

Program Administration, Faculty, and Staff

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Section I: Introduction to the Moravian University Entry-Level Master of Science in Occupational Therapy Program

Mission Statement
Moravian University

Section I: Academic Program

Curriculum Design

The Moravian University Occupational Therapy curriculum is designed to promote the development of occupational therapists that can flourish in dynamic work settings. Rooted in

	OT 551 Fieldwork and Professional Development I	1
	Semester total	17
Fall I		
	OT 510 Kinesiology & Biomechanics	4
	OT 525 Evaluation Process in Occupational Therapy	4
	OT 530 Environmental Modifications & Adaptations	4
	OT 535 Occupational Therapy Theories & Models of Practice	2
	OT 552 Fieldwork and Professional Development II	1
	OT 611 Evidence Based Practice I	1
	Semester total	16
Spring I		
	OT 541 Occupational Performance I: Pediatrics	4
	OT 553 Fieldwork and Professional Development III	1
	OT 605 Management of Therapy Services	2
	OT 606 Advanced Management of OT Services	2
	OT 612 Evidence Based Practice in OT	3
	OT 642 Occupational Performance II: Adult	4
	OT 671 Research Mentorship I	1
	Semester total	17
Summer II		
	OT 630 Advanced Professional Ethics in OT	2
	OT 681 Level II Fieldwork A	4
	Semester total	6
Fall II		
	OT 614 Evidenced Based Practice III: Research Data Analysis to Dissemination	2
	OT 622 Occupational Justice & Community Health	4
	OT 635 Transformational Leadership in Occupational Therapy	2
	OT 643 Occupational Performance III: Contextual Applications.	4

[Admission into The Program](#)

Students admitted to the MSOT program must meet all the requirements posted on the Moravian University website. The MSOT program utilizes a holistic admissions process in which academic performance (GPA, references, essay, and resume) and interview (including a 1:1 interview, group process activity, and ethical writing scenario) are equally weighted.

[Admission Appeals Process](#)

Students who are denied admission to the MSOT Program may appeal this decision. This appeal must be in writing and forwarded to the MSOT Program Director within 10 days of the date of the program admission decision as indicated on the email notification of the admission decision. The appeal letter must state the student's rationale for challenging the admission decision. The MSOT Program Selection Committee will consider all appeals and a response will be forwarded to the student no more than 10 days following receipt of the appeal letter. In the case that a student chooses to contest an appeal decision made by the MSOT Program

In addition to the requirements of the University, students enrolled in the occupational therapy program must complete the following to graduate:

Obtain a cumulative GPA of 3.00 or better.

Students should complete all assignments in every course, which may be for 0 credit if an assignment is late. This will ensure accreditation standards are met.

75% or better for final grade in all program courses

Satisfactory fieldwork evaluations in all occupational therapy fieldwork courses

Completion of the prescribed occupational therapy program of study, including an NBCOT exam preparation course and end-of-program survey/exit interview

Completion of all Level II Fieldwork requirements within 24 months of the completion of didactic fieldwork

Probation

Students will be placed on probation for academic performance falling below 3.0 GPA and/or failure to follow program policies that may indicate potential problems in clinical performance. Students demonstrating academic difficulty or inappropriate behaviors will meet with their advisor to develop specific goals and action steps on their professional development plan. Students on probation are required to meet with their advisor at least biweekly during the probation period.

Students with a cumulative GPA below 3.0 will be placed on academic probation for one semester. If a student does not meet the 3.0 cumulative GPA after the probationary semester, the student will be dismissed. Students falling (below 75%) in any didactic OT course are not eligible for academic probation and may be dismissed from the program.

Readmittance

Students who receive an F in any course in the first two semesters of the MSOT Program may petition the program director for readmission to the MSOT program. Readmitted students must develop a success plan with targeted learning objectives and action plans with their faculty advisor and professor of the failed course. Returning students will retake the course(s) in which they received an F the next semester offered before moving on to subsequent courses in the program. Students will resume full-time enrollment in the curriculum after completing the failed course. Students who receive an F in semesters 3-6 are not eligible to petition for reinstatement and must follow established appeals procedures.

Dismissal

Students may be dismissed from the OT program for the following reasons:

- Failure to meet a 3.0 cumulative GPA after a semester of academic probation
- Earning a grade of F (below 75%) in any didactic course
- Earning a grade of NC or F two times in Level II Fieldwork (OT 682).

