



Student Handbook

2026 - 2027

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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.*



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.

Curriculum & MOT Program Overview

History of the Tennessee Wesleyan University MOT Program

The Tennessee Wesleyan University (TWU) Master of Occupational Therapy (MOT) program was established in 2014, significantly expanding the university's health sciences offerings. Initially located at the West Knoxville Instructional Site on Cogdill Road, the program soon moved to a more ideal and spacious permanent site in the Newland Professional Building (2001 Laurel Avenue) in downtown Knoxville. This strategic location, adjacent to Fort Sanders Regional Medical Center, integrates students into the medical community from day one, offering state-of-the-art labs, classrooms (including a simulation apartment), and dedicated student and administrative spaces. TWU secured approval for the new graduate program and instructional site from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) on December 4, 2018. The program then received Candidacy Status from the Accreditation Council for Occupational Therapy Education (ACOTE) in April 2019, and achieved full accreditation status in 2021. While primarily based in Knoxville, MOT students also have full access to the resources of TWU's main campus in Athens, Tennessee.

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 2030 of the American Occupational Therapy Association is “Enriching life for ALL individuals and society through meaningful engagement in everyday activities” 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, 2025). 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 prepares competent, innovative, and service-oriented practitioners through a high-quality educational experience that emphasizes leadership, lifelong learning, scholarship, and meaningful contributions to clients, communities, and the profession.

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 currently:

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 people and their diverse ways of learning, living and worshiping.

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.

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 can determine 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. 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 exceptional entry-level occupational therapy education at the master's level in accordance with the Accreditation Council for Occupational Therapy Education. The curriculum is designed in a way that allows students to build upon their knowledge each semester to guide them in becoming prepared entry level occupational therapists. Within the semesters are sequences of courses, hands-on labs, Level-I fieldwork experiences, and Level II fieldwork experiences.

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.

Course Name	Credit Hours
OCT 507 Introduction into Occupational Therapy	3 s.h
OCT 510 Neurophysiology and Anatomy: Lecture and Lab	3 s.h
OCT 509 Functional Anatomy Lab and Lecture	5 s.h
OCT 522 Research & Leadership in OT Practice I	1 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 & Assessment	3 s.h
OCT 615 Technologies in Occupational Therapy Lecture and Lab	3 s.h
OCT 622 Research & Leadership in OT Practice II	1 s.h
OCT 701 Modalities & Upper Extremity Lecture and Lab	3 s.h
OCT 704 Advocacy, Leadership, & Administration in Occupational Therapy	2 s.h
OCT 713 Pathologies & Interventions Lecture & Lab Series II	3 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	2 s.h
OCT 806 Pediatrics and School-Based Occupational Therapy Lecture & Lab	5 s.h
OCT 807 Mental Health and Psychosocial Occupational Therapy	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	2 s.h
OCT 896 Level II Fieldwork Experience Rotation	9 s.h
OCT 897 Level II Fieldwork Experience Rotation II	9 s.h

TOTAL CREDITS: 71

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.

(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.

Leadership | Followership | Role Model | Mentor | Advocacy | Ethics | Responsibility

(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 2030, the TWU MOT Student will learn how to enrich life for all individuals and society through meaningful engagement in everyday activities.
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.
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)
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 be professional, prepared, dependable, and will communicate effectively in all formats; as demonstrated by successfully passing 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 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 510: Neurophysiology and Anatomy: Lecture and Lab (3 credits)

Course Description: This course is designed to facilitate students understanding of the clinical significance of neuroanatomy and neurophysiology related to occupational therapy, as well as gain the knowledge and skills to be able to administer standardized and non-standardized neurological assessments in occupational therapy. Students will receive instruction and apply knowledge of physiology and anatomy of the nervous system

including the central nervous system and peripheral nervous system. Students will learn a variety of neurological assessments to be utilized throughout their curriculum, but also as a practicing occupational therapist. In addition to neurological 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 neurological assessments to use the data to identify the presence of neurological dysfunction. 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

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.



