



**College of Health Professions  
Department of  
Occupational Science & Therapy**

# **Fieldwork Manual**

**Master of Science  
Degree Program  
In  
Occupational Therapy**

**August 2025**

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## **Fieldwork Coordinators**

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## **Important Contacts and Addresses**

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### **Office of Financial Aid & Scholarships**

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### **Disability Support Resources**

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## **Grand Valley State University's Occupational Therapy and Science Department**

### **Accreditation Status**

The Occupational Therapy programs are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). Correspondence can be submitted to ACOTE c/o Accreditation Department AOTA, 7501 Wisconsin Ave, Suite 5110E, Bethesda, MD 20814. The AOTA phone number is (301) 652-2682 and its web address is [www.acoteonline.org](http://www.acoteonline.org). Graduates of the programs will be able to sit for national certification examination for occupational therapists administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). All states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

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## **The Master of Science in Occupational Therapy (MSOT)**

### **Grand Valley State University**

#### **Vision and Mission of the OST Department**

**Vision:** We envision the GVSU Occupational Science & Therapy Department as a leader in developing critical thinking skills and reflective judgment through a transformative approach to education that considers the connection between occupation and health over the lifespan. Through faculty and student scholarship/research and student service in the community, graduates will emerge as professionals prepared to create and lead the future of occupational therapy.

**Mission:** The mission of the GVSU Occupational Therapy Department is to educate and empower students to have a positive impact on the health of individuals and groups in our society through innovation and leadership in occupation-based practice.

#### **The OST Department Philosophy**

The Occupational Science & Therapy Department philosophy is grounded in the American Occupational Therapy Association Philosophical Base of Occupational Therapy (1979), which affirms that:

*Occupational Therapy is based upon the premise that occupation, i.e. purposeful activity, physical and mental, provides the primary vehicle for human growth and development. This basic theme is the foundation on which major professional theories are formulated.*

Occupation, then, is a vehicle for symbolism, and as such requires an individual engaged in an occupation to be self-aware, to recall and project events, and to elaborate personal and cultural meanings. According to Clark and her colleagues at the University of Southern California, occupation among human beings has a symbolic content, which allows them to attach

meaning to activity, and to reflect on the value of their engagement in particular occupations (1991).

The Occupational Science & Therapy Department at GVSU supports the concept that occupation, symbolically meaningful and purposeful activity, is the primary modality of occupational therapy. Furthermore, it is the use of occupation—common, everyday activities—as treatment, which is the unique and defining contribution that occupational therapy makes to health care. “Occupational Therapy honors the power of ordinary experiences within the context of health care” (Clark et al., 1991, p. 300).

The view of humanity that is supported and implied in this occupational therapy philosophy is that humanity is made up of individuals with distinct needs, goals and perceptions, which must be taken into consideration by those who choose to work in service professions. It is a view of humanity that expects the individual to have his/her own interests, but which also expects the individual to be able to take responsibility for his/her own choices. It is a view of humanity that is applied to students in this program as well as potential consumers of their services.



## **Program Goals**

The program goals developed from the curricular themes are designed to reflect new health care directions, new professional directions, and accepted professional education theory and practice.

### **Practice**

The graduate will demonstrate entry level competencies and professional behaviors necessary for safe, effective, and innovative occupational therapy service delivery in existing and emerging areas of practice. To this end, the curriculum will foster:

- P1. Development of the clinical reasoning skills as related to the OT Process, the OTPF, and lifespan performance.
- P2. An understanding of the basic tenets of occupational therapy including the use of occupation to promote engagement in meaningful daily routines and roles across the lifespan that result in health, wellbeing, and balance.
- P3. An understanding of the application of occupational therapy theory, frames of reference, practice models across contexts and the lifespan through comparing and contrasting uses among clients across the lifespan.
- P4. An understanding of the underlying sciences that impact occupational performance including application of concepts from anatomy, physiology, kinesiology, psychology, and sociology to the occupational therapy process.
- P5. An understanding of the impact of occupational engagement on health and wellbeing across the lifespan.