Students are encouraged to have respectful and open conversations with faculty and peers if issues arise. Faculty advisors are available to support students with challenging conversations. Grievances within the MSOT Program should utilize the following hierarchy:

Student discusses the concern with the faculty member responsible for the class

(and if the concern is not resolved, the student may file a grievance with the Dean of the College of Health Sciences)

Anticipate potential problems and initiate strategies to clarify problems and/ or make recommendations to address the problem or concern.

Determine when something is wrong or is likely to go wrong, and then be able to act before there are negative consequences.

Identify and solve problems in a timely manner consistent with the demands of the situation.

Utilize creativity in developing, designing, or adapting new applications, ideas, assistive technology to assist with patient/ client outcomes.

Physical/ Sensory/ Perceptual Skills

Position one's body to move clients or equipment and handle materials. Move one's body

to reach, stand, climb, walk, bend, stoop, balance, kneel, crawl, and twist.

Demonstrate sufficient fine motor and gross motor skills to complete roles and responsibilities.

Demonstrate sufficient energy and endurance to attend and carry out therapeutic interventions, attend meetings, and lectures for minimum 3-4-hour blocks and up to 8-10

hours with breaks.

Lift (floor to mid-thigh 20-50#; mid-thigh to shoulder level 10-50#; shoulder level and

may elect to complete the OT academic program and FW II requirements at a slower pace: however, all guidelines and institutional requirements related to student status, financial, aid and fieldwork completion must be maintained. Each FW II experience must be completed with 480 total hours and with a minimum of 20 hours per week, within 36 months (about 3 years) of the start of the OT program).

Manage high levels of stress, recognize the need for help and ask for help assertively.

Recognize when plans are not working and be flexible in adjusting plan to accommodate educational or therapeutic situation.

Accept responsibility for own actions and decisions.

Abide by established policies and procedures; asks for clarification when needed.

Social/ Communication/ Interaction

Demonstrate mature, empathetic, and effective professional relationships by exhibiting compassion, integrity, and concern for others.

Demonstrate respect for others of different ages, backgrounds, disability levels, races, religions, cultural backgrounds, sexual orientation, and gender.

Relate to a variety of individuals, engage others, and provide a range of affective responses appropriate to the therapeutic scenario.

Build trust and working, collaborative relationships.

Communicate effectively to others including 1:1 interaction, small group presentations, collaborative team or work meetings.

Identify and resolve conflicts, asking for assistance as needed.

Verbally communicate with others, adapting approach to meet the demands of the therapeutic scenario.

Professional/ Ethical Responsibilities

Dress appropriately based on the expectations for the academic and therapeutic settings

and maintain personal hygiene.

Apply concepts of client-centered, family-centered, person-centered practice to the OT process.

Abide by professional standards and utilize ethics in academic and therapeutic scenarios.

Identify and respond appropriately to ethical issues and dilemmas.

Demonstrate a commitment to excellence, honesty, integrity, and respect for others.

Self-direct one's own learning and be engaged in learning in the classroom and in FW.

Self-identify, evaluate, and communicate limits of one's own knowledge and skills.

Incorporate a disposition of life-long learning including the ability to self-identify professional development needs and goals.

Cell Phones

The use of cell phones in class or lab, outside of specific instructor designed learning activities, are disruptive and considered unprofessional. Cell phone use is not permitted in any class or laboratory sessions, including texting, and emailing. Students who use cell phones during classes or laboratory sessions will be dismissed from class and subject to a 10-point deduction from their final grade in the course for each occurrence. Please discuss with the professor, in advance, any extenuating circumstance in which a student feels that a cell phone is required.

Conduct

Students are in a professional graduate program and as such, will be held to high standards for conduct and abide by the [Code of Ethics set out by the American Occupational Therapy Association \(AOTA\)](#). Courtesy and respect are key features of professional conduct and should be used in interactions with students, staff, and visitors to Moravian University. Students should also recognize that they carry the name of Moravian University and the Occupational Therapy Program with them in interactions outside of the campus environment. It's great to

Protect work surfaces and tables with craft paper, newspaper, or other protective covering as appropriate. Always keep all areas clean and neat.