The TWU MOT Program is located on the 3rd floor of the Knoxville Instructional Site, located at 9845 Cogdill Road Knoxville, TN 37932

Admissions & Graduation Requirement

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 71 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 (70 – 76.9) 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.

***Extenuating circumstances may be granted on a case-by-case basis with review of Program Director, AFWC, and at least one additional full-time, MOT, faculty.**

Progression, Retention, and Grading Policies

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

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

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

1. No Rounding of Grades

Grades are not rounded. This supports preparation for the NBCOT exam and real-world practice, where performance must meet objective standards.

2. Course Retake and Progression

Students required to retake a course must pause program progression until a passing grade is earned.

3. Limit on Grades of C or Below

No more than two grades of C or C- (70% - 76.9%) are allowed.

A third C/C- (70% - 76.9%) requires retaking that course when next offered.

If the 2nd and 3rd Cs occur in the same semester, the student will retake the course with the lowest grade.

4. Grades of D (69.9%) or Lower

A D (65%-69.9%) or F (0% -64.9%) results in dismissal. Students may reapply the following year, pending space and course availability. After re-entry, all grades must be C+ (77%) or higher—any lower grade results in permanent dismissal.

5. Retake Limit

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. Incomplete Grades (I)

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. Withdrawal Process

Students withdrawing from a course or the MOT program must contact the MOT Program Director and initiate the official TWU withdrawal process and complete all required documentation. Failure to do so will result in a grade of “F” (failure) in the courses in which the student is registered for the semester, and the student will receive no refund of tuition or fees paid.

Students who withdraw from the MOT program may apply for re-admission one time. For purposes of the MOT program’s re-admission process, a grade of “WF” is treated as an “F.” Re-entry will align with the program’s course sequence and will occur when the appropriate course is offered again. That course will become the student’s new starting point in the program, except in the case of Level II Fieldwork courses.

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.

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.

***Extenuating circumstances may be granted on a case-by-case basis with review of Program Director, AFWC, and at least one additional full-time, MOT, faculty.**

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

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, unless otherwise specified by program director.

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

Tuition

Total Credit hours = 73

Fees: \$550 / semester

Total Cost of Tuition: \$67,920 (in-state and out-of-state)

Total Cost per Semester (6 semesters): \$10,770

Tuition: \$875 per credit hour

Fees

Student fees are \$550 per semester. There are 6 semesters in the program. Therefore, the student fees are \$3,300 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 \$3,450 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 (2025). 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 <https://www.aota.org/practice/practice-essentials/ethics>.

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.

Smoking of any sort (electronic cigarettes or tobacco) is prohibited at the Knoxville 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.

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, midterm and final examinations (paper-based or online), term papers and research papers, group projects and presentations, individual presentations, 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.

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. 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 in the MOT Program Administrative & Faculty Suite 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 shopkins@tnwesleyan.edu
(865) 444-3517

Academic Fieldwork Coordinator

Kerry Ormond kormond@tnwesleyan.edu
(865) 444-3516

Assistant Professor of Occupational Therapy

Dr. Rebecca Ahlfeld rahlfeld@tnwesleyan.edu
(865) 444-3518

Assistant Professor of Occupational Therapy

Gabriella Guerro-Valero gguerra@tnwesleyan.edu
(865) 444-3519

Assistant Professor of Occupational Therapy

Dr. Bernadette Mullins bmullins@tnwesleyan.edu
(865) 444-3518

MOT Program Administrative Assistant

Aaron Van Landingham avanlandingham@tnwesleyan.edu
(865) 444-3518

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 2026-2027 Student Handbook, Student Complaint Policy (non-academic issues).

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 2026-2027 Student Handbook

MOT Program Requirements & Accreditation

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.

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.

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.

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, 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. 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 situations

Accreditation

The TWU MOT Program is currently in **Full Accredited Status** with the Accreditation Council for Occupational Therapy Education (ACOTE), 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814. Phone: 301-652-6611x2042 www.acoteonline.org

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.