- P6. Skills necessary to perform multiple aspects of delivering safe and relevant occupational therapy screening, evaluation, assessment, intervention, discharge, and referral across contexts and the lifespan.
- P7. The skills applied during the OT evaluation process including use of standardized and non-standardized tools, screening tools, evaluation of occupational performance areas, use of the occupational profile, interpretation of test scores, and documentation of findings.
- P8. The skills applied during the OT intervention process including application of theoretical principals, use of protocols, activity analysis, use of the OTPF, and selection of interventions to remediate/compensate.

## **Leadership**

The graduate will demonstrate an understanding of leadership characteristics and competencies necessary to engage in professional activities at the organizational, local, state, national, and international levels for the profession of occupational therapy through an exploration of various roles and personal leadership potential. To this end, the curriculum will foster:

- L1. An understanding of leadership characteristics needed in various roles and contexts.
- L2. An understanding of application of leadership skills including supervision of COTA's, education of team members, advocacy, consulting, conflict resolution, and entrepreneurship.
- L3. Development of a personal awareness of leadership strengths and areas of need.
- L4. Leadership characteristics necessary to lead and influence practice for all levels of professional activity in the occupational therapy process across a variety of contexts including clinical and community settings.

- L5. An understanding of the impact internal and external influences have on occupational therapy in the changing healthcare market including implementation of regulations and requirements that abide by licensure, certification, and registration.

## **Education**

The graduate will understand the basic adult education principles and application in a variety of clinical, community, educational, and professional contexts. To this end, the curriculum will foster:

- E1. Learning adult education theory as related to content, motivation, and context, across a variety of situational circumstances.
- E2. Learning basic instructional and media techniques to facilitate the educational process.
- E3. Development of basic instructional skills related to style, voice projection, flow of content, personal appearance, and ability to engage an audience, for effective professional presentation.
- E4. An appreciation for the roles that culture, personal presentation, and a positive environment play in maximizing learner responsiveness.
- E5. An ability to structure/design an educational program with well-defined purposes and organizational threads for a specific population.
- E6. Development of skills necessary to implement an educational evaluation plan.

## **Research**

The graduate will understand and use research and scientific inquiry to support practice and apply to education, leadership, and advocacy for and professionalization of the field. To this end, the curriculum will foster:

- R1. Understanding of how research/evidence reflects the critical analysis of significant issues in our field.
- R2. Understanding of how knowledge of research is essential for best practice, advocacy for our profession, and further development of evidentiary support for the field.
- R3. Understanding of national and international impact of research on occupational therapy practice and emerging practice areas.
- R4. The application of basic scientific inquiry to occupational therapy practice and other roles within the profession, education, and/or administration.
- R5. Development of scientific inquiry skills that support an evidence-based perspective and approach to all evaluation tools and interventions.
- R6. Development of effective use of research methodology from establishing a research question to dissemination of results.
- R7. Development of appropriate aspects of scientific inquiry including: quantitative and qualitative methodologies, tools to insure valid responses, and appropriate interpretation of results.
- R8. Development of effective use of research methodology applied to the full OT process.
- R9. Understanding of the need for all occupational therapists to use research methodology and become practice-scholars, incorporating holistic evidentiary support for interventions.
- R10. The application of current evidence to occupational therapy emerging niche and practice trends.

## **Professional Socialization**

The graduate will understand the importance of professional socialization to the field to increase autonomy and credibility, as well as to articulate and promote the distinct value of occupational therapy to others. To this end the curriculum will foster:

- PS1. Acceptance and personal integration of the values and ethics of the field in one's own character.
- PS2. Recognition of the responsibilities associated with professionalism, such as an attitude of lifelong learning, a desire to disseminate and promote new learning in the field, and a willingness to support OT education as a fieldwork educator.
- PS3. Recognition of the importance of current developments, trends, and issues that may affect the field. Taking a proactive stance on these elements, through reading journal articles, letter-writing, talking to legislators, and active participation in State and National professional organization activities.
- PS4. Recognition of the connection between didactic coursework, fieldwork, and clinical environment.
- PS5. Recognition of the value of collaboration with other professionals to improve patient/client outcomes, enhance educational experiences, disseminate new learning, and to generally improve the health care delivery system.
- PS6. Recognition of the levels of professional organizations, including global, national, and state, as a unique system that operates to build the face value of occupational therapy through its vision, educational standards, advocacy activities, and practitioner support, requiring individual member support for greatest efficacy.