- c. Gloves, paper towels and all other refuse that has been in contact with tissue or chemicals can be placed in the red biohazard waste containers.
 - d. Paper towels from hand washing can be disposed of in the regular trash.
4. Keep the lab clean.
- a. Keep the floor clear of clutter.
 - b. Book bags and purses should not be brought into the lab but stored in the cubbies provided for you.
 - c. Before leaving for the day, pick up any paper or other material that may have fallen on the floor.
 - d. Small spills should be cleaned up immediately using paper towels. Larger spills should be reported to the course instructor for proper containment and management. Use of the chemical spill containment kit will be implemented.
 - e. Dissecting and probing instruments should be wiped clean and returned to the bin before you leave the lab.
 - f. Any broken glass should be disposed of in the glass disposal box.
 - g. At the end of every lab, lab tables and work surfaces should be decontaminated with the Versa Clean 10% solution provided.
 - h. At the end of every lab specimen should be misted with preservative and stored properly.
5. Ethical treatment of specimen tissue be observed.
- a. Students are expected to demonstrate the same respect for the brains as they would show to a patient.
 - b. Brain tissue is delicate and must be handled carefully. Blunt probes and forceps should be used to minimize the amount of handling necessary.
 - c. Specimen tissue including brain material is never to be removed from the lab.
 - d.

- d. In the event of a cut, gloves should be safely removed. Cuts should be immediately washed with soap and water, if possible. First aid kits are available in each lab. All cuts should be reported to the course instructor.
 - e. Students must notify their instructor of all injuries or illnesses occurring at the University, regardless of severity, including those related to hazardous substance exposures.
so that it can be documented properly. If a student refuses medical treatment their signature should be documented on Campus Police Incident Reporting Forms.
 - f. Safety Data Sheets should accompany the injured student to the medical facility.
7. Laboratory facilities are designed to provide appropriate ventilation during dissection activities.

Test/evaluation/treatment supplies, kits, or equipment needed to complete laboratory assignments will be available for student use outside of scheduled laboratory time. Laboratory equipment may be used within the SMRC and should not be removed from the bui

After Receiving Care:

Pants/Skirts/Dresses

Shorts of appropriate length (underwear should not be visible)

Pants should fit well and allow for movement during classes (no fraying, holes, low riding on the waist, cargo style with loops)

Dress of appropriate length. Dresses/skirts that fall above 2 inches of the knee are not permitted. No bodycon dresses are permitted.

Tops

Modest neckline with midriff and back coverage during movement. No crop tops.

Shirts should have sleeves (cap, short or long).

Clean, no holes, opaque, no sheer or see-through lace, no visible bra straps

Section III: General Information

American Occupational Therapy Association (AOTA)

The American Occupational Therapy Association (AOTA) is the national professional association for occupational therapists in the United States. Students are required to maintain a membership in AOTA while enrolled in the OT program at Moravian. Students must upload a copy of their current AOTA membership card to EXXAT. AOTA provides guidance on practice, ethics and research and represents the profession through advocacy at the federal and state levels.

State Occupational Therapy Association Membership

Students are highly encouraged to maintain memberships in their home state occupational therapy associations. The State associations advocate for occupational therapy at the local and state levels of government. They offer opportunities for students to gain experience and networking opportunities. They also provide resources and support for students in their field of study.

meetings; however, students are welcome to meet with their advisor at any time during the program. Students can meet with their advisor in the advisor's office or a conference room on campus, as appropriate. Students should utilize Navigate available through the Single Sign-on OKTA portal.

OCCUPATIONAL THERAPY FIELDWORK EDUCATION

Participants in Fieldwork Education

Director of Clinical Education (DCE)

The DCE is a full-time faculty member of the Occupational Therapy School and is responsible for providing students with quality Level I and Level II fieldwork opportunities. The DCE develops, coordinates, and monitors student's fieldwork experiences. The DCE is responsible for ensuring the MSOT program's compliance with ACOTE fieldwork education requirements (C.1.1-C.1.16) and collaborating with FWEs to ensure fieldwork experiences meet the MSOT's program objectives. The DCE will:

Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education. (C.1.1)

Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience. (C.1.2)

Document that academic and fieldwork educators agree on established fieldwork

workers, physicians, speech language pathologists, nurses, and physical therapists.

