



Tennessee Wesleyan
UNIVERSITY

MASTER OF OCCUPATIONAL THERAPY

Student Handbook

2023-2024

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Note: Every effort has been made to ensure that this handbook is accurate and complete as of the time of publication. Tennessee Wesleyan University reserves the right to make necessary and desired changes in policies, requirements, programs, services, and fees without advanced notice. Current and prospective students should check with the TWU MOT Program to verify current policies, requirements, programs, services, and fees.



Curriculum & MOT Program Overview

Introduction

This Student Handbook is intended to provide potential and matriculated students with information related to the MOT Program, Policies, and Procedures. This Handbook should be used as an Adjunct to the TWU Student Handbook. The information herein is subject to change and any changes will be communicated to students in a timely matter. It is the student's responsibility to ensure they are up to date on all policies and program requirements and should ask for clarity, if uncertain. It is advised that students confirm with their advisors if questions arise and to verify current policies, procedures, and requirements.

Tennessee Wesleyan University Overview

Tennessee Wesleyan University strives to help students be more. With over 30 undergraduate majors, TWU provides a wide range of studies to help each student achieve his or her individual dream. In addition to the Master of Occupational Therapy degree program, Tennessee Wesleyan also offers an online Master of Business Administration, Masters of Nursing, and a hybrid Masters of Arts in Teaching program to help working adults advance their careers. Faculty, staff, and students combine to form a

community of learning, dedicated to the advancement of the University and all our students. With a 12:1 student to faculty ratio, TWU ensures each student receives personalized attention, allowing each student to grow personally and professionally. Our academic programs allow students to participate in fieldwork, internships, and study abroad opportunities, providing a hands-on experiential learning approach.

Through strong academic programs, service-learning opportunities, student organizations and athletics, TWU helps students become enlightened servant leaders who believe in serving others, pursuing knowledge, and leading by example. Tennessee Wesleyan is a member of the Appalachian Athletic Conference of the National Association of Intercollegiate Athletics (NAIA) and features more than 20 athletic teams for men and women. In addition to athletics, students can participate in more than 25 clubs and student organizations, providing students opportunities to grow their leadership skills and foster relationships with fellow classmates.

TWU's main campus in Athens provides a park-like setting, with easy access to downtown Athens and the surrounding area, while the three satellite locations in Knoxville, Cleveland, and Madisonville provide convenience to students in our Nursing program, Master of Occupational Therapy program, Dental Hygiene program, and Management Excellence degree completion program. In addition to our three instructional sites, TWU offers several online options, including an RN to BSN program and our graduate degrees. At all three instructional sites and in online courses, TWU provides individualized attention and support for every student, helping each one to be more.

History of the Tennessee Wesleyan University MOT Program

The Master of Occupational Therapy (MOT) program was initially established at the West Knoxville Instructional Site located at 9845 Cogdill Road, Knoxville, TN 37932. This is the site where the Fort-Sanders/Tennessee Wesleyan University Nursing Program is established, as well as other evening adult education courses offered by the University. It was at this location where the Program Director, and later the Academic Fieldwork Coordinator and Program Administrative Assistant, held temporary offices and planned the MOT Program.

A new, more spacious and accommodating instructional site was identified after months of searching the Knoxville area. Expanding upon the already strong relationship with the Covenant Health System and its Fort-Sanders Regional Medical Center located in Downtown Knoxville, the new MOT Program location was established. The permanent MOT Program Instructional Site is on the top floor of the Newland Professional Building and adjacent to the Fort-Sanders Regional Medical Center, located at 2001 Laurel Avenue, Suites N-604, N-603, N-602, and N-601 Knoxville, TN 37916. This site is the most ideal location for a graduate-level healthcare program and places students at the heart of the medical community enabling them to learn and build lasting professional relationships starting on day 1 of their studies.

The MOT Site includes Labs and Classrooms, inclusive of a simulation apartment, splinting/work/ergonomics lab, and pediatric labs. One of the three suites (N-602) is the Student Research & Resource Center (SRRC) and is the dedicated student-centered space meant to ensure

student support and success. The Student Occupational Therapy Association, Lounge, Resource Center and Student Recording Studio are located within the SRRC. Suite N-604 is the dedicated Administrative and Faculty Office suite. It is within this suite that the Program Director, Academic Fieldwork Coordinator, Program Administrative Assistant, and Faculty are housed. There is also dedicated space for Student Workers and Graduate Assistants.

Tennessee Wesleyan University applied to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in mid-2018 for the approval of the new graduate program in occupational therapy and the new instructional site in Downtown Knoxville, TN. Approval was granted for both on December 4, 2018. Tennessee Wesleyan University submitted their candidacy application to the Accreditation Council for Occupational Therapy Education (ACOTE) in December of 2018 and received Candidacy Status in April 2019.

The main campus of Tennessee Wesleyan University is located in Athens, Tennessee on a forty-acre, tree-lined campus two blocks north of the McMinn County Courthouse square providing a serene, tranquil setting for scholars. Athens, the county seat of McMinn County and a community of 15,000, is located near I-75 midway between Chattanooga and Knoxville in the heart of the Sweetwater Valley. The campus is nestled between the Appalachian Mountains to the east, including the Cherokee National Forest and the Great Smokey Mountains, and the Cumberland Plateau to the west. Students of the MOT Program have access to all of the resources of the Athens Campus, which is located about 50 minutes south of the Downtown MOT Program Instructional Site.

TWU Master of Occupational Therapy Program Description

Occupational Therapy is a rehabilitation healthcare discipline that helps people with physical or mental issues affecting their daily activities. The Vision 2025 of the American Occupational Therapy Association states that “Occupational Therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living” (AOTA, 2017). An entry-level masters or doctorate degree is required to become eligible to sit for the National Board for Certification in Occupational Therapy Examination, which is required for state licensure to practice. The Tennessee Wesleyan University Occupational Therapy curriculum is designed to enable a student to gain the requisite knowledge to successfully learn the necessary lessons needed to become a well-rounded, leadership-focused, and advocacy-minded generalist occupational therapy practitioner and to succeed at passing the National Board for Certification in Occupational Therapy Examination. The TWU Occupational Therapy Program intends to increase students’ skills in critical thinking, clinical thinking, problem solving, research, leadership, advocacy, communication, and entry-level knowledge of occupational therapy.

Mission of TWU

In keeping with the spirit of the liberal arts, Tennessee Wesleyan University seeks within the framework of the Judeo-Christian tradition to provide for students the highest quality educational experience, to promote personal responsibility, integrity, and purpose, and to prepare students for a life of leadership and service in an ever-changing global community.

Mission of the TWU MOT Program

The Master of Occupational Therapy Program at Tennessee Wesleyan University seeks for its students the highest quality of education with the spirit of the liberal arts and within the framework of the Judeo-Christian tradition. In keeping with the OT Program's themes: Service & Spirituality, C(K)reativity, Innovation, Leadership, Lifelong Learning & Scholarship, it will produce well-prepared and highly sought-after graduates that will continuously add value to the profession of occupational therapy while serving their clients' and community's needs.

Vision and Values of the TWU MOT Program

The Master of Occupational Therapy program at Tennessee Wesleyan University will be recognized as an exemplary model occupational therapy program, housed within a comprehensive church-related institution centered in faith and reason that inspires and prepares students to become servant leaders for all people, populations, and communities through effective solutions as presented by the American Occupational Therapy Association's Vision Statement.

Core Values

Tennessee Wesleyan University values a student-centered, engaging learning environment that meets the highest ethical and academic standards. Below are the Values we have prioritized at this time:

Inquiry

We value the pursuit of knowledge and strive to develop an enduring passion for learning in others.

Community

We are a community of learners who are united in a common mission to provide a transformational education for our students.

Diversity

We value all peoples and their diverse ways of learning, living and worshipping.

Excellence

We set high standards for scholarship, service, and leadership.

Engagement

We value opportunities that allow our students to apply learning outside the classroom through internships, service learning, study abroad programs, and research.

Sustainability

We value the planet and the preservation of it.

Service

We value our commitment to improving the conditions of others.

Tag Line & Slogan of the MOT Program

Engaging occupational therapy leaders as life-long learners, teachers, and benefactors of the occupation-based enrichment they bestow to others.

TWU OT Program Philosophy of OT and Teaching, Learning, and Leadership

Occupational Therapy: A Definition and Philosophy adopted by the TWU MOT Program

The TWU MOT Program subscribes to the philosophy that the profession of Occupational Therapy's most fundamental and powerful concepts are those that focus on "occupation," "function," "independence," "therapy," (Polkinghorne, 2004) and "leadership." Occupational therapy is a profession within the realm of healthcare and wellness that helps people recover from disease, disability, inability, or challenges in accomplishing life's daily activities. Occupational therapy practitioners are those who are trained as well-rounded, solution-based, life experts who are capable of determining the most appropriate interventions for clients, populations, and communities in diverse settings across the lifespan (AOTA, 2017). It is with this "occupational" therapy that OT practitioners use occupation to enhance overall function and independence in their performance of life, and it is the drive of leaders in the field to ensure these fundamental concepts are carried on into the future.

Beliefs about Humans as Occupational Beings and OT Students

In addition to the MOT Department's Philosophy of OT, it is also our belief that (as adopted from the Philosophy of Occupational Therapy Education of AOTA, 2018):

- Humans are occupational beings;
- Participation in occupation is a health determinant;
- Participation in occupation is a fundamental human right;
- Occupational therapy student education is best provided in an active, engaging, diverse, and inclusive learning environment both within and beyond the classroom;
- Occupational therapy student education is a collaborative process that builds on prior knowledge and experience;
- Occupational therapy student education is best when inclusive of training related to professional judgement, evaluation, and self-reflection; and

Occupational therapy students are lifelong learners and advocates for the profession of occupational therapy (AOTA, 2018).

OT Department's Philosophy on Teaching, Learning, and Leadership

Excellent teachers are inevitably leaders who provide the motivation, support, and encouragement for students to become lifelong learners. Thus, the TWU OT Department believes leadership and teaching

are interconnected. To be an effective leader involves passion, creativity, and strategic vision. Effective teachers will employ these same traits.

The learning endeavor necessitates strategies to address both short- and long-term learning objectives agreed upon by both the teacher and learner. These strategies should be evidence-based, supported by all constituents, transparent, and propelling toward the common goal. Within this framework, the TWU OT Department has endeavored to create a curriculum consistent with the mission and vision of the program that allows teachers and students to engage creatively in the learning process. Our teachers will challenge students academically, encourage their creativity, and inspire them to become leaders in their own right. The TWU OT Department will seek to measure the effectiveness of the employed teaching strategies and address areas of weakness and continuously improve student outcomes.

As the TWU OT Program seeks to become a model program in the region, the program leadership also embraces the above leadership model. Evidence-based strategies for addressing short- and long-term programmatic goals consistent with the mission and vision of the program have been articulated and will be evaluated on an on-going basis. Continuous programmatic improvement based on program evaluation and input from students, faculty, administration, and community constituents will drive change within the organization. With the combination of on-going evaluation, constituent input, and creative leadership the TWU OT Program will grow in its ability to generate excellent practitioner leaders and its impact on the community and the region.



MOT Program Content, Scope, Design & Sequence

The TWU MOT Program is designed to deliver the required entry-level occupational therapy education at the master's level in accordance with the Accreditation Council for Occupational Therapy Education. The curriculum is delivered in an across-the-lifespan fashion in six semesters ranging from 9 to 16 credit hours. Within the semesters are sequences of courses, choice of on-line Area of Emphasis courses, hands-on labs, Level-I fieldwork experiences, and Level-II fieldwork experiences.

Selection of Content, Scope, and Sequencing of MOT Program Coursework

The following items were used to inform as to the most appropriate and aligned content, scope, and sequencing of coursework to include in the MOT Program:

- Institutional Vision and Mission
- MOT Program Vision and Mission
- AOTA Vision 2025
- 2011/2018 ACOTE Standards for a Master's Degree-Level Educational Program
- MOT Program Advisory Board Feedback (3/15/2018, 9/20/2018 & 3/28/19)
- MOT Program Objectives
- MOT Program Student Learning Outcomes
- MOT Program Threads (S.K.I.L.L.S.)
- Local and Regional OT Employment Opportunities and Setting-Types
- Tennessee Scope of OT Practice
- MOT Program Best-Practices (research of other MOT Programs and Curricula)
- AOTA Published Documents (i.e., Blueprint, Best Practices, Ethics, etc.)
- Textbook Reviews
- Personal Conversations and Interviews
- New Graduate Feedback (of other OT schools)
- Current Trends & Issues as per AOTA, Blogs, and CommunOT
- Discussions and minutes from various AOTA committees
- Experience of current faculty/staff and local OT connections
- Expressed needs of Leadership in the field of OT (articles and conference attendance)
- Occupational Therapy Practice Framework, 4th edition.

MOT Program Sequence of Courses & Curriculum

Tennessee Wesleyan's occupational therapy program delivers an unparalleled path to understanding how the therapeutic use of daily activities benefits individuals across the lifespan. The occupational therapy curriculum is challenging and engaging, teaching you how to help people live healthier, happier, and safer lives. Graduate students in the MOT Program are required to have a working laptop with WIFI/internet capabilities, a webcam and a microphone and must be competent in their use.

SEMESTER 1 (12 s.h.)

OCT 507: Introduction to Occupational Therapy	3 s.h.
OCT 508: Standardized and Non-Standardized Assessments	3 s.h.
OCT 509 Functional Anatomy Lab and Lecture	5 s.h.
OCT 522: Research & Leadership in OT Practice I: Science Driven OT Practice	1 s.h.

SEMESTER 2 (15 s.h.)

OCT 608: Activity Task Analysis and Use of Self	3 s.h.
OCT 613: Pathologies & Interventions Lecture and Lab Series I	5 s.h.
OCT 614: Practice in Occupational Therapy: Evaluation and Assessment	3 s.h.
OCT 615: Technologies in Occupational Therapy Lecture & Lab	3 s.h.
OCT 622: Research and Leadership in Occupational Therapy Practice II: Master's Thesis Plan	1 s.h.

SEMESTER 3 (16 s.h.)

OCT 701: Modalities & Upper Extremity Lecture & Lab	5 s.h.
OCT 704: Advocacy, Leadership, and Administration in Occupational Therapy	2 s.h.
OCT 713: Pathologies & Interventions Lecture & Lab Series II	5 s.h.
OCT 721: Introduction to Level I Fieldwork/Level I Fieldwork Experience	2 s.h.
OCT 722: Research & Leadership in Occupational Therapy Practice III: Masters Thesis Implementation	2 s.h.

SEMESTER 4 (14 s.h.)

OCT 806: Pediatrics and School-Based Occupational Therapy Lecture & Lab	5 s.h.
OCT 807: Mental Health and Psychosocial Occupational Therapy: Traditional and Community-Based Practice	5 s.h.
OCT 821: Introduction to Level II Fieldwork / Level I Fieldwork Experience	2 s.h.
OCT 822: Research & Leadership in OT Practice IV: Master's Thesis Completion & Presentation	2 s.h.

SEMESTER 5 (9 s.h.)

OCT 896 Level II Fieldwork Experience Rotation	9 s.h.
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SEMESTER 6 (9 s.h.)

OCT 897 Level II Fieldwork Experience Rotation II	9 s.h.
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Graduation Summer Year 2 - NBCOT Exam Period Fall Following Graduation

TOTAL CREDITS: 75

TOTAL COURSES: 20

SEMESTERS: 6

PROGRAM LENGTH: 2 years

Curriculum Threads & Statements

S.K.I.L.L.S

The MOT Program at Tennessee Wesleyan University has within its curriculum design six important, and non-content specific programmatic threads. These threads are interwoven throughout the various program courses, within course assignments, in testing materials, and during client-practitioner interactions at fieldwork and in professional practice.

The following six programmatic threads have sub-threads, which breaks the broader thread into smaller, 1–2-word components which are easier to identify throughout the curriculum and may repeat under different threads. The threads are also aligned with the TWU and MOT Program Mission and Vision and are meant to add value to the education students receive as well as benefit to those who will eventually receive students' professional services as occupational therapists. These programmatic threads are presented as the acronym S.K.I.L.L.S. and all threads will be present in all courses of the curriculum, although some will naturally emerge more frequently than others in certain courses.

