 weeks prior to the beginning of each fieldwork or capstone experience:

- Student Profile: Completed by student, containing demographic and emergency contact information, personal statement and areas of interest, education and employment history, language proficiency, and honors and publications.
- Personal Data Sheet: Completed by the student, outlining previous clinical education experiences, learning styles, strengths, areas for further development, goals, and special requests for the upcoming experience.
- Health Screening: The student's immunization record and the result of annual TB skin test.
- Compliance Training Compliance Attestation Form
- Student Resume (by request)
- CPR card
- Access to course syllabus corresponding to that fieldwork or capstone experience.
- Access to Certificate of Professional Liability Insurance

Clinical Skill and Professional Identity Development Objectives

Students are required to meet clinical skill and professional identity development objectives for each fieldwork and capstone experience. Additionally, many sites write objectives for a given fieldwork experience. The academic and fieldwork educators must agree on established fieldwork objectives prior to the start of the fieldwork experience and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience. Fieldwork objectives for all experiences must include a psychosocial objective (ACOTE. C.1.3). The student, capstone site mentor, and faculty capstone mentor must agree on established capstone objectives prior to the start of the capstone experience and communicate about progress and performance regularly throughout the experience.

The following information is provided to assist the student, fieldwork educator, and capstone site mentor in the preparation of useful behavioral objectives. An objective is an intent communicated by a statement describing a proposed change in a learner - a

statement of what the learner is to be like when he/she has successfully completed a learning experience. A given objective should include only one intended outcome. Objectives should be specific, measurable, attainable, relevant, and should encompass a defined timeframe. See [Appendix B](#) for suggestions and terms for writing objectives.

Appendix A: NEW AFFILIATION AGREEMENT REQUEST FORM



Western Oregon
UNIVERSITY
Occupational Therapy

New Affiliation Agreement Request Form
WOU Occupational Therapy Doctorate Program

Name of Requested Fieldwork Site:
Fieldwork Site Contact Name:
Student Coordinator (if applicable):
Address:
Phone Number:
Email:
Reason for Request:

Name of Requested Capstone Site:
Capstone Site Contact Name:
Site Mentor or Student Coordinator (if applicable):
Address:
Phone Number:
Email:
Reason for Request:

Student Name: _____

Date: _____

Appendix B: SUGGESTED VERBS FOR LEARNING OBJECTIVES

The following are suggestions for verbs that may be used to describe desired behaviors pertaining to various levels of demonstration and integration of knowledge:

Knowledge Level	Application Level	Problem-Solving Level
Define	Apply	Analyze
Describe	Classify	Appraise
Discuss	Compute	Assess
Explain	Demonstrate	Breakdown
Identify	Employ	Calculate
Indicate	Find	Compare
Label	Operate	Compose
List	Perform	Construct
Locate	Predict	Create
Name	Schedule	Criticize
Note	Sketch	Design
Recall	Solve	Diagram
Recite	Use	Differentiate
Recognize	Write	Distinguish
Record	Establish	Inspect
Repeat	Evaluate	Inventory
Report	Examine	Research
Restate	Formulate	Prepare
Review	Invent	Propose
State	Judge	Rate
Show	Organize	Select
Summarize	Plan	Synthesize

Many students choose to focus their objectives on psychomotor behaviors related to the application of examination or intervention skills. Objectives may also be written for the cognitive and affective domains of effective delivery of occupational therapy services (e.g. safety awareness, cultural humility, verbal or written communication skills, conflict management, etc.).

Appendix C: STUDENT ACKNOWLEDGEMENT PAGE



Western Oregon UNIVERSITY Occupational Therapy

All occupational therapy students of WOU's OTD program are expected to read and understand the information and policies contained in this manual and to abide by the policies defined therein.

Students are expected to sign this Acknowledgment Page indicating their understanding and acceptance of these policies. This signed copy will be kept in the student's EXXAT account and reviewed by the AFWC and DCC.

I, _____, have read and understand the Policies/Procedures as outlined in this manual. I agree to follow and take responsibility for my actions as outlined in this manual. If I choose to take other courses of action than those outlined, I will accept full responsibility for any consequences as a result of those actions in accordance with Program, WOU Graduate Programs, and University Policy. I acknowledge that I have downloaded a copy of this manual for my reference throughout the curriculum.

This confirms that I have read and fully understand WOU OTD Clinical Education Manual for Fieldwork and Doctoral Capstone. I have been given the opportunity to discuss this document with the AFWC, DCC, and/or faculty capstone mentor in the occupational therapy department.

Occupational Therapy Student Signature

Date

If you have any questions concerning the concepts of this manual, please speak with the Academic Fieldwork Coordinator, DCC and/or your faculty advisor prior to signing this form.

IMPORTANT NOTE:

The material contained herein is subject to change from time to time. The WOU OTD Programs reserves the right to alter or amend the terms, conditions, and requirements as necessary.