Technology Requirements

All students are required to have access to reliable technology in order to fully participate in the MOT program. This includes:

- A device with and up-to-date operating system (i.e. Windows, macOS, etc)
- A functioning webcam and microphone.
- Stable internet access.
- The ability to access and utilize learning management systems, email, and video conferencing platforms.

Please note that while the Master of Occupational Therapy (MOT) program at Tennessee Wesleyan University utilizes testing software for multiple courses, which is considered distance education through the Accreditation Council for Occupational Therapy Education (ACOTE) all courses within the curriculum are taught in-person providing direct, hands-on learning experiences essential for professional practice. However, meeting these technology requirements is necessary for the occasional distance education activities and examinations.

Please also note that there is no additional fee associated with distance learning.

Student Mailboxes

Student mailboxes are located in the MOT Program Administrative & Faculty Offices behind the front desk. 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 and Academic Catalog.

TWU Honor System

Please refer to the TWU 2026-2027 Academic Catalog. Please refer to the TWU website for the release of the new 2026-2027 Academic Catalog in early Fall 2026.

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 2026-2027 TWU Student Handbook.

Office of Disability Services

- a. **Disability Statement:** Any student who feels she/he may need accommodation based on the impact of a documented disability should contact the Office of Disability Services to discuss specific needs. Please contact the Director of the Office of Disability Services at twdisabilityservices@tnwesleyan.edu. It is the student's responsibility to make initial contact with one of the coordinators. Their offices are located in Sherman Hall on the Athens Campus.
- b. **Suicide Prevention Statement:** Tennessee Wesleyan is committed to and cares about all students. If you or someone you know at the university feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide, supportive services are available and effective. For immediate help, contact the National Suicide Line at #988 or 1-800-273-8255. On campus, you may contact Dean Mashburn in the Student Life Office, Monday-Friday, 8:30 a.m.-5:00 p.m., Monday-Friday at 423-746-5203.

Social Networks Policy

TWU MOT students, faculty, and staff may not post any material or information that could potentially violate patient, staff, student, or faculty confidentiality or professional behavior guidelines on social media sites. Although Sakai and other online tools used in nursing courses are not considered social media sites, students are expected to observe professional standards for communication in all interactions. Students will be subject to disciplinary action by the school and the clinical agency for any violation of the social media policy. HIPAA regulations apply to comments made on social networking sites and Sakai or other online tools, and violators are subject to the same prosecution as with other HIPAA violations.

- Social media include but are not limited to blogs, podcasts, discussion forums, online collaborative information, cell phone content or transmissions and publishing systems that are accessible to internal and

external audiences (e.g., Wikis, RSS feeds, video sharing, and social networks like Twitter, YouTube, and Facebook).

- Postings on social networking sites are subject to the same professional standards as any other personal interactions. The permanence, worldwide access, and written nature of these postings make them even more subject to scrutiny than most other forms of communication.
- Restricted postings include, but are not limited to, protected health information – individually identifiable information (oral, written, or electronic) about a patient’s physical or mental health, the receipt of health care, or payment for that care.
- Online postings or any discussions of patients or events are strictly prohibited, even if all identifying information is excluded.
- Under no circumstances should photos or videos of patients or photos depicting the body parts of patients be taken or displayed online.
- Statements made by you within online networks or on any electronic device (e.g., cell phone) will be treated as if you verbally made the statement in a public place.

Medical and Behavioral Health Services

As future health care providers and role models, students are expected to demonstrate and maintain good physical, emotional and social health practices which may include regular physical activity; proper nutrition; proper hygiene; abstaining from tobacco product use; no illicit drug use; and attending regular medical and dental examinations.

Students can utilize the Fast Pace Health services at any of their 250+ locations. To find a clinic near you, go to <https://fastpacehealth.com/> select “My Clinic” and search by zip code. Most clinics are open 8:00 a.m. to 8:00 p.m. You will need to provide your current TWU ID and another government issued ID (driver's license or passport). Services are only available while enrolled at TWU full-time.