(S) Service and Spirituality

Tennessee Wesleyan University is a non-profit, faith-based institution of higher education. It is believed that what we do as occupational therapy professionals is our calling in the service of others as a reflection of our faith. *It is the aim of the TWU MOT Program to instill a sense of service and recognition for human spirituality in the students and future clients our students will serve as occupational therapists.*

Service | Spirituality | Diversity | Religion | Culture | Populations | Recognition | Integrity | Respect

(K) Creativity

As fast-paced and evolving as the world appears to be sometimes, it is a necessity to have the skills to think critically and clinically while using one of the few things that differentiates humans from other lives of the world, their creativity. The use of artistry, creativity, and ideas, whether concrete or abstract, has been within the sets of skills occupational therapists have been using since its inception over 100 years ago. The use of everyday tools, instruments, and technology has varying levels of demands of a person and is dependent on many factors. Therefore, it is recognized that not one standard method is sufficient to teach those who require teaching, and hence, the need for the use of creativity is called upon. *The TWU MOT Program encourages creativity throughout the curriculum, starting from very guided creativity and progressing to the point where after guidelines of OT practice have been understood by students, they are able to create within the bounds of their imaginations, rules, and regulations and for the benefit of the clients they serve.*

Creativity | Evolution | Technology | Critical Thinking | Clinical Thinking | Art | Idea

(I) Innovation

Closely related to creativity is the need for continuous innovation. *With the fast pace of emerging technologies, varying philosophies of life and how to live it, and with respect to the people of various cultures, religions, and beliefs of the world, the TWU MOT Program recognizes the need to encourage a sense of innovation within our teaching of occupational therapy.*

Innovation | Philosophy | Belief | Technology | Diversity | Communication | Teaching | Learning

(L) Leadership

It is the belief of the TWU MOT Program that in order to lead, one must first know how to follow. MOT students are taught to identify leaders of interest, role models, and mentors so that they may learn the paths of others and how to follow. Later, students will have threaded opportunities throughout the curriculum to lead others. Students will lead each other, groups of clients, and various leadership and advocacy initiatives that fall in line with the TWU MOT Program Mission, Philosophy, and Program Learning Outcomes. *It is the aim of the MOT Program to establish MOT students who advocate and act like leaders who will result in occupational therapy graduates and practitioners who will advocate and lead.*

(L) Lifelong Learning

Learning does not start and stop in the classroom. In the TWU MOT Program, students begin a new learning journey about how to become and do the job of an occupational therapist. It is the belief of the TWU MOT Program that students will learn not only about their chosen field of study, but also about themselves as human beings, about others, about life, and about all that life means and entails from various points of views. *The MOT Program will show students that learning does not end upon graduation from the MOT Program, but rather, that graduation serves as a platform in which to continue in life on various new journeys of lifelong learning.*

Learning | Journey | Lifelong | Self | Others | Teaching | Understanding | Occupation

(S) Scholarship

It is understood by the TWU MOT Program that what we know today is a direct result of what has been learned in the past, with the added personal experience component that makes it unique for every person. Knowledge builds on knowledge and without a structured, well-planned process of study and inquiry, reliability, and validity, new knowledge cannot be realized. *MOT students will have opportunities in every course to practice their skills at learning prior knowledge and contributing to the knowledge base of the occupational therapy profession.*

Scholarship | Knowledge | Reliability | Validity | Profession | Inquiry | Structure | Contribution

MOT Student Learning Outcomes & Program Objectives

Student Learning Outcomes

The overall Student Learning Outcomes of the MOT Program are met by meeting each course, lab, and fieldwork requirement set forth in the MOT Program Curriculum. Ultimately, and upon graduation, each student will demonstrate and/or show evidence of the following outcomes:

1. As adopted from the American Occupational Therapy Association's Vision 2025, the TWU MOT Student will learn how to maximize health, well-being, and quality of life for all people and populations within the local and regional communities through effective solutions that facilitate participation in everyday living; *as determined by the MOT Program Running Thread Assignments (Reflection Journals), completion of Graduate Journal Packet, and MOT Program Skills Competency Packet.*
2. The TWU MOT Student will become eligible to sit for the National Board for Certification in Occupational Therapy Examination, which is required for state licensure to practice as an Occupational Therapist.

3. The TWU MOT Student will gain the requisite knowledge to successfully learn the necessary lessons needed to become a well-rounded, leadership-focused, and advocacy-minded generalist occupational therapy practitioner; *as determined by the completion of on-line Areas of Emphasis Coursework, an Advocacy in OT Course or Component, and MOT Program Skills Competency Packet.*
4. Graduates of the TWU MOT Program will demonstrate skills and competence in critical thinking, clinical thinking, and problem solving, judgment, safety, and risk awareness; *as determined by Passing Scores on the Fieldwork Performance Evaluations of Level I Fieldwork, Level IIa Fieldwork, and Level IIb Fieldwork rotations (specifically, item #s 2, 3, and 18) and select items on the MOT Program Skills Competency Packet related to critical thinking, clinical thinking, problem solving, judgment, safety, and risk awareness (i.e., Judgement, Safety & Risk Awareness in Pediatrics, OT Code of Ethics & Ethics Standards, etc.)*
5. Graduates of the TWU MOT Program will demonstrate skills and competence in research, leadership, advocacy, and communication; *as demonstrated by successful completion/passing of the Research Series of Courses, the Master's Thesis, and required Advocacy in OT Projects / Public Presentations.*
6. Graduates of the TWU MOT Program will pass the National Board for Certification Examination in Occupational Therapy, thereby demonstrating entry-level knowledge of occupational therapy; *as demonstrated by a passing score on the NBCOT Exam for Occupational Therapists.*
7. Graduates of the TWU MOT Program will be professional, prepared, dependable, and will communicate effectively in all formats; *as demonstrated by scores of 3 or 4 on the Fieldwork Performance Evaluations of Level I Fieldwork, Level IIa Fieldwork, and Level IIb Fieldwork Rotations (specifically, item #s 32, 33, 34, 35, 39, and 40).*

MOT Program Learning Objectives

The TWU MOT Program will yield occupational therapy graduates who are prepared to become licensed occupational therapists who:

1. Apply concepts of human occupations, client-centeredness, and occupational science to the practice of occupational therapy.
2. Incorporate the broad base of knowledge of the liberal arts and sciences into the practice of occupational therapy.
3. Apply knowledge of the basic tenets of occupational therapy's foundations, theoretical perspectives, philosophy, domains, and processes into the practice of occupational therapy.

4. Apply sound judgement and clinical knowledge of screening, evaluation, intervention planning, treatment, and referral into the practice of occupational therapy.
5. Demonstrate consideration of all factors affecting, or potentially affecting, the delivery of occupational therapy services, including context of service delivery, cultural and lifestyle differences, and bias.
6. Demonstrate leadership and advocacy throughout the process of OT service provision.
7. Use evidence-based resources, scholarly activities, and the application of sound research practices to contribute to the body of knowledge and practice of occupational therapy.
8. Demonstrate high standards of professionalism, ethics, values, and responsibilities as a generalist in the practice of occupational therapy.
9. Demonstrate clinical competency in the practice of occupational therapy and the therapeutic use of self while on fieldwork rotations and in lab courses.
10. Utilize reliable resources as guides to the practice of and documentation for occupational therapy services.

Course Descriptions

OCT 507: Introduction into Occupational Therapy (3 credits)

- Course Description: This course is designed to provide students with in-depth knowledge of the history, theoretical, and philosophical base of occupational therapy along with basic occupational therapy principles used as a foundation for practice. Students will learn about and verify knowledge about key official documents that guide OT practice, roles and responsibilities of an occupational therapist, and ethical dispute resolution strategies. Prerequisite: Acceptance to MOT Program

OCT 508: Standardized and Non-Standardized Assessments (3 credits)

- Course Description: This course is designed to provide students with knowledge and skills to be able to administer both standardized and non-standardized assessments in occupational therapy. Students will learn a variety of assessments to be utilized throughout their curriculum, but also as a practicing occupational therapist. In addition to assessments, students will learn the differences in normative and criterion references assessments, the meaning of validity and reliability regarding assessments, and other criteria. Students will be able to interpret the scores from

these evaluations in order to use the data to justify occupational therapy services and create a plan of care. Prerequisite: Acceptance to the MOT Program

OCT 509: Functional Anatomy Lecture & Lab (5 credits)

- Course Description : This course is designed to facilitate students understanding of the clinical significance of human anatomy as related to occupational therapy. Students will receive instruction and apply knowledge of various systems on the human body including: the skeletal system, nervous system, muscular system, and circulatory system. Students will develop further understanding of biomechanics, osteokinematics, and arthokinematics as related to functional movement of the body. Prerequisite: Acceptance to the MOT Program

OCT 522: Research & Leadership in OT Practice I : Science Driven OT Practice (1 credit)

- Course Description: This course is the first of the formal research-related courses of the MOT Program. On a broad scale, students will practice and explore the various aspects of locating, critiquing, and determining the quality of evidence and research, including organizing, collecting, and analyzing data for use in the OT evaluation and the overall delivery of OT services process. Students will practice utilizing scholarly literature to make evidence-based decisions and evaluate techniques of research, such as use of descriptive, correlational, and inferential quantitative statistics and coding, analyzing, and synthesizing qualitative data. Students will critique the validity of research and the various methodologies used as they present argument presentations on various OT related topics of interest. Students will use research to begin formulating topics for their research topics to be used during the remainder of the program. Prerequisite: Acceptance to the MOT Program

OCT 608: Activity Task Analysis and Use of Self (3 credits)

- Course Description: Students will utilize requisite, acquired knowledge in anatomy, kinesiology, physiology and other program prerequisite courses, and apply that knowledge to the analysis of human movement, human cognitive processes, and human emotion as they relate to task performance. Students will learn the components of therapeutic use of self and develop an ability to utilize it as they perform analysis of functional abilities during occupations. The Occupational Therapy Practice Framework (OTPF): Domain and Process document and other official guiding documents will be studied as students begin to demonstrate knowledge and skill required for client screening, client assessment, and intervention planning. Students will study concepts related to professional judgment, safety, risk-awareness, ergonomics, environmental modification, and teaching and learning strategies. Prerequisite: Acceptance into the MOT Program.

OCT 613: Pathologies & Interventions Lecture and Lab Series I (5 credits)

- **Course Description:** This course is designed to provide students with knowledge related to areas of neurology, cardiopulmonary, orthopedics, and degenerative diseases. Students will demonstrate knowledge of typical development and the impacts of disease as related to physical, mental, cognitive, perceptual, neuromuscular, behavioral, and sensory skills and deficits. Students will develop intervention skills to address functional deficits impacting occupations. **Prerequisites:** All first semester MOT Program courses.

OCT 614: Practice in Occupational Therapy: Evaluation and Assessment (3 credits)

- **Course Description:** Students, utilizing the occupational profile and Occupational Therapy Practice Framework, will learn the OT process beginning from evaluation and the intervention process, to discharge planning. Students will learn the basics of goal writing, discharge notes, soap notes, and other documentation used in occupational therapy. **Prerequisites:** All first semester courses.

OCT 615: Technologies in Occupational Therapy Lecture & Lab (3 credits)

- **Course Description:** In the Assistive Technologies in Occupational Therapy lab and lecture course, students will further incorporate co-requisite knowledge gained in the areas of anatomy, universal design, accessibility, and ergonomics while assessing and performing task analyses to determine the need for assistive technologies to ensure optimal occupational performance in all domain areas as per the Occupational Therapy Practice Framework. Students will create intervention plans based on assessments and task analyses, create assistive technology devices, review payment options, documentation requirements, training and education for clients and caregivers, indications and contraindications for use, and advocate for clients who need assistive technologies.

OCT 622: Research & Leadership in Occupational Therapy Practice II : Master's Thesis Plan (1)

- **Course Description :** In this course, students will begin creating a Master's Thesis Plan while practicing and exploring the various aspects of locating, critiquing, and determining the quality of evidence and research, including organizing, collecting, and analyzing data for use in the OT evaluation and the overall delivery of OT services process. Leadership in healthcare concepts in occupational therapy practice will be linked to quality evidence-based research and practice. Students will practice utilizing scholarly literature to make evidence-based decisions and evaluate techniques of research, such as use of descriptive, correlational, and inferential quantitative statistics and coding, analyzing, and synthesizing qualitative data. Students will critique the validity of research and the various methodologies used as they prepare their topic of interest Master's Thesis Research Plan. During this course, students will

also begin preparing their Institution Review Board (IRB) application for submission.
Prerequisites: All first semester MOT Program courses.

OCT 701: Modalities & Upper Extremity Lecture and Lab (5 credits)

- Course Description: This course and lab are designed to give students opportunities to deeply analyze the upper extremity within occupations and provide basic competency and practice opportunities in the concepts of occupational therapy related to common upper body deformities, trauma, and injuries requiring surgeries or immobilization. Rehabilitation indications, with a review of commonly used surgical techniques, will be reviewed to build the base of knowledge needed to evaluate, assess, and treatment plan for the design, fabrication, application, fitting, and training for assistive technologies and devices used to enhance occupational performance in daily life tasks. Deep-thermal, electrotherapeutic, and other preparatory modalities will be reviewed. Students will provide educational sessions/presentation on proper techniques, indications, contraindications, safety and risk awareness and more. Prerequisites: All first, second, and third semester MOT Program courses.

OCT 704: Advocacy, Leadership, and Administration in Occupational Therapy (2 credits)

- Course Description: This course offers occupational therapy students the opportunity to explore advocacy and leadership within the profession of occupational therapy. Students will learn of the importance of advocating for those who are considered vulnerable, at risk, or who have experienced occupational injustice, deprivation of needed services, social hardships, and overall welfare difficulties in various contexts. Policy review, strategies for change, and opportunities for leadership for OTs span over social, economic, political, geographic, and demographic factors that impact OT practice. OT models of practice and frames of reference will be used to assess traditional and emerging practice areas for OTs and consider the roles of health promotion, prevention of disease and dysfunction, care coordination, case management, transition services, fieldwork, and more. Management and collaboration of OT and related healthcare services will be discussed. Prerequisites: All first semester MOT Program courses.

OCT 713: Pathologies & Interventions Lecture and Lab Series II (5 credits)

- Course Description: This course is designed to provide students with knowledge related to pathologies impacting older adult populations. Students will demonstrate knowledge of normal aging and understand the impact disease and dysfunction have on older adults. Students will develop intervention skills focused on aspects of occupations related to remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral, and sensory skills and deficits. Prerequisites: All first and second semester

OCT 721: Introduction to Level I Fieldwork / Level 1 Fieldwork Experience (2 credits)

- Course Description: Students will analyze and practice, within various community and emerging practice settings across the life span, the identification of the need for OT services and the evaluation and intervention of clients. Under the supervision of MOT Program Faculty, students will practice skills with appropriate evaluation and assessment tools, treatment planning, treatment implementation, documentation as per facility and reimbursement requirements, and various other aspects of OT services. Students will demonstrate knowledge of the legal aspects and obligations of working with various clients across the lifespan with a focus on the mental and psychosocial health components. Students will interact with live clients under the supervision of MOT Program Faculty to practice their patient/client-practitioner interaction and therapeutic use-of-self skills. This course meets the first of the two Level-I Fieldwork Hours Requirements of the MOT Program.

OCT 722: Research & Leadership in Occupational Therapy Practice III: Masters Thesis Implementation (2 credits)

- Course Description: In this course students, building upon the foundation created in Research & Leadership in Occupational Therapy Practice II: Master's Thesis Plan, students will continue to create their Master's Thesis and begin working toward and completing implementation. Students will develop strategies to be used to complete their data collection and communicate their needs to professionals, stakeholders, and/or community members as needed. Students will collaboratively or individually work toward finalizing their analysis, evaluating the meaning of their results and the impact that it has on the occupational therapy profession. Following data collection students will continue to work toward completion of their Master's Thesis. All second semester MOT program courses.

OCT 806: Pediatric and School-Based Occupational Therapy Lecture and Lab (5 credits)

- Course Description : Students will gain knowledge and review skill and technique requirements of pediatric and school-based occupational therapy practice. In this course, students will explore evidence-based assessment and evaluation tools, documentation requirements, reimbursement systems and mechanisms, inter and intra-professional collaboration, and practice skills in educating clients and related parties. Students will demonstrate knowledge of typical and atypical development of children less than 1-year-old through 18 years old and will focus on aspects of occupations related to development, remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral, and sensory skills and deficits.

OCT 807: Mental Health and Psychosocial Occupational Therapy: Traditional and Community Based Practice Lecture and Lab (5 credits)

- Course Description: This course is designed to explore the mental health and psychosocial components of traditional, community-based, and emerging practice settings. Students will analyze various mental health practices as related to occupational therapy. Students will develop skills to address areas of evaluation, treatment planning/ implementation and discharge planning. Prerequisites: All first, second, and third semester MOT program coursework.

OCT 821: Introduction to Level II Fieldwork / Level 1 Fieldwork Experience (2 credits)

- Course Description: In this course Students will learn of all processes related to the Fieldwork portion of the MOT program, including necessary paperwork, facility-specific orientations and paperwork, background checks, drug screens, policies and procedures, ethics, laws and rules, and more. Students will receive and work through the MOT Fieldwork Manual and practice completing paperwork and case scenarios related to the various sites they will be attending for Fieldwork. All components of the OTPF will be reviewed as it relates to Fieldwork. Prerequisites: All first, second, and third semester coursework.