Appendix D: FIELDWORK EDUCATOR ACKNOWLEDGEMENT PAGE



Western Oregon UNIVERSITY Occupational Therapy

I acknowledge that I have received a copy of the Western Oregon University Occupational Therapy Doctorate Program's Clinical Education Manual and corresponding fieldwork rotation syllabi, which describe important information about WOU Occupational Therapy Fieldwork and Capstone expectations and policies. I understand that I should consult the WOU OTD Program's AFWC if I have questions. I understand that fieldwork education is an essential part of professional preparation and is integrated as a component of the curriculum design. The fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professional identity and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model.

I understand and agree that I will read and comply with the policies contained in this Manual.

I have been provided and read the corresponding fieldwork rotation syllabi and am aware of resources that support student well-being.

I have provided and agreed on established fieldwork objectives prior to the start of the fieldwork experience. Fieldwork objectives for the agreed upon experience include a psychosocial objective (ACOTE C.1.3).

I will communicate with the student and AFWC about progress and performance throughout the fieldwork experience (ACOTE C.1.9).

LEVEL I ONLY: I have agreed to supervise Level I fieldwork and have been informed of the curriculum and fieldwork program design and affirm my ability to support the fieldwork experience (ACOTE C.1.10).

LEVEL II ONLY: I am a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of the Level II fieldwork (ACOTE C.1.13).

Fieldwork Educator Name (Printed): _____

Fieldwork Educator Signature: _____

Date: _____

Appendix E: CAPSTONE SITE MENTOR ACKNOWLEDGEMENT PAGE



Western Oregon UNIVERSITY Occupational Therapy

I acknowledge that I have received a copy of the Western Oregon University Occupational Therapy Doctorate Program's Clinical Education Manual, which describes important information about WOU Occupational Therapy Fieldwork and Capstone expectations and policies. I understand that I should consult the WOU OTD Program DCC if I have questions. I understand that the doctoral capstone is an integral part of the program's curriculum design. The goal of the doctoral capstone is to provide an in-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

I understand and agree that I will read and comply with the policies contained in this Manual.

I have been provided with and agree upon the individualized specific objectives and plans for supervision for this doctoral capstone experience and project (ACOTE D.1.4). I agree that I am an individual with expertise consistent with the student's area of focus (ACOTE D.1.2).

Capstone Site Mentor Name (Printed)

Capstone Site Mentor Signature

Date

Appendix F: PROCEDURE FOR CONCERNS



Western Oregon UNIVERSITY Occupational Therapy

Fieldwork and Capstone concerns may be identified by the student, FWE, the AFWC, DCC, or Onsite Mentor. The procedure for addressing these concerns includes the following steps:

1. If a concern is identified by any party, all parties should be informed.
2. The AFWC/DCC will communicate with the student, FWE/Onsite Mentor, and possibly the SCCE to discuss issues related to the concern. A site visit may be conducted as determined by the AFWC/DCC.
3. The AFWC/DCC will make recommendations for resolving the concern based on the information gathered. This may include, but is not limited to, establishing an action plan for the student.
4. The AFWC/DCC will continue to monitor the concern via communication with the student and the FWE/Onsite Mentor throughout the fieldwork or doctoral capstone experience.
5. The AFWC/DCC will also assess student performance as described by the FWE/Onsite mentor on the FWPE/Capstone evaluation.
6. The AFWC/DCC may consult with the Program Director, or Graduate Studies Committee to discuss the student performance issue.
7. If there is continued concern, the AFWC/DCC may go through steps 1-6 listed above to resolve the concern. In some cases, the fieldwork or capstone experience may be terminated. In the case of fieldwork or capstone termination, a grade of incomplete or failing may be issued by the AFWC/DCC depending on individual circumstances and will be referred to the Graduate Studies Committee.
 - If a failing grade is issued, the student is required to petition the Graduate Studies Committee. Results may include dismissal from the Program. If the student is not dismissed from the Program, an action plan will be established in consultation with the AFWC/DCC. The fieldwork or capstone experience will be repeated at a site determined by the AFWC/DCC the next time a fieldwork/capstone experience is offered, provided the action plan has been successfully completed. Rescheduling of a terminal experience will be completed on a case-by-case basis according to the action plan.
 - A student may receive a grade of "Incomplete" for a course in which, due to extenuating circumstances, the student is unable to complete and submit required course assignments or obligations by the completion of the fieldwork or capstone experience, but in which satisfactory progress has been made. A grade

of “Incomplete” cannot be used to remediate failing performance. A student receiving a grade of “Incomplete” may be required to meet with the AFWC/DCC and/or Program Director. An action plan to rectify the grade of “Incomplete” will be developed. For the “Incomplete” to be removed, the student must meet all requirements outlined in said plan.

8. A failing or incomplete grade may delay graduation.
9. For further information regarding incomplete grades, academic probation, and failing grades, please refer to the [WOU OTD Student Handbook](#).