After the first in-person visit, students have the option of using telehealth services. For services not covered under the TWU and Fast Pace Health agreement, students will be responsible for the cost. Fast Pace Health accepts most insurances for these additional services.

Fast Pace Health provides medical assistance for minor illnesses and injuries for TWU students. Services include, but not limited to wellness and preventative care; disease management (high blood pressure, Diabetes, etc.); women’s health (yearly exams, birth control); men’s health; physicals (sports, school, work); lab work; routine X-rays; immunizations (flu, pneumonia, allergies, tetanus); health screenings & testing.

Fast Pace Behavioral Health team offers services for mental health issues including depression, anxiety, ADHD, PTSD, and other psychiatric disorders using appropriate medications and/or psychotherapy. Patients’ individualized treatment plans depend on their unique needs and medical situations. Please note that these services are NOT designed for long-term care.

Mental Health & Wellness Provider

Tennessee Wesleyan provides a variety of options to fit the students’ health and wellness needs. Depending on your needs, you may meet individually with the Vice President of Student Life or the Chaplain. Additionally, students are able to utilize free services provided by our partners at TELUS. TELUS: My SSP provides mental health care for our entire student body. My SSP connects students to credentialed counselors to help them address cultural, physical, and mental health challenges as they pursue higher education. Students receive the help they need in their native language (English, Spanish, or Chinese) whether they are at home, on campus, or abroad.

Students may contact the Student Life Office at 423-746-5216 or look at the TWU app under Health and Wellness to find the TELUS link and make an appointment.

More details about this program can be found in the videos below.

- TELUS Student Orientation Video (9.29 mins): <https://vimeo.com/652527630/948aa89c8c>
- 5 Things to Know about TELUS Video (2.56 mins): <https://vimeo.com/748796298/eeab52c367>
- 5 Things to Know about the TELUS App Video (2.56 mins): <https://vimeo.com/748795010/8813895071>
- 5 Things to Know about the TELUS Website Video (2.41 mins): <https://vimeo.com/748795618/bb4e6c246d>

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 2026-2027 TWU Student Handbook.

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 Knoxville Instructional Site (9845 Cogdill Road Knoxville, TN 37932) 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) prior to 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.

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: or 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.

Student Files & Class Records

Student files and class records are kept in filing cabinets within locking faculty offices in the Administrative & Faculty Offices, 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 3rd floor of the Knoxville Instructional Site, located at 9845 Cogdill Rd, Knoxville, TN 37932. Resources are available at the MOT Program site and at the Athens Campus, located at 204 E. College Street, Athens, TN 37303.

Student Area

The Student Area is located on the 3rd floor at 9845 Cogdill Road Knoxville, TN 37932. 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: library, conference room, whiteboards, lounge, breakroom with a refrigerator and microwave, coffee machine, storage for lunch boxes, bags, etc., open study-space/tables, Wi-Fi accessibility, and a printer/copy machine.

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.tnwesleyan.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 ¼ 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 worn in a way that does not interfere with lab or 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, or other business casual attire.

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 keep track of their ID Badge at all times and wear them during fieldwork, and fieldtrips. Identification of employees and students is an important part of such an environment.

Unsafe, Suspicious or, Impaired Behaviors

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

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 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 2026-2027 Academic Catalog.

Written & Collaborative Projects

Written Assignments

- Written assignments will be assigned per faculty discretion within the MOT Program, including fieldwork. 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 unless specified by your instructor
- 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 learning management system 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 responsibility in mind. The University

recognizes two categories of absences: excused absences and unexcused absences. Instructors will publish and enforce course-specific attendance requirements in the course syllabus.

Due to the intensive, sequential, and experiential nature of the Master of Occupational Therapy program, regular and punctual attendance is required in all lectures, laboratories, practical examinations, fieldwork experiences, and other scheduled learning activities. Missed instructional or experiential learning may not be reproducible and may affect a student's ability to demonstrate required course and program competencies.