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### **Purpose and Goals of Level I Fieldwork**

As stated in the 2018 Accreditation Council for Occupational Therapy Education (ACOTE) Standards and Interpretive Guide, the purpose of the Level I Fieldwork experience is to provide the student with experiences in relating to and understanding various client populations and various service agencies. The goal of Level I Fieldwork is to introduce students to the role of the occupational therapist in a clinical setting and develop a basic comfort level with and understanding of the needs of clients. Level I Fieldwork shall be integral to the traditional and hybrid programs' curriculum structure and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. The focus of these experiences is not intended to be independent performance. Level I Fieldwork experiences may or may not occur in an occupational therapy setting with an occupational therapist (OT). Qualified personnel for supervising Level I Fieldwork, called Fieldwork Educators (FWEd), include, but are not limited to, occupational therapy practitioners initially certified by NBCOT, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.

### **Purpose and Goals of Level II Fieldwork**

As stated in the 2018 Accreditation Council for Occupational Therapy Education (ACOTE) Standards and Interpretive Guide, the goal of Level II Fieldwork is to develop competent, entry level, generalist occupational therapists. Level II Fieldwork shall include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and/or research, administration, and management of occupational therapy services. The fieldwork experience shall be designed to

promote clinical reasoning and reflective practice; to transmit the values and beliefs that enable ethical practice; and to develop professionalism and competence as career responsibilities.

The purpose of graduate education and Level II Fieldwork is to prepare the student to become a competent entry-level therapist. The academic fieldwork coordinators will collaborate to ensure that each student is placed within a variety of settings between both Level I and Level II Fieldwork to provide exposure to a variety of populations, diagnoses, and age groups.

## **Fieldwork Policies**

The fieldwork portion of the academic program is the most important practice element of the curriculum because it is the element that allows students to have intensive and extensive contact with clients and to move toward professional competence. It is the goal of the Occupational Science and Therapy Department to provide students with a variety of experiences, which support the occupational science focus of the program. Thus, each student will experience the following:

- a. Either a Level I or a Level II Fieldwork experience will have a focus on the psychosocial aspects of occupational therapy.
- b. Each student will have three Level I experiences- 1 child & adolescent, 1 psychosocial, and 1 physical disability/rehabilitation setting.
- c. All FWEs who are OTs or Certified Occupational Therapy Assistant's (COTA) must have original NBCOT certification and licensure within their state or country.
- d. Level I Fieldwork may be met through one or more of the following instructional methods: simulated environments, standardized patients, faculty practice, faculty-led site visits, and supervision by a fieldwork educator in a practice environment.

This approach has been taken to ensure that students experience client contact in some of the major areas of occupational therapy intervention. We are aware that these areas do not cover every possible treatment environment in which occupational therapists work, however, we hope that we will give students a maximum general exposure to the most common environments. To this end the following policies have been developed:



1. Students involved in fieldwork are expected to invest time outside of fieldwork researching and reading to understand the role of occupational therapy in a particular setting. Students are expected to be self-directed and goal-oriented in each placement to maximize their own learning and development.
2. All didactic courses must be satisfactorily completed, demonstrating a 3.0 competency for students to proceed to the next level.
3. Students must have access to reliable public or private transportation from their place of residence to the assigned fieldwork site.
4. Because fieldwork facilities will not take responsibility for an injury sustained on their premises, it is strongly recommended that all students have health insurance prior to participating in any fieldwork experiences. **Students who do not have health insurance will be financially responsible for any treatment related to an injury sustained while at a fieldwork site.** GVSU does offer a student health insurance policy for those who have no other coverage.
5. Students must complete all health compliance requirements in accordance with GVSU College of Health Professions policies in addition to any site-specific requirements such as vaccinations, criminal background checks, fingerprinting, and urine drug screens. These must be completed according to the established due date and prior to receiving fieldwork placements. All items are completed at the cost of the student unless otherwise indicated. All health compliance items must remain up to date at all times throughout the OT program: this includes every semester that the student is enrolled, whether or not they are in a fieldwork placement. If a student is non-compliant, they risk being removed from a fieldwork placement or delaying the start of fieldwork.