OCT 822: Research & Leadership in OT Practice IV : Masters Thesis Completion & Presentation (2 credits)

- Course Description: In this course, students will refine, complete, and formally present their Master's Thesis. Students will reflect on how they have explored the various aspects of locating, critiquing, and determining the quality of evidence and research, including organizing, collecting, and analyzing data for use in the OT evaluation and the overall delivery of OT services process. They will demonstrate how their Master's Thesis topic of interest captured and incorporated concepts of leadership in healthcare and in occupational therapy practice. Students will present how their research has built upon and was based on high quality, evidence-based research findings and sound therapy practices. Students will explain their processes and use of scholarly literature to make evidence-based decisions and evaluate techniques of research, such as use of descriptive, correlational, and inferential quantitative statistics and coding, analyzing, and synthesizing qualitative data. Students will explain how they have critiqued the validity of research and the various methodologies used as they prepared their topic of interest Master's Thesis Research Plan and implementation. Students will coordinate with their Master's Thesis Advisor all final and required paperwork for submission and presentation of their Master's Thesis.

OCT 896: Level II Fieldwork Experience Rotation I(9 Credits)

- **Course Description:** Students entering their first Level II Fieldwork (FW) Rotation will have successfully completed all previous didactic coursework from semesters 1-4. During Level II FW, students will reflect upon and utilize the skills, techniques, knowledge, clinical reasoning, and critical thinking skills. They will apply their knowledge of frames of references of OT practice, occupation-based practice, client-centered practice appropriate for the setting and developmental level of clients. Students will demonstrate sound clinical judgement, safety and risk awareness, and therapeutic use of self under the supervision of an experienced and licensed occupational therapist. Overall, students will demonstrate most, if not all skills expected of a pre-entry level occupational therapist. Students will complete 12 full-time weeks of Level II FW and receive, at minimum, a midterm and final evaluation using the Level II Fieldwork Performance Evaluation approved and provided by the American Occupational Therapy Association. Prerequisites: All previous didactic coursework (i.e., first, second, third, and fourth semester coursework).

OCT 897: Level II Fieldwork Experience Rotation II (9 Credits)

- **Course Description:** Students entering their second Level II Fieldwork (FW) Rotation will have successfully completed all previous didactic coursework from semesters 1-5 and their first Level II FW Rotation. During Level II FW, students will reflect upon and utilize the skills, techniques, knowledge, clinical reasoning, and critical thinking skills. They will apply their knowledge of frames of references of OT practice, occupation-based practice, client-centered practice appropriate for the setting and developmental level of clients. Students will demonstrate sound clinical judgement, safety and risk awareness, and therapeutic use of self under the supervision of an experienced and licensed occupational therapist. Overall, students will demonstrate all skills expected of a pre-entry level occupational therapist. Students will complete 12 full-time weeks of Level II FW and receive, at minimum, a midterm and final evaluation using the Level II Fieldwork Performance Evaluation approved and provided by the American Occupational Therapy Association. Prerequisites: All previous didactic coursework (i.e., first, second, third, and fourth semester coursework)

OCT 898: Level II Fieldwork Experience Continuation (6 Credits)

- Students missing hours from any of the Level II FW Rotations will have to make up the missing hours by enrolling in and successfully completing this OCT 898 course. Students will have successfully completed all previous didactic coursework from semesters 1-5. During Level II FW, students will reflect upon and utilize the skills, techniques, knowledge, clinical reasoning, and critical thinking skills. They will apply their knowledge of frames of references of OT practice, occupation-based practice, client-centered practice appropriate for the setting and developmental level of clients. Students will demonstrate sound clinical judgement, safety and risk awareness, and therapeutic use of self under the supervision of an experienced and

licensed occupational therapist. Overall, students will demonstrate all skills expected of a pre-entry level occupational therapist. Students will complete 4 full-time weeks of Level II FW and receive, at minimum, a midterm and final evaluation using the Fieldwork Performance Evaluation approved and provided by the American Occupational Therapy Association. Prerequisites: All previous didactic coursework (i.e., first, second, third, fourth, and fifth semester coursework). Co-Requisites: Dependent on student situation and what is needed.

OCT 815 : Research in OT Practice Continuation (1-2 credits)

- **Course Description:** This course is the Master's Thesis continuation course. If students do not satisfactorily complete their Master's Thesis in the allotted timeframe, they will have to enroll in this course to complete the Master's Thesis requirement of the MOT Program. In this course, students will refine, complete, and formally present their Master's Thesis. Students will reflect on how they have explored the various aspects of locating, critiquing, and determining the quality of evidence and research, including organizing, collecting, and analyzing data for use in the OT evaluation and the overall delivery of OT services process. They will demonstrate how their Master's Thesis topic of interest captured and incorporated concepts of leadership in healthcare and in occupational therapy practice. Students will present how their research has built upon and was based on high quality, evidence-based research findings and sound therapy practices. Students will explain their processes and use of scholarly literature to make evidence-based decisions and evaluate techniques of research, such as use of descriptive, correlational, and inferential quantitative statistics and coding, analyzing, and synthesizing qualitative data. Students will explain how they have critiqued the validity of research and the various methodologies used as they prepared their topic of interest Master's Thesis Research Plan and implementation. Students will coordinate with their Master's Thesis Advisor all final and required paperwork for submission and presentation of their Master's Thesis. Prerequisites: All first, second, third, fourth, and fifth semester MOT Program courses.



The Newland Professional Building, located at 2001 Laurel Avenue, Suites N-601, N-602, N-603, and N-604, Knoxville, TN 37916 is the location of the TWU MOT Program.

Admissions & Graduation Requirements

Admission Requirements

Applicants to the MOT program must hold a bachelor's degree from a regionally-accredited college or university. Applicants must also have completed the following undergraduate course requirements:

Prerequisites	Credits
Biology*	3
Anatomy & Physiology I & II*	8
Kinesiology*	3
Epidemiology*	3
Developmental Psychology*	3
Abnormal Psychology*	3
Introductory Sociology OR Introductory Anthropology	3
Medical Terminology	1-3
Statistics	3

***ALL SCIENCE COURSES MUST BE COMPLETED WITHIN 10 YEARS**

Other criteria include:

1. Completed application to OTCAS, The Centralized Application Service for Occupational Therapy, including submission of all documentation listed in 2-5 below;
2. Official transcripts from all previous college work with a cumulative GPA of 3.0 or higher and a conferred baccalaureate degree;
3. Three letters of recommendation signed and provided in sealed envelope with contact information provided for verification; or via the OTCAS System.
4. 40 documented volunteer hours in OT or related field;
5. A background-check through Verified Credentials prior to final admission with a finding of no felony or substantial criminal background, as per state licensure requirements.

Transfer Policy

Graduate transfer credit for OT coursework will not be accepted for the MOT program.

Graduation Requirements

Students must meet the following requirements to receive the Master of Occupational Therapy Degree.

1. A TWU *Intent to Graduate* form must be submitted during the first semester of matriculation
2. Completion of 75 credit hours in the MOT Program
3. Cumulative GPA in the TWU MOT Program of 3.0 on a 4.0 scale
4. No more than two course grades of C in the TWU MOT Program
5. Completion of the Master's Thesis

6. Completion of two Level-II Fieldwork Rotation
7. Completion of all program requirements no later than 3 years from the start of the program; or 1.5 times the length of the program.

Progression, Retention, and Grading Policies

The following course grade designations will be used in the MOT Program:

A = 95-100	A – Excellent	F – Failure, Not Competent
A- = 90-94	B – Satisfactory, Above Average	I – Incomplete
B+ = 87-89	C – Average	IP – In Progress
B = 83-86	D – Below Avg./ Not Competent	W – Withdrawal
B- = 80-82		
C+ = 77-79		
C = 73 - 76		
C- = 70-72		
D = 65-69		
F = 0-64		

The following policies will apply to the above letter grade designations:

1. Grades will not be rounded in the MOT program. This is mostly due to the fact that we perceive your time as a student as not only preparation for your Board exam, but also your future in a healthcare profession. We want to ensure that everyone has the mentality that when you take the board exam the score given to you will not be adjusted for any reason and when you are at your first job you are properly prepared to work in your setting as a competent, generalized OT practitioner.
2. Any situation, as listed below, that requires the student to retake a class, will result in the student halting their progression in the MOT program until they have received the grade needed in the course that is required to be retaken.
3. Students may receive final course grades of C, or less, in no more than two MOT courses.
 - a. If a student receives a third C in any course, the student will be required to retake that course the next time it is offered along with any co-requisite course requirements.
 - b. In the event a student receives their 2nd and 3rd C in one semester, resulting in the student having 3 C's, the student will be required to take the course with the lowest calculated grade, when the class is offered again, along with any co-requisite requirements regardless of the grade received in the co-requisite.

4. A grade of D or less will result in dismissal from the program. Dismissed students may reapply to the program the following year, when the class is available again, and then continue in the program pending a passing grade. Students that are dismissed from the program will need to keep grades of C+ or higher. Any grade lower than a C+ will result in permanent dismissal.
5. Students may retake a TWU MOT graduate level course only once, regardless of the prior grade in the course. The most recent grade earned will be calculated into the cumulative grade point average and can only count once toward graduation requirements.
6. The final grade of Incomplete (I) is rarely issued and is granted solely at the discretion of the Director of the MOT Program for serious extenuating circumstances. The "I" grade cannot be used to enable a student to do additional work to raise a deficient grade. Any assigned grade of "I" must be removed within 3 weeks; otherwise, the grade becomes an "F."
7. Students withdrawing from a course, or the MOT program, must contact the MOT Program Director and initiate the official TWU withdrawal process and required documentation. Failure to do so will result in a grade of "F" (failure) in the classes in which the student is registered for the semester and the student will receive no refund of tuition or fees paid.
8. Students withdrawing from the MOT program may apply for re-admission one time; re-admission will follow the academic curriculum cycle (i.e., re-entry will occur when the course is offered again, which will be the re-entry point into the MOT Program unless it is a Level-II FW Course).

Transcript Policies

Transcript requests must be made through the Registrar's Office or the online ordering system. All requests must be in writing, either on the official transcript request form, available from the Registrar, or in memorandum form with the student's signature. Transcripts are processed after receipt of a \$10.00 processing fee. If an order is made for more than one copy, the processing fee for all subsequent copies is \$10.00 each. The University reserves the right to refuse to release to any student a transcript, grade report, or diploma for failure to return University property, pay any accounts due the University, or for being in default on school loans.

Course Loads

A student in the MOT program is expected to take the full load of pre-scheduled MOT courses. The program is a block-step program and courses that are failed or unsatisfactory completed must be retaken when the course is offered again, and the student will be withdrawn from the program until that time.

For other Admissions and Academic Life-related policies, please refer to the TWU Academic Catalog 2022-2023.

Tuition

Tuition for the TWU MOT Program is \$775 per credit. There are 75 credits in the program. Therefore, the total tuition is \$56,820, not including Student Fees.

Fees

Student fees are \$325 per semester. There are 6 semesters in the program. Therefore, the student fees are \$1,950 for the program. In addition to this, a one-time \$150 graduation fee is applied during the final semester of the program: bringing a grand total of Student Fees to \$2,100 over the 2-year program.



General MOT Program Policies & Procedures

Code of Ethics

The MOT Program of TWU abides, and expects its students to abide, by the guiding statements of the American Occupational Therapy Association's Code of Ethics (2020). This includes its core values of altruism, equality, freedom, justice, dignity, truth and prudence. It also includes its principles and standards of conduct, including beneficence, nonmaleficence, autonomy, justice, veracity, and fidelity. MOT Students are asked to refer to the AOTA Website to review these values and principles in greater detail. Details can be found at [AOTA 2020 Occupational Therapy Code of Ethics | American Journal of Occupational Therapy](#).

Academic Integrity

It is the TWU MOT Department's expectation that all MOT students conduct themselves with the highest standard of integrity that is consistent with the TWU Honor Code Pledge, which states "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." In short, this means that plagiarism will not be tolerated and will automatically result in a decreased grade or a grade of a zero on the assignment on the first offense, and then a zero in the class on the second offence; with possible dismissal from the MOT Program. Also, dishonesty, intentional deception, or use of other's work without permission or any other definition or form of plagiarism or cheating are not acceptable or consistent with professional behaviors of a future occupational therapist.

Alcohol and other drug (AODA) Policy

The possession or manufacture, sale, use, consumption, or delivery of alcoholic beverages, or other controlled substances, or paraphernalia associated with the use of alcohol or other controlled substances by students on Tennessee Wesleyan University's campus, is prohibited. This paraphernalia includes, but is not limited to: bottles and cans, either empty or full; bongs for drinking or smoking; "bar-like" structures, tappers, kegs, waste containers in excess of 5 gallons, rolling papers, or scales. This rule will be strictly enforced. The university reserves the right to inspect any and all parcels brought onto campus, to confiscate alcoholic beverages or other controlled substances and to initiate disciplinary procedures.

Use or possession of alcoholic beverages or controlled substances by students off campus is governed and controlled by the laws of the state and or local law enforcement agencies. Tennessee Wesleyan University will cooperate with state and or local law enforcement agencies and owners or proprietors of bars, taverns, restaurants, or other establishments to counteract known violations of university policy and state and local laws by students or student groups associated with the university. Students are not allowed to transport or consume alcoholic beverages on university sponsored trips. Students not using alcohol or other drugs themselves, but knowingly associating with other students or student groups who are violating the university AODA policy, will be subject to the same disciplinary actions as those students who are actually violating the university policy. Undesirable conduct stemming from off-

campus usage of AODA is subject to disciplinary action by the university, as outlined herein. Any use or possession of alcoholic beverages on the university campus or on the premises of a sanctioned function of an organization of the university is not allowed unless explicit permission is granted by the University. First offense of any of the above-mentioned items will be grounds for immediate dismissal from enrollment.

Evaluation of Student Learning

Students will be evaluated to measure learning and competency in a variety of ways depending on the course and course delivery method. For example, quizzes (on-line or paper-based), midterm and final examinations (paper-based or virtual via ExamSoft or Sakai), term papers and research papers, group projects and presentations (live or virtual), individual presentations (live or virtual), clinical and nonclinical demonstrations (i.e., competency check-offs live or virtual), verbal examinations (often during competency check-offs), and others will be used. Level I and II Fieldwork will utilize specific forms designed to measure student learning and adherence to policies and procedures. The grading format, stated above, will be used for most assignments. For Level II Fieldwork, a point-based evaluation of learning system is utilized and provided by the American Occupational Therapy Association. With the point-based system, scores above a certain threshold result in a passing score and those under the threshold result in a non-passing score.

Grade Appeals

A student who feels the final grade assigned in a course is incorrect or has been awarded unfairly may appeal the grade utilizing the following procedure. Students must initiate the grade appeal process by no later than midterm of the following MOT semester. A student should first contact his/her instructor to resolve a grade dispute. If the dispute cannot be satisfactorily resolved at this level, the student should contact his/her Program Director. If the dispute cannot be satisfactorily resolved at this level, the student should submit a written grade appeal to the Vice President for Academic Affairs. Students must use the Grade Appeal form for this purpose; the form is available through the Registrar's Office. Upon receipt of the appeal, the Vice President for Academic Affairs will notify the student of his/her decision, in writing, within five (5) business days. The decision of the Vice President for Academic Affairs is not subject to appeal.

Equipment Use, Loan, and Maintenance Policy

Students must use all equipment and supplies as intended and in a safe and secure manner; with special consideration for the health and safety of fellow classmates, faculty, clients, and any others. Infection control, cleaning and/or sterilizing equipment (when appropriate) will be guided and provided by the instructor overseeing use of such equipment. Red Binders called Material Safety Data Sheets (MSDS) will be present in the main Lab/Classroom space that will specify all proper procedures to handle supplies and equipment (inclusive of liquids, solvents, powders, or other chemical materials). Additionally, these MSDS will detail clean-up procedures, and procedures to ensure health, safety, and appropriate care in

the event of human inappropriate exposure to such materials. Evacuation procedures will be listed on the wall-sleeve in which the MSDS will be available and placed in. No chemical materials will be available for rental or signing-out by students. All chemical materials must remain in the MOT Labs.

During certain semesters and courses students will be required to sign-out evaluations and assessments to use to practice and complete assignments. Students may also check-out other equipment/supplies as directed/offered by their course instructor. Most instructors will assign the sign-in and sign-out duties to the MOT Program Administrative Assistant located at the MOT Program Administrative & Faculty Offices Suite (N-604). Students must care for and ensure no damage is done to equipment and return all equipment on time. Failure to return all assigned equipment may result in delayed registration for the following semester and/or degree conferral.

Faculty Mailboxes

Faculty mailboxes are located in the MOT Program Administrative & Faculty Suite (N-604) in the copy/work room behind the front desk. All mail for faculty or staff can be provided to the MOT Program Administrative Assistant to place in the appropriate mailbox.