(C.1.8)

Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process and includes mechanisms for formal evaluation of student performance. The program must have clearly documented student learning objectives expected of the Level I fieldwork. Level I fieldwork may be met through one or more of the following instructional methods: Simulated environments; Standardized patients; Faculty practice; Faculty-led site visits; or Supervision by a fieldwork educator in a practice environment. All Level I fieldwork must be comparable in rigor. (C.1.9)

Require a minimum of 24 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings. (C.1.10)

Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of the Level II fieldwork. Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork. The supervising therapist may be engaged by the fieldwork site or by the educational program. (C.1.11)

Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice). (C.1.12)

Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence. (C.1.13)

Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site. (C.1.14)

Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA *Fieldwork Performance Evaluation for the Occupational Therapy Student* or equivalent). (C.1.15)

Complete and provide all prerequisites to the site before beginning the Level I fieldwork assignment.

Notify the FWE and the DCE regarding any missed Level I fieldwork scheduled time.

Be responsible for any additional expenses encountered for fieldwork (clearances, travel, housing, clothing, etc.).

Actively participate in all fieldwork experiences.

Inform the DCE regarding any problems that cannot be resolved between the student and the FWE.

Provide written evaluation/feedback to the DCE about the facility.

Complete all assignments related to Level I fieldwork experience by established due date.

Complete all required fieldwork forms by the established due date.

Level II Fieldwork Experiences

Prior to Level II fieldwork, the student will:

Attend all required fieldwork orientation meetings.

Complete and maintain all up-to-date prerequisites on EXXAT.

contact any fieldwork site prior to notification of fieldwork placement.

After notification of placement, contact the fieldwork site and request site-specific requirements/objectives.

Complete and provide all prerequisites to the site before beginning the Level II fieldwork assignment.

Be responsible for any additional expenses encountered for fieldwork (clearances, travel, housing, clothing, etc.).

During or after Level II fieldwork, the student will:

Actively participate in all fieldwork experiences.

Follow the rules of the specific facility and demonstrate professional behavior.

Provide safe and ethical OT services under supervision.

Complete all assignments related to Level II fieldwork experience by the established due date.

Provide accurate documentation of all OT services provided.

Inform the DCE regarding any problems that cannot be resolved between the student and the FWE.

Provide written evaluation/feedback to the DCE about the facility.

Complete all required fieldwork forms by the established due date.

- 4) If an experience is interrupted or discontinued prior to completion, students may need to repeat this experience in a later semester. This will depend on the proportion of the semester completed and the student's individual need for specific types of clinical hours. If the student is required to repeat the clinical education / fieldwork experience, their graduate program may be extended by one (or more) semesters.
- 5) If the student opts to pursue a clinical experience, the program will do its best to facilitate the student's completion of the clinical education / fieldwork requirements. However, as noted above, many factors that impact clinical experience outcomes are beyond the program's control.
- 6) Should a student test positive for COVID-19 prior to completion of their clinical education / fieldwork experience, the student may be required to complete the remainder of the experience at a later date. Rescheduled clinical completion will be at the discretion of the clinical placement site and subject to their COVID-19 rules and regulations. In this situation, a student's graduate program may be extended by one (or more) semesters.

Students must provide their decision regarding clinical education, in writing (e.g., via email) to their Director of Clinical Education and Program Director, no later than two weeks prior to the beginning of the clinical education experience.

Immunization Records

Students are responsible for submitting current immunization records to EXXAT prior to following admission to the program and prior to beginning classes.

Student Profile

Students are required to create and maintain a profile on the EXXAT platform throughout the OT program. This profile is provided to the assigned fieldwork sites.

Pennsylvania Child Abuse Clearance

Students are required to complete a Pennsylvania Child Abuse History Clearance (ACT 151)

Pennsylvania State Police Criminal Record Check

Students are required to complete a Pennsylvania State Police Criminal Records Check (Act 34) following admission to the MSOT program and prior to beginning classes. Students are responsible for the cost as outlined in the School of Rehabilitation Science [Tuition & Fees](#). Students coming from out of state and/or going out of state for fieldwork should contact the DCE.

FBI Fingerprinting

Students are required to complete an FBI Criminal History Record (Act 114) following admission to the MSOT program and prior to beginning classes. Students are responsible for the cost as outlined in the School of Rehabilitation Science [Tuition & Fees](#).

PPD Test

Students are required to complete an annual two-step PPD test following admission to the MSOT program and prior to beginning classes at the Moravian Health Center. Students are responsible for the cost as outlined in the School of Rehabilitation Science [Tuition & Fees](#).