- a. Throughout the program, health compliance audit checks will take place to ensure students' adherence to this policy and will be attached to an assignment within identified courses. Instances requiring more than 3 reminders from the Health Compliance Officer or Academic Fieldwork Coordinator will result in the progressive corrective action outlined under the "General Program Policies" #2b (breaches of professional behavior) in the Student Handbook.
6. Level I Fieldwork placements will be made by the Academic Fieldwork Coordinator (AFWC) based on the nature and availability of fieldwork sites. The AFWC will work to ensure student placement in a quality Level I site. Students will be informed of these assignments no later than three-weeks prior to the start of the semester in which the Level I Fieldwork is to occur. Occasionally there are extenuating circumstances that impact this timeline.
7. Consistent with ACOTE requirements, GVSU's AFWC will receive signed Licensure Verification and Fieldwork Objective Collaboration forms prior to a student starting each fieldwork experience. This policy holds true for all Level I and Level II Fieldwork placements.
  - a. Students will be delayed from starting their placement until the Licensure Verification and Fieldwork Objective Collaboration forms have been received with a signature from the student and fieldwork educator indicating agreement with all fieldwork objectives.
8. Consistent with ACOTE requirements, GVSU's AFWC will communicate with the student and FW Educator regarding student progress and performance throughout each fieldwork experience. At minimum, this will include an email initiated prior to midterm of the placement as well as a midterm visit. The midterm visit may be completed via

email, phone, face-to-face, or virtually; the completed Student Fieldwork Visitation Report will be saved electronically to the student's file.

9. Every effort will be made to provide students with a Level I Fieldwork experience that is no more than 120 miles from their place of residence and a Level II experience that is no more than 90 miles from their place of residence. However, due to the utilization of fieldwork sites, the number of students needing placement, and facility staffing requirements, the AFWC may have to arrange for sites that are more distant, regardless of the students' residence. Students will have an opportunity to discuss their needs individually with the AFWC who will make all final decisions. Depending on availability of sites, students may be required to be placed out-of-state for Level II Fieldwork. Every effort will be made to inform students about Level II placements within three months prior to beginning Level II fieldwork. However, there are often extenuating

circumstances in which placements are not finalized until much nearer the Level II fieldwork start date.

10. Students are provided with the opportunity to discuss their interests, as well as their past work and volunteer experiences with the AFWC. Multiple considerations go into matching a student with a site including the effort to provide each student with a diverse range of fieldwork experiences. The College of Health Professions encourages all fieldwork education programs to utilize sites that GVSU already has a University Affiliation Agreement with, prior to requesting the development of new sites. The AFWC makes all final placement determinations.
11. Students will be asked for a geographic preference for Level II placements and every effort will be made to arrange a placement in the requested geographic area. However, due to the utilization of fieldwork sites, the number of students needing placement, and facility staffing requirements, it might not be possible for every student to be assigned to their preferred area. The AFWC will work to ensure placement in a quality Level I or II site that will meet the program's requirements. The type of placement setting assigned for each student is at the discretion of the AFWC.
12. Level II fieldwork sites can be completed at any location worldwide, provided a contract is in place. However, the FWEd must be an occupational therapist (regardless of title) who graduated from a program accredited by ACOTE, approved by WFOT, or otherwise regulated in the country in which the students are completing fieldwork. The fieldwork educator must have at least 1 year of experience in practice prior to the onset of Level II fieldwork. The AFWC must review and approve every site selected for Level II fieldwork.
13. GVSU's OST Department does not regularly place students in non-traditional settings for Level II where no occupational therapy services exist. However, in the event that such a