Department Committees

Various committees exist within the MOT Program. These committees include the Fieldwork Committee, Student Advisement Committee, Thesis and Professional Scholarship Committee, and the Student Grievance Committee. Updates on committee meetings, invitations for committee nominations, and progress will be provided at least once per academic calendar year.

MOT Faculty & Staff Contacts

Program Director

Dr. Stedmon Hopkins

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TWU Faculty & Staff Contacts

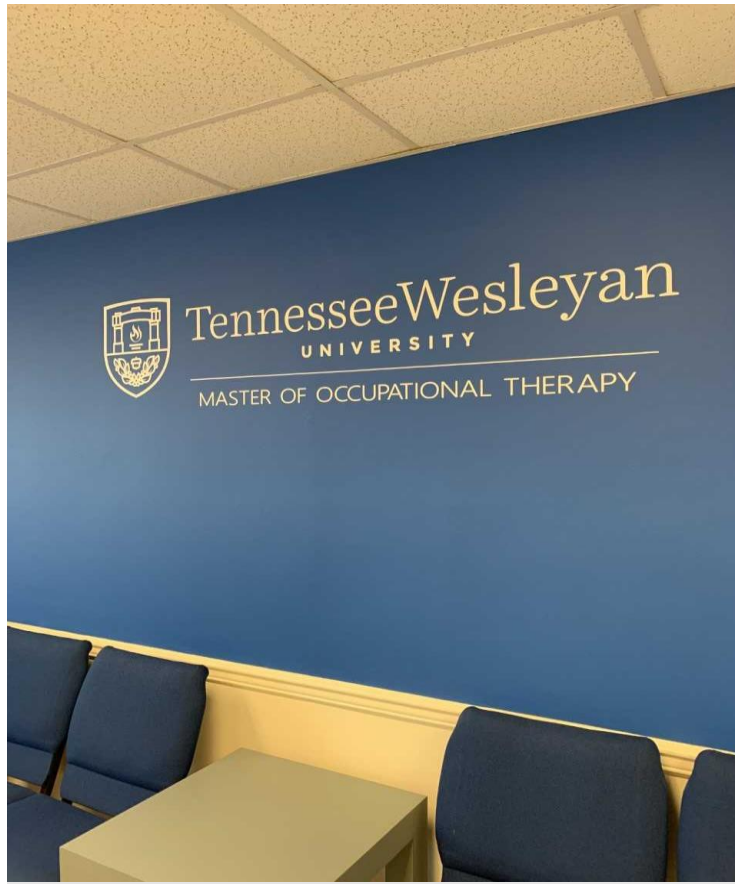
For a full list of faculty and staff names, e-mail addresses, and phone numbers, please refer to the Tennessee Wesleyan University website, link: <http://www.tnwesleyan.edu/directory.php>

Complaints

The MOT program will follow the University Policy for Student Complaints. For full policy, please refer to the *TWU 2023-2024 Student Handbook*, Student Complaint Policy (non-academic issues), pages 54-55.

Resolving Student/Faculty Conflicts

The MOT program will follow the University Policy for Resolving Student/Faculty Conflicts. For full policy, please refer to the *TWU 2023-2024 Student Handbook*, pages 13-14.



MOT Program Requirements & Accreditation

OT Student Journal and Online Portfolio

Online Portfolio

Students will be required to build, add-to, and maintain an online professional portfolio. Entries into this professional portfolio will begin at the end of Year 1 and will be reviewed by each student's Academic Advisor. Key Objectives of the Online Portfolio will be to reflect learning, retain lessons learned, create a database of useful information for fieldwork experiences and the national board exam, and prepare for future employment as occupational therapists.

Thesis & Research Initiatives & Requirements

The TWU MOT Program has a Graduate Thesis Requirement. Students are required to take research courses, obtain a Thesis Committee Chair, and complete and present their theses to their committee,

fellow students, and others as agreed. The thesis concept process will begin as soon as the first semester.

Occupational Therapy Assistants

Occupational Therapy Assistants (OTA) are occupational therapy practitioners who have graduated from an occupational therapy assistant program that is fully accredited by ACOTE. Typically, students are prepared with an Associate of Science or Associate of Applied Science Degree, however ACOTE recently approved OTA education at the Baccalaureate Degree-level. Upon graduation from a fully accredited OTA school, graduates must pass the NBCOT Examination for Occupational Therapy Assistants. Passing the NBCOT Examination for OTAs enables OTAs to obtain state licensure to practice as an OTA. Occupational Therapists have a supervisory role with OTAs. TWU MOT Students will be introduced to the roles and responsibilities of OTAs throughout the curriculum and will also be exposed to working with them during Level I and/or Level-II FW experiences.

National Certification & State Regulation

Following successful completion of the TWU MOT Program, graduates will be eligible to sit for the national certification examination for occupational therapists administered by the National Board of Certification in Occupational Therapy (NBCOT), One Bank Street, Suite 300, Gaithersburg, MD 20878, (301) 990-7979, www.nbcot.org, info@nbcot.org.

Following successful completion of the TWU MOT Program and application for the national exam, the graduate is able to apply for state licensure in the state of Tennessee, or any other state if desired, in order to legally practice as an occupational therapist. A list of state regulatory boards is available at www.nbcot.org or www.aota.org. Each state must be contacted individually to obtain the regulation or licensure application process and requirements and this process is covered within the TWU MOT Curriculum in the final course of the program. A criminal record (excluding minor traffic violations) may make a person ineligible for national certification examination and/or licensure or state certification for practice. Students with such a history should contact NBCOT and relevant licensing or certifying bodies prior to enrollment to determine their situation.

Certification Examinations & Practice Examinations

All OT Candidates are required to take and pass the National Board for Certification in Occupational Therapy (NBCOT) Examination for Occupational Therapists. For most states, passing the NBCOT Examination enables the issuance of state licensure to practice as an Occupational Therapist. TWU MOT Students will undergo rigorous training throughout the MOT Curriculum and after the Level-II Fieldwork portion of the program in the OT Transitions Course. Within this course, students will be assessed for their areas of strength and weakness and will practice taking mock examinations. Journal and Online Portfolio reviews as well as other structured and unstructured reviews will take place. NBCOT and State Licensure Applications will also be completed in the OT Transitions Course.

Accreditation

The TWU MOT Program is currently in Candidacy Status with the Accreditation Council for Occupational Therapy Education (ACOTE), 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. Phone: 301-652-6611x2042 www.acoteonline.org

The following is the established timeline for the full-accreditation of the TWU MOT Program:
[Note: Dates are approximations and may be changed slightly by ACOTE]

- Candidacy Status provided April, 2019
- First class of MOT Students matriculate August, 2019
- MOT Program Self-Study due on July 1, 2020
- MOT Program Self-Study Pre-Accreditation Determination December, 2020
- ACOTE On-Site Visit March, 2021
- ACOTE Full-Accreditation Determination April, 2021
- First class of MOT Students graduates July 31, 2021
- Full-Accreditation with ACOTE as of July, 2021
-

Licensure & Regulation of Practice

In order to become a Licensed Occupational Therapist, a student must graduate from an entry-level occupational therapy program that is fully accredited by ACOTE. Graduation from a fully accredited OT program will enable a graduate to take the NBCOT Examination for OTs. Passing the NBCOT for OTs is required in order to obtain a license to practice as an Occupational Therapist in most states in the United States.

MOT Student Policies, Procedures & Services

Student Responsibilities

Students are responsible for knowing the content of, and having access to, the latest versions of the policies and procedures outlined in the MOT Student Handbook, TWU Student Handbook, and the TWU Academic Catalog. Students are also responsible for seeking information if it cannot be found.

Student Forms

If there is a form needed that is not included on the TWU Website, please consult with the MOT Program Administrative Assistant in Suite N-604.

Student Mailboxes

Student mailboxes are located in the MOT Program Administrative & Faculty Offices Suite (N-604) behind the front desk in the copy/work room. Due to confidentiality, students may not personally access mailboxes, but can ask the MOT Program Administration Assistant (or other faculty) to drop-off or pick-up mail any time during normal business hours of the University. Drop-offs / pick-ups are for internal mail only. Internal mail is considered any mail or correspondence between students and faculty. The student mailboxes are not a post-office and stamped mail will not be sent out on behalf of students. Students must go to the ground floor or main hospital lobby to drop off stamped mail in a USPS mailbox.

Student Addresses

Students are responsible for ensuring their permanent and temporary (OT School address) is up to date with the University and the MOT Program. Students must update all official records with the University Registrar's Office. All official mailed correspondence will be sent to the address the program has on file.

TWU Standards of Conduct

Please refer to the TWU Student Handbook, pages 60-62. Also, please refer to page 47 of the TWU 2023-2024 Academic Catalog.

TWU Honor System

Please refer to the TWU 2023-2024 Academic Catalog, pages 49-50. Please refer to the TWU website for the release of the new 2020-2021 Academic Catalog in early Fall, 2020:

<http://www.tn wesleyan.edu/academics/registrar/academic-catalog.php>

Non-Discrimination Policy

In compliance with federal law, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, Tennessee Wesleyan University does not discriminate on the basis of race, color, religion, national origin, sex, age, marital or family status, disability or sexual orientation in the administration of its educational policies, programs, or activities; its admissions policies, or employment.

Any student who engages in harassment of another student or adult in the school setting, fieldwork setting, or at any site used for educational purposes, may be subject to corrective or disciplinary action, including but not limited to, academic warning related to discrimination/harassment and a written plan of correction to be turned in along with an apology to the student/client. Any student found to be in violation a second time can be dismissed from the program.

Fieldwork sites have the right to implement a zero-tolerance policy and request the student not return to that site. At this time, depending on the availability of fieldwork sites, the student may have to resume their fieldwork at the following semester following the same guidelines mentioned above.

Sexual Harassment Policy

Please refer to the 2023-2024 TWU Student Handbook, pages 44-54.

Office of Disability Services

Tennessee Wesleyan University affirms its intent to comply with federal regulations regarding persons with disabilities, specifically with section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act. The University does not discriminate on the basis of disability in employment or admissions.

Any student who feels he or she may need accommodation based on the impact of a documented disability should contact the Office of Disability Services to discuss specific needs. Please contact Dr. Patricia Ging, Director at 423-746-5237, or email pging@tnwesleyan.edu.

The students are responsible for making initial contact with the director. Her office is located on the second floor of Sherman Hall.

Any student with a qualifying disability is eligible for reasonable accommodation as determined by the directors of the Office of Disability Services. The student must provide documentation of a qualifying disability. Students are not required to report their disability but must understand that no services will be rendered without a request and proper documentation. An appropriately licensed professional must provide documentation. This documentation must be completed within the last three years. A simple written statement that a student has a disability will not suffice as evidence that a student needs accommodation. Based on the nature of the disability, a complete psychological evaluation including aptitude and achievement tests may be required. An evaluation must provide specific evidence that the disability exists. Current IEPs and evaluations may be provided for review.

Upon review of the documentation provided by the student, the office will assist the student in working with the faculty to secure reasonable accommodation.

Modifications or adjustments, including but not limited to the following, may be made for qualified students with disabilities:

1. Classes may be relocated or rescheduled to reasonably accommodate students with mobility impairments.
2. Alternate methods of testing and evaluation may be made available for students with disabilities that impair their capacity for being tested in standard formats.
3. A medical evaluation of the disability may be required in order to assess the student's needs.

The directors of the Office of Disability Services will determine what reasonable accommodations will be made for students with disabilities and will forward requests for accommodation to the student's professors. The university requests that the student provide advance notice, after being accepted to the University, so that the University may plan to meet the student's need. Reasonable accommodation may not be made without such advance notice. If a student feels that an instructor has not made accommodations, the Vice President for Academic Affairs becomes the contact for complaint. For more information, please see pages 45-46 of the TWU 2023-2024 Academic Catalog.

Social Networks Policy

Students who use TWU social media sites (i.e., Facebook, Instagram, LinkedIn, etc.) are expected to represent themselves professionally and appropriately as TWU MOT Students.

Students agree to TWU using images of them for promotional excerpts for marketing and advertising, unless otherwise, and specifically, noted. Considering the TWU MOT Program is a new program, there may be some media requests, such as recorded or written interviews, stories, or the like.

Student Counseling Services & Mental Health

Students may face a variety of problems while attending university. Tennessee Wesleyan University provides a broad range of services to its full-time students. The Vice President for Student Life and the Coordinator of Spiritual Life can assist with many of these issues. Additionally, the University has contracted with Humana SAP to assist students that may need more in-depth services. Students are entitled to three (3) sessions at no cost to them. Students are responsible for costs associated with services beyond the initial three sessions. Students can contact The Humana SAP Program 855-270-3349 or contact the Student Life Office which can also assist you in making an appointment.

Locally, at the downtown Knoxville MOT Site, students have the hospital Chapel as a resource for use anytime. The Chapel is located just to the left after entering the main lobby of the Fort Sanders Regional Medical Center. Additional local resources may be obtained through consultation with the Academic Advisor or MOT Program Director. Please refer to 2022-2023 TWU Student Handbook, page 22.

Voluntary Medical/Psychological Leave Policy and Policy on Involuntary Leave for Students Who Pose a Direct Threat of Harm to Others

Please refer to the 2023-2024 TWU Student Handbook (pages 55-59).

Student Housing

TWU does not provide student housing for students in the MOT program. TWU MOT Students are responsible for securing their own housing accommodations in the Knoxville, TN area for coursework offered at the MOT Instructional Site (2001 Laurel Avenue, Knoxville, TN) AND for all Level-II Fieldwork rotations.

Student Background Checks, Health Information Collection and Storage Policy & Procedures

Students will be required to submit information to Verified Credentials (VC) upon official admission into the MOT Program. Once cleared through VC students are officially admitted to the MOT Program. Prior to Level-II FW, students will be required to submit information to VC once more to ensure no criminal activity has occurred since admission to the program (often required by fieldwork sites). Prior to Level-II FW, students will be required to conduct a 10-panel drug screening and provide vaccination and medical records (also often required by fieldwork sites).

All information collected about students is confidential and kept in passcode protected on-line files. FW-related information, as required by some fieldwork sites, will be provided to the fieldwork site upon request to enable student placement. Files at TWU will be kept in a locked filing cabinet, in a locked office (the Academic Fieldwork Coordinator Office), in a locked suite (Administrative and Faculty Offices, Suite N-604).

[For more information about student records related to Fieldwork please see Fieldwork section forms in appendix.]

Health Records Requirements

Immunization Records

In accordance with Tennessee Department of Health Rule 1200-14-1-.29, revised December 2009, all full-time students must comply with the following immunization requirements. Students without this documentation may be subject to dismissal from Tennessee Wesleyan University until the issue is resolved.

Who is required to be immunized?

- New full-time enrollees in higher education institutions (post-secondary) in Tennessee with enrollments larger than 200 students.
- New undergraduates enrolled in at least 12 semester hours, or equivalent.
- New graduate students enrolled in at least 9 semester hours, or equivalent.

Exempt: full time distance learning students are exempted from immunization requirements

COVID-19 and Variants, please refer to TWU Website and/or Prog. Dir. for updated status.

Be mindful COVID-19 vaccination status may impact Fieldwork Opportunities per site.

Measles, mumps, and rubella immunity:

- Proof of immunity to measles, mumps and rubella may be provided by meeting one of the following 3 criteria: Date of birth before 1957, or
- Documentation of 2 doses vaccine against measles, mumps and rubella given at least 28 days apart, excluding doses given earlier than 4 days before the first birthday, or

- Documentation of blood test (serology) showing immunity to measles, mumps and rubella. If any one of the three is negative, 2 doses of vaccine must be documented.

Varicella (chickenpox) immunity:

- Proof of immunity to varicella (chickenpox) is required by meeting one of the following 4 criteria: o Date of birth before 1980, or
- History of chickenpox illness diagnosed by a healthcare provider or verified by a physician, advanced practice nurse or physician assistant to whom the illness is described, or
- Documentation of 2 doses of varicella vaccine given at least 28 days apart, excluding doses given earlier than 4 days before the first birthday, or
- Documentation of blood test (serology) showing immunity to varicella.

Hepatitis B immunity (only for health science students expected to have patient contact):

- Proof of immunity to hepatitis B for students in health sciences prior to patient care duties may be documented in one of the following ways: o Documentation of 3 doses of hepatitis B vaccine, or
- Blood test (serology) showing immunity to hepatitis B virus (or infection)

Valid exemptions to requirements:

- Medical: Physician or health department indicates that certain vaccines are medically exempted (because of risk of harm). Any vaccines not exempted remain required.
- Religious: Requires a signed statement by the student that vaccination conflicts with his or her religious tenets or practices.