Drug Screen

Students enrolled in the OT program are required to undergo an 11-panel drug screening in their first summer prior to initiating any clinical education experiences. All expenses associated with this test are the responsibility of the student. Students are also responsible for the costs of any additional required drug screenings as required by the * nBT/F4TQq Tm0 g0 G[(-)] TJETQq0.00000912 0 61.

in which a student needs to be accessible to someone outside of the facility or requires the use of a cell phone for medically related reasons, the student should discuss the situation with the FWE to determine the best solution.

Policy on Student Relationships During Fieldwork

The Moravian University OT Program places emphasis on promoting professionalism in all aspects of the curriculum, including the fieldwork site. Students will demonstrate an appropriate relationship with the FWE, employees, and volunteers at the fieldwork site. These relationships are to be held in the highest regard and in a manner that builds mutual respect and trust. Students are expected to follow the standards of the Pennsylvania Code of Licensure and the American Occupational Therapy Association Code of Ethics. Students are not to engage socially, in person, or on social media with the FWE, employees, or volunteers while engaged in

disability and request specific accommodations are not guaranteed accommodations for fieldwork. The DCE will work closely with students that request accommodation for fieldwork. We recommend disclosure of disabilities and requesting specific accommodations prior to the start of fieldwork placements. Students opting not to disclose a disability and request accommodations for fieldwork are not protected under the ADA.

Moravian University, through the [Office of Disability and Accommodations](#) (ODA) coordinates its efforts to arrange effective accommodations for students with disabilities in all areas of campus life. All academic support services and accommodations needed for classroom, clinical, and fieldwork experiences are provided through the ODA. Services from the ODA are provided based on the provision and completion of specific documentation requirements. Students with documented disabilities are responsible for contacting the ODA to identify any needed accommodations.

Please note that accommodation will only be provided if appropriate documentation is completed.

[Medical Marijuana Policy](#)

Students must abide by the Moravian

Student Contact with Fieldwork Site

Students are not permitted to contact a fieldwork site or arrange fieldwork placement on their own at any point during the educational process. Students must go through the DCE to offer suggestions for potential fieldwork sites. The DCE will follow up with sites on behalf of the student to initiate a contract and determine if the site is appropriate.

Cancellation/Changes

Cancellation of a student's affiliation by the site may occur due to unforeseen circumstances, such as staffing, maternity leave, or reorganization of the facility. If a cancellation by a site occurs, the DCE will make every possible effort to meet the needs of the student in determining another placement in a timely manner. The DCE reserves the right to place the student in another setting, geographical location, or timeframe as necessary. The student's rescheduled fieldwork may not occur within the specified curriculum sequence of the MSOT program. The DCE cannot be held responsible for a site cancelling a fieldwork experience or making changes in the fieldwork experience offered.

Students are not permitted to cancel, change, or modify the schedule of a fieldwork experience. Students with extenuating circumstances such as a major life change related to health, finances, or family emergency, must notify the DCE immediately and provide written documentation prior to any official cancellation. The DCE and Program Director will review the circumstances and make the final decision on the cancellation and a plan for another placement. Students are not permitted to contact the fieldwork site to cancel their scheduled fieldwork.

The OT Faculty and/or the DCE, in collaboration with the Program Director, have the right to cancel or delay a student from participating in a Level I or Level II Fieldwork experience for documented professional behavior violations, failure to meet the academic criteria for progression in the OT program, and/or incomplete required prerequisites of either the fieldwork site or the MSOT program.

Attendance

Students are expected to complete all assigned hours and dates of Level I and Level II Fieldwork experiences. For emergencies, illness, or unforeseen circumstances, a student must make up for the missed experiences and initiate completing a make-up date with the site. In the event of an absence, it is the student's responsibility to notify the FWE and the DCE prior to the start time of the scheduled fieldwork day or in the event of being late for a fieldwork experience. All Level I experiences must be completed by the last day of the concurrent semester term.