Personal Travel and Vacations

The MOT program has a zero-tolerance policy for personal vacations or discretionary travel scheduled during the academic semester. Personal vacations, trips, family events, airline reservations, cruises, weddings, or other elective travel are not considered excused absences.

Students are responsible for reviewing the academic calendar, course schedules, examination dates, laboratory activities, and fieldwork requirements before making travel arrangements. Faculty members are not required to provide alternative assignments, reschedule examinations or practical experiences, or excuse absences resulting from personal travel. Travel arrangements should not be made until all required course and fieldwork obligations have been completed.

Excused Absences

Excused absences may include:

- University-related activities;
- Documented medical emergencies or illnesses;
- Documented family emergencies;
- Military service obligations; and
- Other circumstances approved by the instructor, MOT Program Director, or University administration.

Students are responsible for notifying their instructors as far in advance as possible. When advance notice is not possible because of an emergency, the student must contact the instructor as soon as reasonably possible. Failure to provide timely notice or required documentation may result in the absence being classified as unexcused.

Medical Documentation

A student who misses class, laboratory, an examination, or another required activity due to illness or injury must provide appropriate medical documentation within 24 hours of the missed activity unless circumstances make doing so impossible.

Documentation must identify the period during which the student was medically unable to attend and include the date on which the student is cleared to return. Documentation submitted after the required period may not be accepted, and the absence may be classified as unexcused.

A medical note does not automatically excuse all missed responsibilities. The instructor and MOT Program Director may determine whether additional documentation, remediation, or demonstration of competency is necessary.

Make-Up Examinations and Graded Work

When an examination, quiz, practical examination, competency, or other graded activity is missed because of an approved excused absence, the student must contact the instructor promptly to arrange the make-up activity.

Unless otherwise directed by the instructor:

- The student must complete the make-up examination or graded activity within 24 to 48 hours of the return date identified in the medical documentation.
 - The instructor will determine the specific date, time, location, and format of the make-up activity.

- A make-up examination or assignment may differ from the original assessment while evaluating the same learning objectives.
- Failure to complete the make-up activity within the required timeframe may result in a grade of zero.

If a final examination is missed, immediate notification and documentation are required. Alternative arrangements must be approved and completed within the timeframe established by the instructor and University policy.

Unexcused Absences

Each instance of an unexcused absence will result in a 5-percentage-point reduction in the student's final course grade.

Unexcused absences include, but are not limited to:

- Personal vacations or discretionary travel;
- Oversleeping;
- Transportation problems that could reasonably have been anticipated;
- Employment obligations;
- Appointments that could have been scheduled outside class time;
- Failure to provide timely notification or required documentation;
- Leaving class, laboratory, or fieldwork early without authorization; and
- Missing class for reasons that have not been approved by the instructor or MOT Program Director.

Because MOT courses include experiential learning, laboratories, competency-based assessments, and content required for safe clinical practice, unexcused absences may result in grade penalties, loss of participation points, denial of make-up work, a grade of zero on missed assignments or examinations, remediation requirements, or failure of the course.

Three or more days of unexcused absences in a course may result in failure of the course, regardless of the student's numerical course average. The student may also be referred for review under the MOT program's academic and professional behavior policies.

Unexcused absences will generally result in the following progressive consequences:

The MOT program reserves the right to impose a more serious consequence before the fifth offense when the number, timing, or nature of the absences prevents the student from meeting essential course requirements or demonstrating required competencies.

Tardiness and Early Departure

Each instance of tardiness will result in a one-percentage-point reduction in the student's final course grade.

Students who arrive late for a scheduled examination will not receive additional testing time. A late-arriving student may begin the examination upon arrival but must submit it at the originally scheduled end time.

****Being tardy for class twice will also be considered one unexcused absence. Students are expected to be in class and ready to begin when the professor begins their lecture/lab.***

Student Advising & Professional Development Plans

Students will be assigned a MOT Faculty Academic Advisor (AA). Students are to meet with their AAs at a minimum of once per semester but more if requested by the student or faculty. 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 are 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 a 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.