Students who need 2 doses of vaccine but cannot get both doses before classes start: Such students may enroll with documentation of one dose of each required vaccine, but the institution should have a policy to require timely submission of proof of complete immunization. Such policies might include not releasing semester grades or not allowing course registration for the next semester until proof of complete immunization is provided.

Location of immunization records: Adults can have difficulty locating childhood immunization records. They should check with family members who may have copies of childhood records. They should try to contact the original immunization provider: if it is a local health department, contact them directly; if a private medical office, contact that office. Schools may have copies of immunization certificates in student files. Children born after the mid-1990s may have records entered in a state-managed immunization registry; such registries now exist in many states but are unlikely to contain information on adults. If records cannot be located, vaccination is recommended – additional doses of vaccine are not harmful. Please refer to the 2023-2024 TWU Student Handbook, Immunization Records, pages 20-21.

Student Files & Class Records

Student files and class records are kept in locking filing cabinets within locking faculty offices in the Administrative & Faculty Offices, Suite N-604, which is locked after normal business hours and when classes are in session. Other student files and records are kept securely at the Athens Campus located at 204 E. College Street, Athens, TN 37303. Such files located in Athens are held in the offices of the Registrar and Admissions.

MOT Program Educational Facilities and Resources

The MOT Program educational facilities are located on the 6th Floor of the Newland Professional Building at 2001 Laurel Avenue, Suites N-601, N-602, N-603, and N-604, Knoxville, TN 37916. Resources are available at the MOT Program site and at the Athens Campus, located at 204 E. College Street, Athens, TN 37303.

Student Research & Resource Center

The Student Research & Resource Center is located in Suite N-602 of the Knoxville MOT Instructional Site. Within this center are various resources to ensure students' success and comfort throughout their academic journey in OT school. Some of the resources are as follows: a presentation practice platform/recording studio, library, conference room with flat-screen TV, whiteboards, the Student Occupational Therapy Association Office, lounge, breakroom with two refrigerators and two microwaves, coffee machines, storage for lunch boxes, bags, etc., open study-space/tables, i-Fi accessibility, printer/copy machine, and more.

Rooms within the Student Research & Resource Center may be reserved for tutoring, conferences/meetings, skype meetings, thesis presentations, and more. There may be a student worker working behind the main desk area to check-out textbooks and other resources or to sign in students for tutoring or other appointments. Recording equipment must be checked out through the MOT Program Administrative Assistant in Suite N-604.

TWU Merner Pfeiffer Library & Other MOT Program Learning Resources

The Merner Pfeiffer Library is the Athens Campus Library that is available to help students with research. It holds thousands of books, e-books, and DVDs, and access to many on-line databases full of journal articles, newspapers, magazines, e-books, images and streaming films. The library has desktop computers, printers, scanners, and copiers available for student use; and laptops, chargers, cameras and other technology available for checkout.

Fall and Spring Semester Hours

Monday – Friday 8:30 a.m. to 4:00 p.m.

Saturday- Closed

Sunday- 2pm -8pm

Summer Hours

Monday – Friday 8:30-4:00pm
Closed Saturday and Sunday

Exceptions to the library's regular hours are on the library's website <https://library.tn wesleyan.edu/home>. The library is closed for all holidays appearing on the University calendar.

Research Help Services

Librarians are available to help students with research information and advice. Come in, call, email or chat online with librarians for help. You can make an appointment to meet one-on-one with a librarian by visiting the library's website. Librarians teach library instruction classes to TWU 101 and many other University classes.

Athens-based Tutoring Services

The Peer Tutoring Center is located in the Athens-based library for help with writing, math and sciences. See our website for schedules: <https://library.tn wesleyan.edu/tutoring>.

Tutoring Services for the MOT Program

Tutoring services are available upon student requests to their Academic Advisors or faculty. Designated tutoring space exists for student study groups, 1:1 instruction, and student tutoring services.

Study Spaces

Meet your friends in the library learning commons in Athens! The main floor and Café have whiteboards, tables and couches for group study. The 1st and 3rd floor stacks are best for quiet study. Food and beverages are allowed in the café area, and drinks with lids are OK in other parts of the library. No tobacco in the library.

Checking out books

Students can check out an unlimited number of books for a period of 3 weeks and can renew each book twice. DVDs, and magazines are checked out for 3 days each. All electronic databases and resources can be accessed 24/7 from anywhere. Your TWU ID is required for checkout. Browse our popular reading section for current fiction.

The library also has a special reference holdings section with occupational therapy textbooks and resources. Ask the library desk attendant about these. Any textbooks appearing on the 24/7 database may be transferred from the Athens Library to the downtown Knoxville MOT Site upon request. All checkout procedures and timeframes remain the same.

Logging in from Off Campus

Log in with your TWU credentials used for email and MyPortal.

Interlibrary Loans

We can borrow books and articles for you from other libraries that are not in our collection. It is free of charge to currently enrolled students.

Course Reserves

Teachers may place books, articles, and DVDs designated for specific classes on reserve for you. These are found at the library's front desk. Reserves have a limited checkout time and the overdue fines are very high for reserve items. Students can only check out 2 reserves at a time.

Overdue and Lost Books

Fines are \$0.25 per day for books and DVDS or \$1.00 per day for reserves. Books that are lost or are not returned are billed to the student at the replacement cost plus a processing fee and any accumulated fines. You will not be able to check in, get your grades or log in from off campus if you have overdue books, lost books, and unpaid bills and fines.

Professional Behavior and Appearance

Students are to abide by the TWU MOT Program Dress Code. Long, loop or large dangling earrings are not permitted. Fingernails should be no longer than $\frac{1}{4}$ of an inch. Shoes should be clean and not flashy, but neutral. Shoes should be closed-toed and have sufficient grip to avoid slippage. Tattoos should be covered to ensure a professional appearance. This can be discussed on an individual basis if uncertainty exists. Hair should be secured/tied back when engaging in lab, hands-on or fieldwork activities. Lecture courses do not require hair to be tied back. Body sprays and perfume/colognes should be kept to a minimum so as to not offend or disrupt other students or clients. Fieldwork sites may have more specific professional appearance policies and should be reviewed prior to attendance at a FW location. The AFWC will also cover various and typical appearance standards prior to FW.

Professionalism is an important aspect of transitioning from a student to an occupational therapist. Nothing less than professional behaviors will be tolerated in the TWU MOT Program; in classes, labs, and FW settings. FW sites may have more specific professionalism policies and should be reviewed prior to attendance at a FW location. The AFWC will also cover various professional standards prior to FW.

Dress Policy

The TWU MOT Program dress policy during on-campus sessions is royal blue scrub top/bottom, grey scrub top/bottom or any combination of the two. Students are also allowed to wear khaki/blue/black slacks with a polo shirt. The MOT Program is located on a hospital campus; thus, it is important that all TWU MOT students dress in a professional, appropriate, and consistent fashion.

Dress codes and policies for fieldwork sites will vary depending on the site. Please refer to the Fieldwork Section for those policies.

Student ID Badges

Students will obtain Student ID Badges prior to the start of classes, or soon after. Students are to wear their ID Badge at all times including classes, labs, fieldwork, and fieldtrips. Identification of employees and students is an important part of such an environment. Student ID Badges also enable students to use the copy/printer/scanner machine located in the Student Research & Resource Center.

Unsafe or Impaired Behaviors

Students should report unsafe or impaired behaviors immediately to their professor or the MOT Program Director. Safety is our top priority.

Suspicious Occurrences or Behavior

It is the students' responsibility to report all suspicious occurrences and behaviors to the MOT Program Faculty and/or Staff. Failure to do so immediately may endanger students, faculty, and staff.

Outside Employment

TWU MOT Students are not prohibited from working a part-time evening or weekend-based job. However, it is the student's responsibility to ensure attendance at all class sessions and maintain the required GPA to remain successful and active in the program. Employment during Level-II FW is highly discouraged. Level-II FW requires a minimum of 40 hours/week of FW (8 hours per day in most cases) with homework, assignments, and other projects demanding time when not on site. Level-II FW is very similar to a full-time job, with homework and reading to prepare for the NBCOT Examination.

Photocopying & E-mail Communications

Photocopying textbooks is a copyright issue and is not permitted.

There is a photocopier available to all MOT students in the Student Research & Resource Center and requires each student to swipe their ID Badges to gain access to its functions. The photocopier is able to copy, scan, and e-mail documents.

Student & Professional Organizations

Student Occupational Therapy Association (SOTA) – Open membership for all students enrolled in the MOT Program. Minimal fees may apply.

Coalition of Occupational Therapy Advocates for Diversity (COTAD)- Open membership for all students enrolled in the MOT Program. Minimal fees may apply. www.cotad.org

Tennessee Occupational Therapy Association (TNOTA) - open membership; student membership rates are available. See the MOT Program Administrative Assistant or the TNOTA membership chair for a membership application. Benefits include reduced rates at workshops, student conference, and the TNOTA Newsletter. www.tnota.org

American Occupational Therapy Association, Inc. (AOTA) - open membership, student membership rate available. All TWU MOT Students will be members upon their first semester (student fees covers this). Application completion is required and should be completed during the MOT Program New Student Orientation. www.aota.org

Pi Theta Epsilon - Occupational Therapy Student Honor Society; membership by election based on grade point average. For admitted majors only.

Student Representatives and Class Liaisons

Student representatives from each cohort/year of MOT Students will be elected by the student body. As a class student representative, the student will attend all monthly MOT Department meetings and will represent the class during these meetings. At these meetings, all faculty and staff will report on various topics and the student representative will have a standing report to deliver to the faculty. The MOT Program Director will meet with the student representative to provide guidance on this role. Any student serving as representative must not be on any academic probation or warning. This is to ensure that extracurricular duties and responsibilities do not further jeopardize the student's academic performance.

Student Fund-Raising

Student fundraising activities will be handled through the Student Occupational Therapy Association (SOTA) or Coalition of OT Advocates for Diversity (COTAD), which has its own guidelines for fundraising. Please refer to the SOTA or COTAD for details. All fundraising efforts on behalf of TWU must be pre-approved by the MOT Program Director.

Faculty and Course Evaluations

Students will receive a request to complete an evaluation for each of their courses and instructors every semester. Requests will be sent via TWU e-mail and will include step-by-step instructions. All evaluations

will remain anonymous, and faculty and the MOT Program Director will receive the feedback after final grades are submitted. The purpose of faculty and course evaluations is to continuously improve courses and faculty performance. Also, the Vice President for Academic Affairs uses the results (along with other forms of evaluation) to monitor faculty instruction and aid in decisions for promotion and tenure.

Students will be asked for their confidential feedback for most courses midway through each semester to provide opportunities for improvement by the faculty. Students will also be provided with the opportunity to complete feedback on their fieldwork experiences (refer to FW Section and Appendices below).

Advisor Evaluation

Periodically, students are asked to evaluate their Academic Advisor in order to ensure the quality of the advising program and to make necessary changes to improve advising. Please refer to TWU 2023-2024 Academic Catalog, page 68.

Written & Collaborative Projects

Written Assignments

Written assignments should be expected for every course of the MOT Program, including fieldwork. Written assignments will be provided within each course and will identify the instructions and grading methods/rubrics with which the student will be evaluated. Students should abide by the TWU Honor Code and Academic Integrity statements when writing and submitting written works.

When submitting written assignment, it is the duty of the student to double check their submission to ensure the proper file has been uploaded. Failure to do so may result in a late penalty as outlined in the course syllabus.

Each written assignment must be submitted as one MS Word (2010, 2013, or later) attachment. The title page, body of the report, and references list must be submitted as one document. Do not post assignments as PDF files, Open Office (.odt), Rich-Text (.rtf), Text (.txt), Microsoft Works (.wps) or Google Docs files.

Written assignments will not be accepted for grading if not submitted as one MS Word document.

Power Point presentations must be submitted as Microsoft Power Point files (.ppt or .pptx). Presentations submitted as Open Office files (.odp) or other formats will not be accepted for grading.

All assignments must be posted to the correct area inside the Sakai classroom for grading. Assignments submitted by e-mail will not be accepted for grading unless specifically requested by the professor.

Written Works & Scholarly Projects / Collaborations

Written works, scholarly projects, and faculty-student/student-student collaborations are to be expected for graduate-level healthcare education. Students should abide by the TWU Honor Code and Academic Integrity statements when working on such projects.

Publications

Students are encouraged to create written works that are of high quality and potentially publishable or presentable at conferences. Students should work with their Academic Advisors, or other faculty, for guidance. Publication author determinations are to be discussed on an individual-basis and will depend on a variety of factors.

Course Registration

Students will be required to register for all courses via MyPortal. In the event a student fails a course, he/she will have to sit out and apply for readmission to the MOT Program for the semester when the course he/she failed is offered again. Academic Advisors will assist students with course registration questions/issues.

Changes of Schedule

Schedule changes will be made at the discretion of faculty and the MOT Program Director and will be communicated via e-mail only to the tnwesleyan.edu e-mail address on file. Schedule changes will be made in advance unless it is not possible. Every effort possible will be made to avoid changes of schedule.

Class Attendance

Tennessee Wesleyan University considers regular class attendance an essential element of the instructional process and expects students to undertake all courses with this in mind. The University recognizes two distinct categories of absences, excused absences and unexcused absences. Given these categories and the definitions below, instructors will publish and abide by their course policy in the course syllabus.

Excused Absences:

Excused absences include absences due to University-related activities, absences due to medical and family emergencies, and absences due to military service obligations. University-related activities include but are not limited to: athletic travel and competition, fine arts travel and performances, travel and presentation at professional meetings, and administration-

approved activities to promote the University. Professors are to consider these absences as a student and/or university responsibility and therefore will excuse the absence, requiring whatever make-up work is necessary.

Students have the responsibility to notify their instructors as far in advance as possible. If a student fails to notify and make arrangements with their instructors ahead of time, the absence may be considered by the faculty member to be unexcused. Excused absences also include medical or family emergencies. These must be documented, and the instructor must be notified in advance if possible and as soon as possible if the absence was of an emergency nature. If the absence is not an emergency in nature and the student fails to notify and make arrangements with their instructors ahead of time, the absence may be considered by the faculty member to be unexcused. Assuming the absences can be documented, and notification was given, instructors will excuse the absence, requiring whatever make-up work is necessary.

Absences for military service obligations are also considered excused absences. Students have the responsibility to notify their instructors as far in advance as possible. If a student fails to notify and make arrangements with their instructors ahead of time, the absence may be considered by the faculty member to be unexcused.

If students miss grade work (including quizzes or tests) due to a non-emergency excused absence, they must notify their instructor one week or more in advance if possible and arrange to make up these items prior to their absence. If the absence was unforeseen, the student must notify the instructor as soon as possible and arrange to make up the work (including make-up quizzes or tests) within one week of return to class. If students miss a final examination, immediate notification and explanation are imperative. Alternative arrangements must then be made within three days of the missed examination.

Unexcused Absences:

Unexcused absences will be dealt with by individual instructors according to their published policy in the course syllabus. Depending on the published policy in the syllabus, instructors may deduct points, disallow make-up work, disallow make-up tests or quizzes, etc. for unexcused absences.

Due to the nature of the MOT courses and experiential learning opportunities, it is crucial that students attend courses in person. Unexcused absences will result in the following penalties outlined in the table below:

1 st Offense	Warning with a scheduled meeting with Instructor
2 nd Offense	5% decrease in total grade and meeting with instructor
3 rd Offense	10% decrease in total grade and meeting with Program Director and Instructor and signed plan of action

4 th Offense	15% decrease in total grade and meeting with Program Director and Instructor
5 th Offense	Automatic Failure and Dismissal from course

*Being tardy for class twice will also be considered one unexcused absence. You are expected to be in class and ready to begin when the professor beings.

MOT PROGRAM & COVID-19 PROTOCOLS

Students and faculty are required to practice social distancing and to wear face coverings in all academic buildings and during faculty meetings. A student who does not wear a mask in class will be asked to leave class and return with a mask. If the student cannot immediately secure a mask, he or she will be asked to join the class in session via Microsoft Teams.

Attendance will be taken both in-seat and in Teams. Students approved to take courses remotely and students in quarantine will be expected to join in-seat classroom meetings via Microsoft Teams and will be subject to the same attendance policy as students who are in-seat. Excused absences will be determined per the Academic Catalog.

Should the instructor be required to quarantine, this class will continue either synchronously on the Teams platform or asynchronously according to the instructor's directions. Your instructor will notify you as soon as they are required to quarantine of the expectations for the quarantine period.

Vacation or personal time away:

Students should not schedule vacation time or personal out-of-town trips when enrolled in MOT courses. Periodic breaks in the academic calendar are scheduled for the benefit of students, and many correspond to holiday periods and campus closings.