Each fieldwork site may have an established attendance policy. If the site does not have an attendance policy the following guidelines will be implemented: The only time off permitted during fieldwork should be due to illness, injury, severe weather, or family emergency and is

be in close communication with their FWE regarding weather impact, policies and emergencies, and attendance. If the fieldwork site declares a weather emergency, the student is not required to attend fieldwork; however, the time must be made up. The student must call the FWE at the assigned facility as soon as possible to make them aware of the reason for missing fieldwork time. It will be up to the fieldwork facility and the DCE to determine how the time will be made up. All students must have the required hours for each Level I fieldwork and the required 12 weeks full-time for each Level II placement. For certain fieldwork placements, students may be



LEVEL I FIELDWORK SPECIFICS

LEVEL I FIELDWORK

The goal of Level I Fieldwork is to introduce students to the fieldwork experience, apply knowledge to practice, and to develop an understanding of the needs of clients. The [2018 ACOTE Standards and Interpretive Guide](#) for a master's degree Level Educational Program for the Occupational Therapist states the following for Level I Fieldwork Placement. The MSOT Program will:

Ensure that at least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation. (C1.7)

Ensure that personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed, or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists. (C.1.8)

Document that Level I fieldwork is provided to students and is not substituted for any

Interprofessional Development & Reflection Course Sequence

identified, review for and formulate an *NBCOT exam study plan and relate this process to professional development and continued competence.

LEVEL I FIELDWORK POLICIES AND PROCEDURES

Level I Site Selection/Assignment Process

The MSOT program aims to provide students with exposure to a variety of individuals in various settings. This ensures that upon completion of the curriculum, the graduating MSOT student is an entry-level practitioner with a level of comfort to demonstrate skills and knowledge effectively within a multitude of settings and populations.

The Level I Fieldwork selection/assignment process is performed by the DCE. Assignment to fieldwork sites can include various methods such as randomized lottery, faculty recommendations and input, and the fit and strengths of the student in relation to the fieldwork site, type of population or setting, geographical location, and the fit between the site and curriculum design of the Moravian University MSOT program.

Students will not be placed at a fieldwork site where an immediate family member is employed or receiving treatment, or where the student has previously been employed. Students are not permitted to contact a fieldwork site to arrange a fieldwork placement at any point during the educational process.

Level I International Fieldwork

The OT program at Moravian University has a fieldwork contract with a site in Ecuador and continues to add more affiliations outside the continental United States. Students can complete their Level I fieldwork abroad if they are not on academic warning or probation. International fieldwork placements will be at the discretion of the DCE and occupational therapy faculty, based on student's performance at the time of the request. Policies and Procedures related to international clinical education experiences from Moravian University's [Department of Global Education](#) will be followed. Moravian University will not assist graduate students with housing or travel costs associated with fieldwork. Obtaining these resources is the responsibility of the student.

Notification of Level I Fieldwork Placement

Students are informed of their final Level I Fieldwork assignment through an email notification generated through EXXAT that includes the name of the site, contact person, and contact information. The contact person listed in EXXAT may not necessarily be the student's direct supervisor. It is expected that the students will effectively communicate with the designated contact person at the fieldwork site to introduce themselves and obtain all necessary information related to the fieldwork site prior to beginning the fieldwork. If several students are assigned to one site, one student will be identified as the primary contact with the site and

LEVEL II FIELDWORK SPECIFICS

LEVEL II FIELDWORK

Level II Fieldwork is the culminating educational experience for the MSOT student. Students are provided the opportunity to apply academically acquired knowledge of the occupational therapy process to a broad variety of traditional and non-traditional settings. During Level II fieldwork, students will be expected to incorporate prior learning and experiences as they complete higher-level requirements and implement higher-level responsibilities. Students will gain an understanding of what it means to be part of an occupational therapy school, how to work collaboratively within an interprofessional team, and how to effectively interact with a variety of individuals in the world of healthcare. This is the time for the MSOT student to learn how to be an entry-level occupational therapist.

According to the [2018 ACOTE Standards and Interpretive Guide](#), the goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program's curriculum design and must include an in-

The supervising therapist may be engaged by the fieldwork site or by the educational program. (C.1.11)

Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice). (C.1.12)

Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence. (C.1.13)

experience with administrative responsibilities associated with documentation, billing, and the day-to-day operation of an occupational therapy service.

Level II Fieldwork Objectives

Students will articulate and demonstrate the values and beliefs of the occupational therapy profession to clients, families, other professionals, and to the public.

Students will demonstrate clinical reasoning and reflective practice that enables sound judgement and ethical practice.

The student will recognize and discuss how psychosocial factors influence engagement in occupation and identify how they contribute to the development of client-centered, meaningful, occupation-based outcomes.

Students will demonstrate consideration of client factors, performance skills, patterns, and context in addressing the areas of occupation of their clients.