Graduation Application & Procedures (see the TWU 2026-2027 Academic Catalog)

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

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

Often weather in Knoxville, TN is different than Athens, TN so pay close attention to weather-related announcements pertaining to the Knoxville-area for MOT classes and clinical. If the MOT department closes because of weather, it will be announced on WBIR-TV and the TWU Emergency Alert System. You need to use common sense, do not travel if your safety is at stake.

Only official school closings are considered an excused absence. Online assignments or clinical make-up days will be determined by the course coordinator. Instructors will contact students if the MOT department is closed.

Fire Alarms

Fire alarms are situated as required by fire code throughout the building. If 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 messages, 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.

Safety and Emergencies

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. In case of emergency, students should dial 911.

Information Technology & Help-Desk Services

For technical issues related to the TWU learning management system, 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 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*: Faculty member of record who is responsible for the development, implementation, management, and evaluation of fieldwork education. The term is intentionally generic; programs are free to use any appropriate title (i.e., academic fieldwork coordinator, director of clinical education, etc.). Requirements can be met through professional experience as a fieldwork educator, completion of the Fieldwork Educator's Certificate Workshop, documented continued education related to fieldwork, or formal mentorship with faculty who has experience in coordination of academic fieldwork
- *Accreditation Council for Occupational Therapy Education (ACOTE)*: ACOTE is the accrediting body that sets the standards for occupational therapy educational programs.
- *WRITTEN AGREEMENT*: A document outlining the terms and details of an agreement between the academic program and an external site, including each party's requirements and responsibilities. When an affiliation agreement is established with a multisite service provider (e.g., contract agency, corporate entity), the ACOTE Standards do not require a separate affiliation agreement with each practice site.
- *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 EDUCATOR*: An individual, typically a clinician, who works collaboratively with the program and is informed of the curriculum and fieldwork program design. This individual supports the fieldwork experience, serves as a role model, and holds the requisite qualifications to provide the student with the opportunity to carry out professional responsibilities during the experiential portion of their education.
- *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 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](http://pm.TNOTA.org)
- *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 Written 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. A memorandum of intent 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.1.6.) 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.

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 2023 (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 2023 Standard (C.1.5.), Ensuring valid written agreements are signed by both parties and in effect prior to the onset and through the duration of Level I (e.g., field trip, observation, service-learning activities) and Level II fieldwork experience for all entities outside of the academic program.

Level-I Fieldwork Experience

This course is designed to further explore the mental health and psychosocial components of traditional and emerging practice settings in which occupational therapy practitioners' work or could potentially work. 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.

Simultaneously during students level I fieldwork experiences, 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.

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. 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.1.10.). Other healthcare-related professionals may also be considered. A written agreement will be signed by both parties prior to the onset of the fieldwork experience by the Fieldwork Educator (FWE), and the academic fieldwork coordinator (AFWC) (C.1.5). The supervising health care professionals must be knowledgeable about the occupational therapy profession and their role in mental health. (C.1.6.) The FWE also needs to be aware of the objectives and goals of Level I 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.1.15, C.1.11)

Assignment Process

The Academic Fieldwork Coordinator (AFWC) may have a list of all available sites available to students and may provide choices to students as to their desired sites. 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 may be placed first. The rest of the sites will be assigned to the student by the AFWC, with input from the Program Director. Some sites may require an interview. These will be scheduled per the sites availability and request. 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 8-10 weeks.

Once the students are assigned, the AFWC sends confirmation to the fieldwork sites and to the students. The AFWC will have the following documents available. If the site requests the following documentation, it is the responsibility of the student to request the documentation from the AFWC to give to the facility.

- 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 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 with pre-approval by the AFWC. 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.1.11.).

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.1.8, C.1.11)

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 promotes the application of 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 2023 ACOTE Standard C.1.12. Prerequisites: All previous didactic coursework (i.e., first, second, third, and fourth semester coursework).

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).

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

Students will fill out the a 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 with an understanding that sites have a right to cancel/approve at anytime prior to the start of the level-II fieldwork experience.

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.1.6).