Missed Quizzes, Tests, Exams, and Assignments

Completion of make-up work/exams must be within 48 hours of the missed class, or at the discretion of the course instructor. Scheduling make-up work is at the discretion of faculty and requires documentation of extenuating circumstances and/or excused absences. Failure to follow this protocol will result in the loss of opportunity to submit work for grading. Communication is a key factor in faculty permitting make-up work. If an absence is not communication prior to the absence and there is no extenuating circumstance documented, then students should not expect to be permitted to make-up missed work.

Make-Up Policies

Please refer to each course syllabus for the make-up policies specific for that course.

Student Advising & Professional Development Plans

Students will be assigned MOT Faculty Academic Advisors (AA). Students are to meet with their AAs at a minimum of twice per semester. If academic or other issues arise, students are to meet with and discuss with their AAs in addition to the minimum. Typically, students will meet face-to-face with their AAs just prior to or after the mid-point of the semester and prior to the end of the semester to ensure all is on track for passing their courses and any necessary plans of action are drafted.

Students who are struggling academically may be advised to attend tutoring sessions or mandatory open lab sessions. These are attempts to assist students towards successful outcomes in their courses and ensure progress forward. If open labs or tutoring is required, students must obtain signatures (or sign-in) by Open Lab Faculty and/or tutors providing assistance and provide these signatures to their AAs.

A Professional Development Plan is the plan of action written and agreed upon by the student and his/her AA for students who are struggling academically. Students may be placed on probation the following semesters if GPA falls below a 3.0 or if a C or lower is obtained as a final grade in a course.

Academic Probation

Any student who obtains a grade of a “C” or lower, or whose GPA falls below a 3.0 will be placed on Academic Probation. The student must work with his/her Academic Advisor to create a plan of action to remediate the low GPA or prevent further “C” grades. If by the end of the following semester the student does not raise the GPA to at or above a 3.0 the student will be dismissed and will be eligible to apply for readmission to the MOT Program the following year. If the student obtains grades of “B” or better the following semester the student will be taken off Academic Probation. If a second “C” is earned by the student, which is the maximum allowing eligibility to graduate, the student will remain on Academic Probation with a plan of action. If a third grade of a “C” is earned, the student will be dismissed from the MOT Program.

Failure to Pass Courses

A student who fails a course must retake that course prior to moving forward in the program. The TWU MOT Program is a block-step program, which means that all courses in one semester serve as prerequisite courses for the subsequent semester and must be passed. The student may apply for readmission to the MOT Program one time and must await the course offering in the following cohort. Level-II FW rotations are the exception to this.

Withdrawals & Refunds

In the event a student withdraws or is administratively dismissed from Tennessee Wesleyan University after registration is completed and prior to the end of a semester of enrollment, the student's eligibility for a refund of appropriate institutional tuition will be prorated as indicated below. Student fees are not refundable.

Any situation in which all classes are dropped is considered to be a withdrawal from the University. All withdrawals must be made through proper channels and must begin with the completion of the Complete Withdrawal Form available from the MOT Program Director. Should the student fail to complete this process, all semester charges will become immediately due and payable. Students withdrawing at any point in the term for health reasons, which can be verified by a doctor's statement, may apply for a pro-rated refund of tuition. The request will be reviewed, and a decision made, by a committee of administrative officers.

Applicable institutional charges for fall, spring, and summer semesters will be reduced according to the following guidelines. Withdrawals during the first calendar week of the semester will result in a 100% reduction, excluding fees. From the second week of the semester throughout 60% of the term, charges will be pro-rated based on days attended. Students must visit the Business Office as part of the withdrawal process to receive the applicable percentage and updated statement. No reduction of institutional charges will be made after 60% of the semester has passed. Please see page 26 of the TWU 2023-2024 Academic Catalog.

Time Requirements

Students must graduate from the TWU MOT Program in no more than a time period that does not exceed time and a half; or 1.5 times the length of the program. The program is 2 years in length; therefore, a student must graduate from the program in no more than 3 years. This is consistent with the 1x repeat policy. If a student earns less than a C in any course, he or she will be academically withdrawn from the program and may apply for readmission the following year when that course is offered again. In that scenario, the student will graduate at the time and a half point. For students who progress through the didactic portion of the program uninterrupted, and start Level-II FW, students must complete all Level-II FW within 12 months of the original graduation date; consistent with time and a half.

See Fieldwork Level-II section for time requirements on Level-II FW Sites.

Graduation Application & Procedures (see page 273 of the TWU 2023-2024 Academic Catalog)

Students must meet the following requirements in order to receive the Master of Occupational Therapy degree:

1. A TWU Intent to Graduate form must be submitted at the beginning of the MOT program
2. Completion of 75 credit hours in the MOT program
3. Cumulative GPA in the TWU MOT program of 3.0 on a 4.0 scale
4. No more than two course grades of C
5. Completion of the master's thesis
7. Completion of two Level-II fieldwork rotations

Graduation Ceremony/Fee

Tennessee Wesleyan University typically holds two commencement exercises per year at the end of the spring and fall semesters. The MOT students will have a separate graduation ceremony at the end of the second summer after all courses and fieldwork have been completed. All graduates for that academic year are expected to participate in the ceremony unless a written excuse is received by the Registrar's Office prior to the graduation ceremony. A \$150.00 graduation fee is assessed to all graduates whether they participate in the ceremony or graduate in absentia. The University reserves the right to hold all diplomas and transcripts of students who have obligations of any kind to the University.

General Policies

Inclement Weather & TWU Notifications

TWU utilizes an automated notification system, based out of the Athens, TN Campus. This automated system will call and text registered student cell-phones and send e-mail notifications. Cancellation of classes at the MOT site are determined by the MOT Program Director in communication with the Vice Presidents for Student Life and Academic Affairs and will be sent out through the TWU campus alert system.

Fire Alarms

Fire alarms are situated as required by fire code throughout the building and campus. In the event that a fire alarm occurs, immediate and orderly evacuation by staircase is required according to the evacuation plans posted throughout the building.

Cell Phones

Appropriate use of technology is permitted; however, use of technology to check social media websites, text message, or browse the internet during class or lab sessions is prohibited and may result in the professor excusing you from class for the remainder of that day. This will result in an unexcused absence (see attendance policy). If there is an emergency, a student may request to be excused from class to take a personal phone call or handle their personal business to avoid disruption to other students and faculty. Cell phones on fieldwork rotations are most often prohibited and each facility will have their own cell phone policy. If there is not a policy, the TWU MOT Program Policy will be enforced.

Parking & Parking Permits

TWU MOT Students will be provided with parking permits at the MOT Student Orientation and will be assigned to park in a designated parking lot across the street from the Knoxville MOT Instructional Site. Parking is on a first-come, first-served basis. Students who arrive early for classes will find parking with ease. Those who arrive late to class may struggle to find parking and may have to wait for parking availability or may have to pay for parking. Please refer to Appendix F for a parking map.

Smoking, Use of Tobacco Products & Electronic Cigarettes

Smoking of any sort (electronic cigarettes or tobacco) is prohibited at the Knoxville MOT Instructional Site. Tobacco products (i.e., dip) are also prohibited. Smoking and use of tobacco products at sites assigned for Level-I or Level-II FW rotations is not permitted and will be determined by their own policies. If no policy exists, then the TWU MOT Policy will be enforced.

Security

Security is present on campus. In the case of emergency, students should dial 911. Parking lots surrounding the building and throughout the hospital campus have emergency phones and lights. As a general safe-practice, it is advised that all students be vigilant in assuring their safety and awareness of surrounds, hazardous obstacles, strange or suspicious people and vehicles, and abnormal behaviors.

Information Technology & Help-Desk Services

For technical issues related to the TWU learning management system (Sakai), MyPortal, e-mail, or any other platform used by the TWU MOT Program, please direct all inquiries to the TWU Help Desk at HelpDesk@tnwesleyan.edu or by phone: **(423) 746-5339** during normal University business hours. The TWU MOT Program Faculty and Staff have no responsibility for the working conditions of student hardware or software other than providing WiFi Services via the TWU IT Department.

Student Handbook Acknowledgement

Students will receive a printed copy of the TWU MOT Program Student Manual at the New MOT Student Orientation. Upon receiving the Student Handbook, students will sign the Student Handbook Attestation Form (see Appendix F) indicating that they have received the handbook and were made aware of the MOT Program Policies and Procedures and return it to the MOT Program Director to keep on file.

MOT PROGRAM FIELDWORK

Fieldwork Level-I / Level-II Policies & Procedures

Fieldwork Glossary

Academic Fieldwork Coordinator (AFWC): The AFWC is the faculty person at Tennessee Wesleyan University's Master of Occupational Therapy Program (MOT) who has been designated the responsibility of the clinical education courses in the curriculum.

Accreditation Council for Occupational Therapy Education (ACOTE): ACOTE is the accrediting body that sets the standards for occupational therapy educational programs.

Affiliation Agreements (often referred to Memorandum of Understanding, or MOU): Affiliation Agreements are the contractual agreements between Tennessee Wesleyan University, the MOT program, and the clinical facilities. Prior to the start of the students' fieldwork educational experience, a fully executed agreement must be in place.

American Occupational Therapy Association (AOTA): AOTA is the professional organization that represents occupational therapists in setting policy, procedures, and standards. It also serves as a governmental liaison. AOTA's phone number is 1-800-729-2682. www.aota.org

Fieldwork Coordinator (FWC): The person on staff within a fieldwork site who is responsible for the fieldwork education program. Their responsibilities include, and are not limited to, contract maintenance, assigning students to Academic Fieldwork Educators, communicating with the AFWC at TWU, and assuring that a positive learning environment is available. The FWC may also serve as the FWE. Sometimes this role is filled by the Rehabilitation Manager, Risk Manager, Nurse Educator, or other designated personnel at the facility.

Fieldwork Data Form (FDF): Document utilized to disclose each affiliating sites' demographics (i.e. type of practice, type of clients seen, site-specific requirements, & clinical staff) to TWU. This document is updated annually.

Fieldwork Educator (FWE): This position was formerly known as a Clinical Instructor (CI). The FWE is a staff member within the fieldwork site who is responsible for supervision and teaching of the assigned student.

Fieldwork Performance Evaluation (FWPE): This is the standardized form approved by ACOTE to be used on Level II fieldwork to assess the student's performance at mid-term and at final. This evaluation determines whether the student passes or fails fieldwork.

Memorandum of Intent (MOI) or FW Reservation Form: This is a form given by the University to the fieldwork site to tally how many students they can take in any given year, and to briefly describe the setting by general category, e.g. psych, physical dysfunction, or pediatric. It also has contact information of the FWE and/or the FWC.

National Board for Certification in Occupational Therapy (NBCOT): NBCOT is the credentialing agency that provides certification for the occupational therapy profession. Their mission statement is as follows, "Serving the public interest by advancing client care and professional practice through evidence-based certification standards and the validation of knowledge essential for effective practice in occupational therapy." The board can be reached at www.nbcot.org.

Professional Behaviors Rating Scale: This scale is/may be used on the last day of level I clinical rotation by the FWE to evaluate the student.

Student Evaluation of the Fieldwork Experience (SEFWE): This document provides information (objective and subjective data) from students and their fieldwork supervisors regarding specific fieldwork experiences at their affiliating site.

Tennessee Occupational Therapy Association (TNOTA): Our state's association of occupational therapy practitioners. Their mission statement is as follows as stated pm TNOTA.org: "TNOTA strives to advance Occupational Therapy in Tennessee through education, advocacy, communication, and legislative involvement to support the provision of high quality occupational therapy services and promote the benefits of our profession to consumers, stakeholders, and legislators in Tennessee." To fulfill this mission, TNOTA seeks to:

- Provide professional support to our members and advance the profession through communication, education, and advocacy
- Understand and represent member interests and concerns
- Improve the quality of occupational therapy services in Tennessee
- Enhance consumer health and wellbeing through promotion of best practices in occupational therapy in Tennessee
- Represent occupational therapy to the public and promote the benefits of our profession to consumers, stakeholders, and legislators in Tennessee"
- TNOTA.org

Tennessee Wesleyan University (TWU): The first University to start a Master of Occupational Therapy program in Knoxville, TN.

World Federation of Occupational Therapists (WFOT): WFOT is the international representative for Occupational Therapy practitioners around the world. It promotes occupational therapy worldwide.

Fieldwork Educational Agreements

Prior to the commencement of level one or level two fieldwork, Tennessee Wesleyan University (TWU) obtains a signed Educational Affiliation Agreement between the fieldwork site and the University. The service delivery settings for level one fieldwork are primarily in psychiatric or substance abuse settings. Since there is a shortage of traditional psychiatric placements in the Knoxville area, some students will complete their level one focusing on psychiatric issues in traditional practice settings, such as acute care hospitals, pediatric clinics, school systems and extended care facilities or they may complete their experiences in an on-campus based program or by simulation.

At TWU, level two fieldwork sites can be described in three major categories: adult physical dysfunction, pediatric, and psychiatric. The University has one setting which is a COTA school where an occupational therapy student can learn to be an occupational therapy instructor. TWU also has an affiliation

agreement with a mental health court, which is an emerging area of practice (C.1.1.). A memorandum of intent (Addendum 2) is signed by the fieldwork site to let TWU know how many students the site can supervise, and in what specific setting, adult physical dysfunction, pediatric, psychiatric, or other. (C.1.2.) The educational affiliation agreement is obtained prior to the commencement of fieldwork, both level one and level two. It is a contract that outlines the responsibilities of the facility, a.k.a. fieldwork site, as well as the responsibilities of TWU. Liability insurance limits are outlined in this document, as well as a non-discrimination clause. The term limits of the contract are typically three years, unless the facility specifies a different time period. The contract can be terminated by either party with a 30-day notice. The fieldwork sites are independent contractors. A confidentiality clause and the Health Insurance Portability and Accountability Act (HIPAA) clause will be followed by the students. The first offense will result in a warning, any subsequent offense will result in dismissal from the program. Some examples of HIPAA violation include but are not limited to: Posting client pictures and/or information on social media accounts without prior approval, discussing client information with non-approved individuals including classmates and other clients, sharing private and confidential information with others, not protecting medical records, texting private information, etc. The fieldwork site will follow the Family Educational Rights and Privacy Act (FERPA) regarding keeping the students' records confidential. Specifically, the site will keep medical information, immunization records, academic grades, fieldwork performance evaluations, professional behavior monitoring forms, personal information, disability status, accommodations for said disability, and any records pertaining to disciplinary action confidential. (C.1.2.).

Prior to Fieldwork

Prior to the commencement of fieldwork, all students must provide validation of the following:

- Current CPR certification for Healthcare Providers (adult, child, infant and AED).
- Physical examination
- Immunizations (refer to Health & Records Requirements section above. Hepatitis B vaccine series or acceptable titer levels, or signed waiver, Rubella and Rubella titers or MMR if no immunity, Chicken Pox (varicella) titer or history of the disease.
- Annual tuberculin screen with follow up if necessary (may be required within 30 days of FW rotation)
- Tetanus immunization within the past ten years
- Annual influenza vaccinations (**COVID Vaccinations may be required**)
- Criminal background check
- Urine drug screen

Confidentiality

TWU and the MOT Program values and is committed to keeping all student files, records, performance, and advisements confidential. Students are to ensure confidentiality of all client-related and fellow

student information. Students, prior to FW, will be provided additional training to safeguard and ensure client information is kept confidential.

Dress Policy for all Fieldwork & Fieldtrips

Students must adhere to their level I and II fieldwork site's dress code. If the fieldwork site does not permit the typical MOT Program Dress Code (scrubs), then the dress-code should be as follows:

- Conservative clothing that provides complete covering for the chest, abdomen, hips, buttocks, and low back during active exercise. No see-through or translucent clothing. Chest hair should be covered, as should cleavage. Pants must be hemmed so they are not touching the ground. Capri pants are acceptable at some fieldwork sites. No evidence of tears or fraying on clothing.
- No perfume, cologne, or aftershave is permitted. Strong cologne can trigger asthma or migraine headaches in clients and/or staff.
- No jeans. This includes blue jeans or colored jeans.
- Polo shirts are almost always acceptable if they meet the criteria listed above. Polo shirts should not have logos on them unless they are TWU or TWU MOT Program Logos.
- The TWU MOT Program scrubs are acceptable at some facilities, but not others. Check with site regarding specific colors permitted. Scrub bottoms may not touch the ground.
- Clean tennis shoes/sneakers are acceptable in most professional/clinical settings. Sandals or open toed shoes are not permitted.
- Grooming: hair is clean, neatly combed, picked or brushed. Long hair needs to be contained when working with clients. Beards and mustaches are acceptable if they are closely trimmed to the face, well maintained.
- Tattoos must not be visible. This includes covering neck, arms, chest, and feet.
- Piercings can be in lower ear lobes only, no more than two earrings in place. No other piercings permitted.
- Jewelry may be worn, as long as there is no potential to scratch clients. It should be minimal and in good taste.
- Fingernails neatly trimmed, and short so clients cannot be inadvertently scratched. Most health care facilities do not permit artificial fingernails, check with your site.
- Name tags are to be worn at all times. The MOT department will provide one nametag free of charge. Replacement nametags will be ordered by, and paid for by the student, from the company used by the MOT department. Some facilities will provide students with their own site's badges.