Students will use professional terminology in reports and conversing with related professionals.

Students will demonstrate inter-professional collaboration to meet program and client needs.

Students will self-initiate seeking additional related resources to increase learning experience within fieldwork placement site.

Students will follow the evaluation procedures and guidelines and treatment protocols in collaboration with fieldwork educators.

Students will demonstrate objectivity, cultural awareness, and sensitivity in the administration of functional assessments and evaluations according to the client's needs and strengths.

Students will develop entry level competencies in occupational therapy as demonstrated by achieving a passing score on the AOTA Fieldwork Performance Evaluation

Students will communicate the role of the occupational therapy assistance, and therapy aides to clients and other professionals.

Students will document effective writing/communication using email and online communication with other professionals as well as within treatment notes and evaluations.

Students will demonstrate therapeutic use of self effectively during treatment sessions.

Students will use modifications and grade activities within treatment for clients to successfully participate in meaningful activity.

Each Level II fieldwork site is encouraged to develop their own site-specific objectives that match with the general Moravian University Level II fieldwork objectives. Students are required to follow both objectives.

Level II Fieldwork Duration & Time Frame

For each Level II Fieldwork experience, students are required to complete a minimum of 12 weeks of fieldwork. In certain cases, Level II Fieldwork may be completed on a part-time basis in accordance with the fieldwork site's policies and procedures if it is at least 50% full-time

their Level II Fieldwork abroad if they are not on academic warning or probation. International fieldwork placements will be at the discretion of the DCE and occupational therapy faculty, based on student's performance at the time of the request. Policies and Procedures related to international clinical education experiences from Moravian University's [Department of Global Education](#)

Level II Fieldwork Grading Policy

Level II Fieldwork courses (OT 681 and OT 682) are graded as Pass/No Credit. The grade is determined by the DCE after review of the final Fieldwork Performance Evaluation (FWPE) and the satisfactory completion of all assignments related to the Level II experience. A FWPE is required for every Level II experience.

The following procedures are used for every Level II FW experience:

The DCE reviews every midterm evaluation within one week of submission on Formstack.

If any of the following occurs on the midterm FWPE:

- a student receives a score of "1" or "2" in any of the first three questions (Fundamentals of Practice)
- a student receives a score of "1" (unsatisfactory performance) in any area that has been performed on site. (A score of 1 for an unobserved skill will not trigger a mediation but will be clarified by the DCE)
- a student will not be able to reach entry-level competence by the conclusion of the Level II 12-week experience is in question
- the FWE determines the student is not meeting the fieldwork site's expectations

the DCE will contact the FWE, and a mediation process will be initiated. The process will be facilitated by the DCE. The FWE and the student participate equally in the mediation. Moravian faculty and facility managers may also participate in the mediation process. A determination will be made at this point whether the student will be allowed to continue in the fieldwork or removed. If appropriate, a fieldwork success plan will be developed. The plan will outline areas of concern, the desired outcome, strategies/processes for success, measurement of success, and a target date for completion. If the goals of the success plan are not met by the target date, the student may not pass Level II fieldwork. Success plans may include time extensions if agreed upon by the clinical site, OT program, and student.

If a student is removed from the fieldwork experience, the OT Program Director and DCE will decide if the fieldwork is a failure/no credit or a withdrawal. Fail/no credit will be based on student performance including any of the following: inadequate clinical skills, threats to patient/client safety, or violation of Moravian University policies or clinical site policies (substance use, harassment, privacy violations, etc.). Withdrawals will be based on: site/student mismatch, inadequate clinical supervision, student health issues (physical/ mental health) or other issues beyond the student control.

The DCE reviews all final evaluation submissions within one week of submission on Formstack.

Upon completion of the Level II experience a student must receive scores of a “3” or above on items and a total score of 111 or above to pass.

A final score below 111, or a score of 1 on any item with a total of 111 or higher results in alignment with the [AOTA scoring guide](#), and the student will need to repeat the course. The table below provides a summary of the FWPE overall score and outcomes.

<u>Overall Score</u>	<u>Fundamentals of Practice Scores</u>	<u>Number of 2's Scored</u>	<u>Outcome</u>
115	All 3+	One or fewer	Pass
115	All 3+	Two or more	Pass-faculty review to determine need for probation if there is a subsequent FW scheduled.
111-114	All 3+	None	Pass
111-114	All 3's		

SMRC Evacuation Maps