- 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 at <https://www.aota.org/education/fieldwork/fieldwork-performance-evaluation> (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.1.13.). 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 Level II fieldwork assignment. Fieldwork weeks are typically completed consecutively unless an alternative arrangement has been approved in advance by the Academic Fieldwork Coordinator (AFWC) and the fieldwork site.

Full-time attendance requirements, including daily and weekly schedules, are determined by the student's assigned Fieldwork Educator (FWE) and the specific fieldwork site. A typical fieldwork day may consist of eight working hours with an additional 30-minute meal period; however, schedules may vary based on the practice setting. For example, school-based settings may operate on a shorter daily schedule. Students must follow the schedule established by the fieldwork site and their assigned FWE.

Students are required to be present for the entire time their assigned FWE is scheduled to work, including early arrivals, late departures, meetings, documentation responsibilities, and other required professional activities. Alternative supervision arrangements may be approved when the primary FWE is unavailable or does not work full time, provided that all supervision requirements are met.

Weekly fieldwork hours do not roll over from one week to another. Working additional hours during one week does not reduce the student's required schedule or attendance during a subsequent week. Students must meet the full-time requirements established by the fieldwork site each week.

Students do not follow the Tennessee Wesleyan University academic calendar while completing Level II fieldwork. Therefore, students are not automatically entitled to university holidays, breaks, closures, or other days when TWU classes are not in session. Students must follow the operating calendar and work schedule of the fieldwork site unless otherwise approved by the FWE and AFWC.

Tardiness, leaving early, or failing to complete required fieldwork hours is considered unprofessional behavior. If a student is running late, the student must immediately notify both the FWE or Clinical Instructor (CI) and the AFWC. Notification should occur before the scheduled start of the workday whenever possible.

Unscheduled absences may occur because of illness, motor vehicle accidents, emergencies, or other unexpected circumstances. Students must notify both the FWE or CI and the AFWC by telephone or email before, or no later than, the beginning of the scheduled workday. The AFWC must be contacted before the student discusses arrangements for missed days, schedule changes, or make-up time with the fieldwork site.

One sick day or other unscheduled absence may be permitted without make-up time, when consistent with the TWU MOT Program's attendance and excused-absence policies. Additional missed days must be made up according to a schedule approved by the FWE and AFWC. Students should refer to the applicable TWU MOT Program policy for information regarding excused absences and must maintain timely communication with the AFWC throughout the process.

Failure to comply with the fieldwork site's full-time attendance, scheduling, communication, or make-up requirements may result in an unsatisfactory fieldwork evaluation or failure of the Level II fieldwork experience. A failed fieldwork experience may require the student to repeat the experience, provided that an additional placement opportunity is available and permitted under TWU MOT Program policies.

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.1.5.).
- Establish and maintain current fieldwork site data forms (C. 1.5.).
- Ensure fieldwork sites are sufficient in number, depth and scope that include didactic curriculum content to tie in to fieldwork (C.1.1., C.1.4).
- 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.1.7.).
- Ensure FWEs are providing frequent assessment of student progress to achieve stated fieldwork objectives (C.1.7).
- 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 2023 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 AFWC 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 (2023 ACOTE C-Standards)

ACOTE C Standards are the standards that pertain to fieldwork education. They can be found by clicking 2023 ACOTE Standards and Interpretive Guide at the following link: <https://acoteonline.org/accreditation-explained/standards/>

References

- American Occupational Therapy Association. (2018). Philosophy of occupational therapy education. American Journal of Occupational Therapy, 72(Suppl. 2), 7212410070. Hts://doi.org/10.5014/ajot.2018.72S201*
- American Occupational Therapy Association. (2025). VISION 2023. Retrieved from https://www.aota.org/about/mission-vision/vision-2030 May, 29, 2025.*
- Polkinghorne, D. (2004). Practice and the human sciences: A case for a human-based practice of care. Albany, NY: State University of New York Press.*

Appendix A: 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 2026-2027 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:

- Any change in ability to meet financial obligations to TWU.
- Any 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 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.