Professional Liability Insurance

Liability insurance will be provided by TWU. A certificate of liability will be provided to the facility if requested. If the facility does not request the certificate, it will be on file at the Chief Financial Officer's (CFO) office at Tennessee Wesleyan University's main campus in Athens, TN.

Level-I Fieldwork Introduction

According to ACOTE, fieldwork education is an important part of professional readiness and is intended to be integrated into the curriculum of the MOT program. "The fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities" ACOTE 2018 (C.1.0). Fieldwork is organized and evaluated by TWU for its effectiveness. The intention specific of the Level I experience is to introduce students to clinical sites and the fieldwork process. Students learn to apply their knowledge to practice and learn to gain understanding the needs of clients. No portion of the Level-I FW experience is used to replace or count towards any portion of the Level-II FW experience.

According to ACOTE 2018 Standard (C.1.6.), an affiliation agreement and/or a memorandum of understanding must be signed by both parties from the onset to the conclusion of said fieldwork. Responsibilities of the sponsoring institution and each fieldwork site must be clearly documented in the aforementioned signed document. TWU uses the Educational Affiliation Agreement.

Level-I Mental Health Course Lecture and Lab

This course is designed to further explore the mental health and psychosocial components of traditional practice settings in which occupational therapy practitioners' work or could potentially work. There is a lecture course and a lab course which includes a level I fieldwork. Students will analyze and practice, within various traditional practice settings across the life span, the identification of the need for OT services and the evaluation and intervention of clients. Under the supervision of MOT Program Faculty, students will practice skills with appropriate evaluation and assessment tools, treatment planning, treatment implementation, documentation as per facility and reimbursement requirements, and various other aspects of OT services. Students will demonstrate knowledge of the legal aspects and obligations of working with various clients across the lifespan with a focus on the mental and psychosocial health components. Students will interact with real clients under the supervision of MOT Program Faculty or at fieldwork sites such as psychiatric hospitals, acute care hospitals, geriatric psychiatric units, community outpatient mental health centers, or substance abuse recovery centers to practice their patient/client-practitioner interaction and therapeutic use-of-self skills. This course meets one of the two Level-I Fieldwork Hours Requirements of the MOT Program. Prerequisites: All first and second semester MOT program coursework. Co-requisites: OCT 708. Students will engage in an asynchronous, online discussion board while on level one fieldwork to discuss individual student reflections, confidential client interactions, mentoring, and feedback.

Qualifications of Level-I Fieldwork Educators

Level I field work educators will supervise OT students on site. The supervisors will be any of the following health care professionals with at least one year of clinical practice experience: occupational therapists, psychologists, social workers, recreational therapists, physiatrists, psychiatrists, teachers, nurse practitioners, physician assistants, physical therapists, or activity therapists (C.1.8.). Other healthcare-related professionals may also be considered. A memorandum will be signed by both parties prior to the onset of the fieldwork experience by the Fieldwork Educator (FWE), formerly known as Clinical instructor (CI), and the academic fieldwork coordinator (AFWC) (C.1.6). The supervising health care professionals must be knowledgeable about the occupational therapy profession and their role in mental health. (C.1.7.) The FWE also need to be aware of the objectives and goals of Level 1 Fieldwork as evidenced by a signed and agreed upon FW Objectives Form. The FWE will provide formal and informal evaluations of the students' performance. (C.1.8, C.1.9)

Assignment Process

The Academic Fieldwork Coordinator (AFWC) may have a list of all available sites on Sakai or provided by other means and may provide choices to students as to their desired sites. That is not always the case, however, and in most cases, students will receive their assignments without input as availability is often very competitive and limited. Assignments will begin in the second semester of the MOT program. MOT Students who are the parents of small children or school-aged children have priority of close-to-home settings. The students who have small or school-aged children will be placed first. The rest of the sites will be assigned to the student by the AFWC, the instructor of OCT 708, with input from the Program Director. Some sites may require an interview. These will be scheduled in January prior to the Level 1 placement. Students are notified of their Level 1 placement at the beginning of the third semester in the program. It is the responsibility of the student to make transportation arrangements as sites may span out as far as a 150-mile radius from the downtown Knoxville MOT Campus. Level-I FW attendance is typically one half-day per week for 8-9 weeks.

Once the students are assigned, the AFWC sends confirmation to the fieldwork sites and to the students. The AFWC sends the following documents to the fieldwork site:

- Student personal data: name, contact info.
- Verification of liability insurance
- Date of certified background check
- Verification of HIPAA and infection control training
- Verification of current BLS (CPR) training (required for Level-I; provided if available for Level-I FW)
- Copy of Health and Immunization form (see Immunizations and Health section)
- Professional Behaviors Assessment Form and/or other Student Evaluations
- Information on COVID-19 Vaccination

If the site has a health, drug screen, or background check requirement above and beyond those required by the TWU MOT program, it is the student's responsibility to cover the cost and provide the required documentation to the site one month prior to the beginning of the internship, or at the request of the Academic Fieldwork Coordinator.

Students are expected to complete the entire 32-40 hour internship during the assigned dates, unless previously arranged with the AFWC and the fieldwork site. Work schedule will be provided by the FWE and is typically not flexible. Tardiness or leaving early is not acceptable and is perceived as unprofessional behavior. The student will be evaluated on their last day of their level I fieldwork. (C.1.9) The student will fill out a Level 1 Student Evaluation of Fieldwork Experience form and upload it to the Sakai website.

The TWU MOT Program and ACOTE permits the use of simulation cases, or other methods of meeting Level-I FW requirements/hours. TWU uses SimuCase (a paid software program) as a back-up and/or supplemental, interactive case review software to help students meet the Level-I FW hours, meet Level-I FW objectives, and provided a well-rounded learning experience. In some cases, only simulation cases, role playing scenarios, or other means of meeting Level-I hours will be utilized.

Level-I Fieldwork Objectives

Five of the Six MOT program threads will be incorporated in Level I fieldwork. The leadership thread is not yet appropriate for level-one students for their first psychiatric placement, therefore it was not included (ACOTE C.1.9.).

Objectives pertaining to threads 1 and 5: **Service and Spirituality and Scholarship**

1. Students will begin to develop their observation skills by observing clients in the following mental health settings: psychiatric hospital, outpatient, substance abuse disorder group, or community support group.
2. Students will write a SOAP note in this setting and have it proofread for accuracy by their FEW for accurate documentation of client behaviors.
3. Students will demonstrate empathy and respect for the clients' situations, roles, religions, values, and occupations.
4. Student will demonstrate professional and ethical behavior, and respond appropriately to supervisory feedback with a willingness to learn.

Objectives pertaining to threads 2 and 3: **Kreativity and Innovation**

1. Students will increase awareness of existing roles, and see potential roles for occupational therapists in mental health settings.
2. Students will recognize occupational needs that may benefit from innovative or technology-based intervention.

3. Students will identify existing and potential inter-professional collaborations within their fieldwork setting.

Objectives pertaining to thread 5: **Life Long Learning**

1. Students will develop basic clinical reasoning skills by reflecting how psychosocial factors influence engagement in occupation.
2. Students will learn site specific policies and procedures.
3. Students will perform a chart review.

Samples of Types of Programming for Level-I FW

TWU will acquire/already has acquired affiliation agreements at the following facilities for Level one observation (ACOTE C.1.7) ***Not an exhaustive list.**

- AA/NA meetings (AFWC will supervise if qualified personnel is nonexistent)
- Cherokee Health Systems
- Community Mental Health Centers across eastern Tennessee
- Cornerstone Center for Addiction
- Numerous Skilled Nursing facilities with dementia care, some with secured units
- Park West Medical Center Geriatric psych unit (some time spent with traditional clients)
- Peninsula Hospital
- Reboot for PTSD
- Ridgeview Mental Health Center in Oak Ridge and Roane County
- Support Groups, e.g. stroke, Parkinson's Disease, multiple sclerosis, eating disorders, etc.
- *Traditional OT settings, outpatient, inpatient, acute care, pediatric clinics
- University of TN Medical Center
- Many others (availability may vary each year)

*Traditional settings will look for clients for Level 1 students to observe that have the following comorbidities: This list is suggested, however not exhaustive and other diagnoses can be included:

- Acute or Chronic pain
- Acute stress
- Adjustment disorder
- Anxiety
- Any Mental Health diagnosis
- Behavior regulation after brain injury or CVA
- Depression
- Fear
- Grief/loss
- Isolation

- Post-traumatic Stress disorder
- Substance abuse
- Suicidal ideation

Tips for the Fieldwork Educator at a traditional setting (not a primary mental health setting)

1. Have site specific objectives including understanding of psychosocial factors impact on occupational performance.
2. Encourage a student to complete an occupational profile including a psychosocial assessment learned in class.
3. Include psychosocial factors when discussing the client's strengths and weaknesses.

Evaluation of Professional Behaviors/Grading

The students will be expected to exhibit the following professional behaviors upon completion of level I fieldwork. They must not look bored, and must be attentive and interested. Cell phones are turned off and can be checked on breaks unless previous arrangements have been made with your FWE. The following behavioral checklist may be used:

***The behavior checklist may be given to fieldwork sites or utilized by the Academic Fieldwork Coordinator. Failure to meet 1 or more of these requirements can result in disciplinary action depending the severity of the offence not limited to failure of the fieldwork experience related to the offence.**

Time management

1. Meets deadlines for progress notes, or other assignments given by AFWE
2. Arrives on time to fieldwork, meetings, and client appointments
3. Informs AFWE if running late in a timely manner regarding tardy or absence

Stress management

1. Demonstrate healthy self-care skills regarding stress management at field work site.
2. Flexible and calm with coping with schedule changes or routines.

Oral Communication

1. Concise
2. Friendly, caring
3. Actively listen
4. Maintaining eye contact

5. Attending to staff/client
6. Provides constructive feedback
7. Accepts constructive feedback
8. Modifies behaviors according to feedback
9. Works effectively with others

Written Documentation, including electronic

1. Correct grammar, spelling, punctuation, and formatting
2. Concise
3. Well organized
4. Follow cite-specific formatting
5. Uses Occupational Therapy Practice Framework

Professionalism

1. Follows site-specific dress code or follows TWU MOT dress code
2. Manages personal and professional boundaries
3. Respects confidentiality
4. Assumes professional role with confidence

Initiative and Self-Directed Learning

1. Self-starts tasks when appropriate
2. Demonstrates eagerness to learn
3. Asks relevant questions

Safety

1. Adheres to policies and procedures of fieldwork site
2. Reports risky behavior, i.e. suicidal ideation, to supervisors.

Ethics

1. Adheres to AOTA Code of Ethics

Cultural Competence/Sensitivity

1. Demonstrates acceptance and respect for cultural or religious differences and opinions of staff or clients without bias or discrimination.
2. Values and beliefs of clients and staff are respected.

Therapeutic Relationships

1. Establishes a positive rapport with clients
2. Puts the client's needs first
3. Maintains professional boundaries

These behaviors will be evaluated on a Likert Scale:

0= behavior not present

1=behavior emerging, needs improvement in quantity or quality.

2= satisfactory for level one

3= exceeds expectations for level one fieldwork

Student Evaluation of Fieldwork Experience (SEFWE)

The level I students will evaluate their experiences using a SEFWE form. This is needed as an outcome measure to assess the quality and effectiveness of the site and the FWE. This is also needed to ensure fieldwork objectives were met. The level one SEFWE form will be based on the level one objectives. (C.1.1., C.1.4.)

Failure to Pass Level I & II fieldwork

The Academic Fieldwork Coordinator holds the right to fail a student while at Level I & II fieldwork, due to professional, moral, or ethical behaviors. If a site requests a student not return to fieldwork, the Academic Fieldwork Coordinator and Program Director will further investigate the matter, discuss with the student, to determine the plan of action. Failure to pass level I fieldwork will result in the student not being able to progress to the level II fieldwork experience.

Receiving two F's in any combination of clinical rotations (Level 1 or Level 2 fieldwork) will result in permanent dismissal from the program.

Clinical failure can include but is not limited to:

1. Unacceptable behaviors during your rotation
2. Inappropriate communication with staff and clients at the site
3. Continued tardiness or unexcused absence
4. Failure to meet the required number of hours set forth by the academic institution
5. Violation of HIPAA

6. Other unacceptable professional or ethical behaviors.

Level-II Fieldwork Introduction

Level II fieldwork is probably the most important aspect of the MOT program. It promotes applying the knowledge learned at the University to clinical practice with qualified occupational therapists serving as a role model. The following descriptions describe TWU's methods of implementing fieldwork education.

Level-II Fieldwork Course Description

Students entering their first Level II Fieldwork (FW) Rotation will have successfully completed all previous didactic coursework from semesters 1-4. During Level II FW, students will reflect upon and utilize the skills, techniques, knowledge, clinical reasoning, and critical thinking skills. They will apply their knowledge of frames of references of OT practice, occupation-based practice, client-centered practice appropriate for the setting and developmental level of clients. Students will demonstrate sound clinical judgement, safety and risk awareness, and therapeutic use of self under the supervision of an experienced and licensed occupational therapist. Overall, students will demonstrate most, if not all skills expected of a pre-entry level occupational therapist.

Students will complete a total of 24 full-time weeks (two 12 full-time week rotations) of Level II FW and receive, at minimum, a midterm and final evaluation using the Level II Fieldwork Performance Evaluation approved and provided by the American Occupational Therapy Association. 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 and upon the AFWC and Program Director's approval. 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 as per 2018 ACOTE Standard C.1.10. Prerequisites: All previous didactic coursework (i.e., first, second, third, and fourth semester coursework). Co-Requisites: Two of the following on-line courses: OCT 816, OCT 817, OCT 818, OCT 812, or OCT 820.

Students entering their second Level II Fieldwork (FW) Rotation will have successfully completed all previous didactic coursework from semesters 1-5 and their first Level II FW Rotation. During Level II FW, students will reflect upon and utilize the skills, techniques, knowledge, clinical reasoning, and critical thinking skills. They will apply their knowledge of frames of references of OT practice, occupation-based practice, client-centered practice appropriate for the setting and developmental level of clients. Students will demonstrate sound clinical judgement, safety and risk awareness, and therapeutic use of self under the supervision of an experienced and licensed occupational therapist.

Overall, students will demonstrate all skills expected of a pre-entry level occupational therapist and carry, in a progressive fashion over the 12-week period, a full client/case load as defined by the FWE. Students will complete 12 full-time weeks of Level II FW and receive, at minimum, a midterm and final evaluation using the Level II Fieldwork Performance Evaluation approved and provided by the American Occupational Therapy Association. Prerequisites: All previous didactic coursework (i.e., first, second, third, and fourth semester coursework). Co-Requisites: OCT 819 & OCT 899. In total, the students will complete 24 weeks of full time level II fieldwork.

Qualifications of Level-II Fieldwork Educators & Supervision

Level II FWEs must be licensed occupational therapists who have practiced in a clinical setting for at least one year after their initial certification. The occupational therapists will provide proof of licensure. In “role emergent” fieldwork settings, those settings where there is not an OT currently employed full time, supervision will be shared by an onsite non-OT supervisor and a qualified occupational therapist with a minimum of 3 years of experience. A minimum of 8 hours of supervision per week must be provided in a role-emergent placement.

Fieldwork supervision can be provided in a variety of formats:

- One student to one fieldwork educator
- Two students to one fieldwork educator
- Multiple fieldwork educators to one or more students

Role-emerging supervision (supervision shared by fieldwork educator OT 8 hours per week and onsite supervisor). In some cases, the TWU AFWC may provide the required supervision of role-emerging settings.

The FWE must be knowledgeable of adult learning models, learning styles and diverse teaching methods. The FWEs also needs to adapt their supervision style to meet the student’s needs, initially starting with direct supervision and decreasing to less direct supervision as skills develop. They need to enhance clinical reasoning through guided learning experiences. The AFWEs will provide formal and informal evaluations of the students’ performance.

Assignments Process for Level-II Fieldwork Sites

A list of the Level II fieldwork Sites may be on the Sakai website named Level II fieldwork or provided via a FW Preference Worksheet. Students will fill out the Level-II Fieldwork Preference Worksheet, stating their three preferences for their first level II fieldwork and their second level II fieldwork. Students will turn in the Worksheet to the AFWC for consideration of their preference; however, **no preferences are guaranteed, and students may or may not get their desired FW sites or settings.** The AFWC will prioritize placing students with previously stated extenuating circumstances, parental responsibilities for small children, those who are caregivers for elderly parents, or the like. A fieldwork placement committee will be formed to consider acceptance or denial of all extenuating and unique circumstances. Even with acceptance, students may not get exactly the site or setting they desire. There could be many students competing for the same FW site. The committee will further prioritize students with excellent professional behavior and higher-grade point averages (GPAs) ahead of those with less desirable professional behavior and lower GPAs. The program director will assist as needed and may choose to be a committee member.

Students may be placed across the United States for level II fieldwork rotations according to availability of FW sites and settings, and balance of FW experiences. No student may have 2 FW rotations in the same types of settings (i.e., 2 pediatric settings, 2 hand-therapy settings, 2 school-settings, etc.) as they will not adequately prepare and balance their FW experiences. Every effort will be made to try to meet specific FW site/setting preferences and requests; but none are guaranteed. Students will be fiscally responsible for all portions of fieldwork while on level II rotation, regardless of location. This includes planning for housing, transportation, clothing, following the sites dress code, etc. Students will be made aware of the Level-II FW placements in advance to help with planning for their success.

Changes to Assigned FW Placements

No changes will be made to Level-II fieldwork placements after the student and AFWC have met to confirmed site placements unless there is written documentation of extenuating circumstances (previously submitted or newly emergent), which includes documented critical illness of self or a close family member, or if a FW site directly contacts the AFWC and cancels a student placement. In the event of critical illness or death, written documentation would include a published obituary or confirmation of a medical problem from a non-family member physician.

Cancellations or changes to Level-II FW placements will not be made for personal reasons, such as financial hardship, housing changes, weddings of self/family/friends, transportation difficulties, travel concerns, or merely changing one's mind about what settings are desired. If a student is not content with his or her assigned Fieldwork Site or Setting, he or she may withdraw from the MOT Program for that semester and await a more desired site or setting if/when it becomes available within the time period of no more than time-and-a-half of the total program length for graduation; dropping a FW rotation will delay graduation by at least 1 academic semester.

Once a fieldwork placement is presented to a student the student has 72 hours to inform the Academic Fieldwork Coordinator of the request for cancellation due to extenuating circumstances. The extenuating circumstance will be reviewed by the Fieldwork Committee. If the extenuating circumstance does not meet the standards (see above) then the student will either be expected to go to the site presented, or may choose to cancel but will risk delaying graduation if a new site is not secured for the student. Cancellation on behalf of the student will not be reviewed or entertained within 45 days of the fieldwork start date.

Objectives for Level-II Fieldwork (C.1.3.)

- Apply concepts of human occupations, client-centeredness, and occupational science to the practice of occupational therapy (Service thread).
- Incorporate the broad base of knowledge of the liberal arts and sciences into the practice of occupational therapy (Scholarship and live long learning threads).
- Apply knowledge of the basic tenets of occupational therapy's foundations, theoretical perspectives, philosophy, domains, and processes into the practice of occupational therapy (Scholarship and lifelong learning threads).

- Apply sound judgement and clinical knowledge of screening, evaluation, intervention planning, treatment, and referral into the practice of occupational therapy. (Scholarship, innovation, creativity, and live long learning threads).
- Demonstrate consideration of all factors affecting, or potentially affecting, the delivery of occupational therapy services, including context of service delivery, cultural and lifestyle differences, and bias. (Spirituality, scholarship, and lifelong learning threads).
- Demonstrate leadership and advocacy throughout the process of OT service provision (Leadership and innovation threads).
- Use evidence-based resources, the application of sound research practices, and reliable resources as guides to the practice of occupational therapy. (Scholarship thread).
- Demonstrate high standards of professionalism, ethics, values, and responsibilities as a generalist in the practice of occupational therapy (Service thread).
- Demonstrate clinical competency in the practice of occupational therapy and the therapeutic use of self while on fieldwork rotations. Students will also identify how psychosocial factors can influence engagement in occupation. (Service, lifelong learning, innovation and leadership threads). (C.1.7).
- At the completion of the second level II rotation, the student will be ready for entry level practice (all six threads).

Evaluation of Professional Behaviors/Grading for Level-II FW

See AOTA FWPE form, Appendix B. (C.1.15).

Fieldwork Outside the United States

If fieldwork is done outside the United States, they have to be supervised by an occupational therapist who graduated from a program approved by the WFOT. The FWE has to have at least one year of practice prior to the onset of Level II fieldwork. (C.16.). At this time, the TWU MOT Program does not place Level-II FW students out of the country.

Site-initiated Cancellations

Occasionally, a fieldwork site may have to cancel without much notice. This can be due to many reasons, such as clinical staff illness, injury, or resignation. In this case, the AFWC is responsible for locating another site for the student. The new replacement FW site may not be a top-choice or a desirable FW

site as identified by the student, but will be sure to meet the academic needs of the student and provide a well-balanced FW experience meant to prepare the student as an entry-level OT and pass the NBCOT Board Exam for OT. The location of the new site may involve unanticipated travel on the part of the student. The student is responsible for all costs involved with the fieldwork experience.

Attendance

Students are expected to complete 12 full-time weeks for each fieldwork assignment. These are usually completed consecutively unless arranged differently with the AFWC and the fieldwork site. Fieldwork schedules of the students will follow that of their supervisor(s). A typical work day is an 8-hour day with an additional 30 minutes for lunch. There are sites where a work day is shorter, e.g. school system. In that situation, the student's schedule will follow the FWE. The FWE must work full time; but arrangements may be made if it is less than full-time and supervision requirements are being met. Tardiness or leaving early is unacceptable and is perceived as unprofessional behavior. Unscheduled absences, such as sick days or motor vehicle accidents do happen. Students must notify their fieldwork educator (and AFWC of TWU) by phone or email prior to or at the start of the workday. One sick day/unscheduled absence is permitted without make up. Additional days would require make up days according to the time table specified by the fieldwork educator.

Student Grievance

A student who believes the fieldwork evaluation is inaccurate should discuss the assessment with the FWE. If the issue remains unresolved, the student should contact the AFWC at TWU. If it is not possible for the issue to be resolved in this manner, then the program director will be contacted. If the problem is not resolved with the program director, the TWU Associate Dean over the program will meet jointly with the student, AFWC, the Program Director, and the FEW to try to resolve the complaint. The Associate Dean may involve others at his/her discretion to attend the meeting.

Roles and Responsibilities

FIELDWORK STUDENT:

Students are representatives of TWU, and therefore need to maintain the good reputation of the MOT program. Students are required to:

- Complete all fieldwork assignments, even those which are not graded.
- Maintain client confidentiality at all times.
- Act within the scope of their knowledge, training and expertise.
- Demonstrate professional behavior at all times.
- Obey the policies and procedures of the fieldwork site.
- Actively participate in the supervisory and learning process.
- Arrange for transportation and housing near the fieldwork site.
- Follow the OT Code of Ethics.

ACADEMIC FIELDWORK COORDINATOR (AFWC):

The AFWC is responsible for overseeing all fieldwork program development and coordination, including:

- Research and identify potential fieldwork sites.
- Develop and maintain affiliation agreements and annual memorandums of intent with the sites (C.1.2.).
- Establish and maintain current fieldwork site data forms (C. 1.2.).
- Ensure fieldwork sites are sufficient in number, depth and scope that include didactic curriculum content to tie in to fieldwork (C.1.1.).
- Collaborate with FWE to sign agreed upon site and TWU learning objectives (C.1.3).
- Provide fieldwork placements in a variety of settings, traditional and role-emergent.
- Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner (C.1.5.).
- Ensure the fieldwork program reflects the scope and content of the TWU curriculum
- Assist fieldwork educators with the development of site-specific objectives for level II.
- Ensure minimal qualifications of fieldwork educators are met.
- Ensure that the ratio of fieldwork educators to students enables proper supervision to protect consumers, clients, and appropriate role modeling of occupational therapy practice. (C.1.4.).
- Ensure FWEs are providing frequent assessment of student progress to achieve stated fieldwork objectives (C.1.4).
- Collaborate, support, and offer training to FWE.
- Collaborate with students to identify their needs and preferences. Also, collaborate with FWEs to ensure the most appropriate match for placements. Student interviews may be required and are available upon request by the FWE.
- Communicate with students regarding fieldwork placements, assignments, and requirements. Provide students with fieldwork links on Sakai or by other means to obtain necessary paperwork, general, and site-specific information.
- Review student performance evaluations and assign pass/fail grades.
- Review SEFWE to assess effectiveness and appropriateness of fieldwork placement.

FIELDWORK EDUCATOR (FWE):

All fieldwork educators will receive a packet from TWU regarding the MOT curriculum, fieldwork objectives, and the requirements of the fieldwork educator. Fieldwork Educators are required to meet 2018 ACOTE standards and demonstrate minimum competencies:

- Demonstrate competency in professional knowledge, skill, and judgment.
- Be a role model for professionalism and inter-professional collaboration.
- Demonstrate OT practice that supports client engagement in meaningful occupations.
- Facilitate students' clinical reasoning and its application to entry level OT practice.

- Utilize TWU's weekly supervision log which includes strategies to implement psychosocial factors.
- Guide students in writing client-centered, occupation based goals.
- Engage students in dialog regarding the impact of psychosocial factors on occupational performance, and identifying barriers on occupational performance.
- Teach students to identify and address the emotional health components of physical disabilities.
- Contact the AFWE if any red flags emerge regarding the student being at-risk for not passing at or before midterm.

Termination of Level-II Fieldwork

It is the responsibility of the AFWC to intervene when a FWE reports that a student exhibits unsatisfactory behavior or if a student's potential for achieving entry-level competence by the end of the internship is in question. The AFWC and the FWE may consult with the TWU Program Director and other TWU faculty when necessary. The student in jeopardy will be heard by the AFWC. Decisions to terminate fieldwork assignments will be based on objective information provided to the AFWC, and when mutually agreed upon by both the AFWC and the FWE. Since the facility's participation in the fieldwork education is a privilege and not an obligation, the AFWC does not have the right to maintain a fieldwork assignment if the facility does not agree.

The TWU student may petition in writing to terminate a fieldwork rotation for extenuating circumstances. The letter should be addressed to the AFWC and provide details related to the extenuating circumstance for consideration. Prior to granting this request, the decision will require approval from the AFWC, MOT program director, and the fieldwork site prior to being released from their obligation to finish.

A grade of failure (F) will be given when a student does not successfully complete a Level II fieldwork due to any of the following circumstances:

- Student demonstrated unsafe and/or unethical behavior.
- Student abandoned established responsibilities.
- Failure to meet minimum required final score on the FWPE.

Fieldwork-Related ACOTE Standards (2018 ACOTE C-Standards)

ACOTE C Standards are the standards that pertain to fieldwork education. They are as follows:

STANDARD #	STANDARD TITLE	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE LEVEL EDUCATIONA PROGRAM FOR THE OCCUPATIONAL THERAPIST
C.1.0.	Fieldwork education	Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry

		out professional responsibilities under the supervision of qualified personnel serving as a role model. The academic fieldwork coordinator is responsible for the program's compliance with fieldwork education requirements. The academic fieldwork coordinator will:
C.1.1	Fieldwork Program Reflects the Curriculum Design	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.1.2.	Criteria and Process for Selecting Fieldwork Sites	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.1.3.	Fieldwork Objectives	Document that academic and fieldwork educators 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. Ensure that fieldwork objectives for all experiences include a psychosocial objective.
C.1.4.	Ratio of Fieldwork Educators to Students	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.
C.1.5.	Sufficient Fieldwork Agreements	Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.4.7.
C.1.6.	Level I and II Fieldwork MOUs	The program must have evidence of valid memoranda of understanding in effect and signed by both parties from the onset to conclusion of the Level I fieldwork and the Level II fieldwork if it involves an entity outside of the academic program. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.
C.1.7.	Fieldwork in Behavioral Health or Psychological and Social Factors	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.
	LEVEL I FIELDWORK	The goal of Level I fieldwork is to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients. The program will:
C.1.8.	Qualified Level I Fieldwork Supervisors	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.1.9.	Level I Fieldwork	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 include 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 • Supervision by a fieldwork educator in a practice environment All Level I fieldwork must be comparable in rigor.
	LEVEL II FIELDWORK	
C.1.10.	Length of Level II Fieldwork	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.1.11.	Qualified Level II Fieldwork Supervisors	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.1.12.	Evaluating the Effectiveness of Supervision	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.1.13.	Level II Fieldwork Supervision	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.1.14.	Fieldwork Supervision Where No OT Services Exist	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.1.15.	Evaluation of Student Performance on Level II Fieldwork	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Student</i> or equivalent).

References

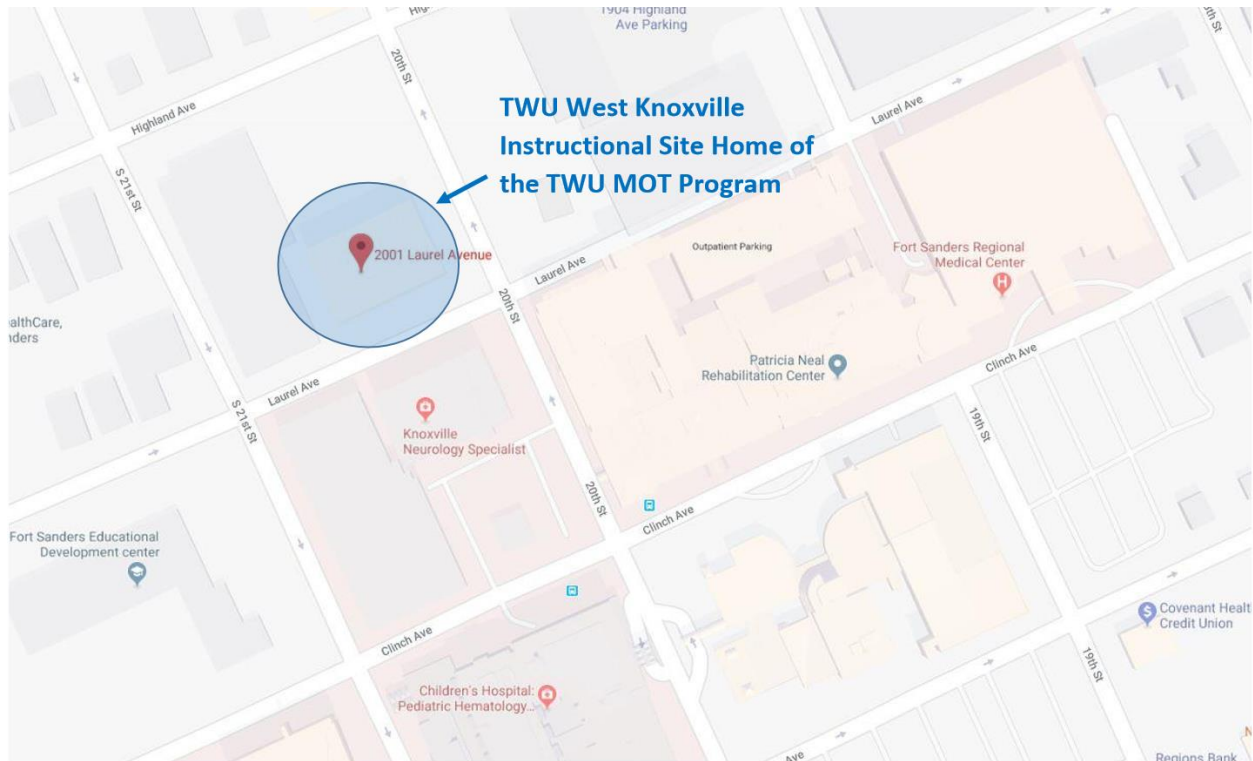
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Appendix A: Location of TWU MOT Program



Appendix B: MOT Student Parking Map



Appendix C: Attestation form for MOT Students



Attestation for Occupational Therapy Students

By signing this attestation form, I acknowledge:

- I have received a printed copy of the *TWU-MOT 2023-2024 Student Handbook* and have been made aware this handbook is available in the MOT Department Administrative & Faculty Offices Suite and is available upon request.
- I have the responsibility to notify the MOT Program Director of the following situations:
 - Change in ability to meet financial obligations to TWU.
 - Change in my health that may impact clinical performance or welfare of others.
 - Any other situation or circumstances that may impact the MOT program.
- I have the responsibility to notify the MOT Program Director, immediately in writing if I am arrested or convicted of a crime any time after my acceptance to TWU-MOT Program until graduation.
- I have received a printed copy of the AOTA Code of Ethics & Ethics Standards (2020).
- I understand that any questions can be directed to Dr. Stedmon Hopkins, MOT Program Director. Phone number is (865) 444-3517 and e-mail shopkins@tnwesleyan.edu

PLEASE PRINT LEGIBLY

Printed Student Name (with middle initial): _____

Student Signature: _____ Date: _____

Cell phone: _____

Emergency Contact Name: _____ Relationship: _____

Contact's Daytime Phone: _____ Cell Phone: _____

This attestation form will be placed in the student's TWU-MOT Program academic file.