placement is requested by a student and identified as a good fit by the AFWC, all of the following conditions must be met and agreed to by all parties prior to the student beginning Level II FW at that site. In a setting where no occupational therapy services exist, the program WILL WORK WITH THE FACILITY TO document a plan for the provision of occupational therapy services. STUDENTS WILL ONLY BE PLACED AT THE SITE IF THE EXPERIENCE IS CONSISTENT WITH THE CURRICULUM DESIGN, INCLUDING PROGRAM THEMES. The student must receive a minimum of eight hours of direct occupational therapy supervision per week by a currently licensed occupational therapist who has at least 3 years' full-time or its equivalent of professional experience. Additionally, the occupational therapy supervisor must be readily available for communication and consultation during all work hours. When the occupational therapy supervisor is not on site, an on-site supervisor designee must be assigned and available to the student. Such fieldwork shall not exceed 12 weeks.

14. For a Level I or II experience, if a student wishes to be assigned to a particular facility with which GVSU does not have a contract, it may be possible for that site to be developed. Students are **not to contact a potential Level I and/or II Fieldwork site and/or supervisor** on their own **unless directed by the AFWC**. The AFWC must determine if the site meets GVSU OST Department fieldwork standards. If the site is subsequently developed and the assignment is arranged for the student, that student is **obligated** to use that assignment as his or her fieldwork placement. Exceptions to this policy will be made only in the most extreme circumstances, as determined by the AFWC and the Department Chair. **Attempts to bypass this process will be considered a**

**breach of professional behavior, and dealt with accordingly per the policy and guidelines in the Student Handbook.**

- a. **Cancellation Policy:** Once fieldwork placements are confirmed, students are not allowed to cancel their placement or make arrangements through a different site. If a student cancels their fieldwork placement for any reason, they will be required to wait until the next rotation cycle to complete it, which will delay their graduation date. Once a fieldwork assignment has been made, it will not be changed, except in the event of extreme extenuating circumstances, as determined by the AFWC and the Department Chair.
  - b. **Leave of Absence:** Refer to student handbook regarding student leave of absence.
15. Every effort will be made to inform students about Level II placements within three months prior to beginning Level II fieldwork. However, there are often extenuating circumstances in which placements are not finalized until much nearer the Level II fieldwork start date.
16. Consistent with ACOTE recommendations, all Level II Fieldwork must be completed within 24 months of completion of the didactic program.
17. It is imperative that the department have your up-to-date information for fieldwork planning and for contact information. If you have an address or phone number change, please notify Diana Briggs immediately (616-331-2681 or [briggsdc@gvsu.edu](mailto:briggsdc@gvsu.edu)). If you have a status change (ex. dependents), please notify Dr. Chycinski ([chycinbr@gvsu.edu](mailto:chycinbr@gvsu.edu)) and Professor Jewett ([jewettk@gvsu.edu](mailto:jewettk@gvsu.edu)) immediately.
  - a. In order to provide accessibility to Level I and Level II Fieldwork sites for students with differing circumstances, those students with legal dependents will be given first priority to a local site (within 90 miles of their residence). All other

special situations will be addressed on a case-by-case basis. The program offers **no guarantees that a Level I or a Level II will be at a “local” site from your residence.**

18. Securing housing for Level II Fieldwork is the responsibility of the student.
19. The assignment to some fieldwork sites is selective. Students may be asked for their interest in these placements. The AFWC, with input from the faculty, will make the final decision regarding student placements. Selection will be based on student performance in the program (didactic coursework, fieldwork, and overall professional behavior) in relation to the demands and needs of the selective site.
20. If International Fieldwork opportunities are available, they will be offered to all members of the cohort(s) who are in good academic standing within the program. Each student will be given equal opportunity to put their name forward for consideration. If there are more students than available spots, multiple factors will be taken into consideration by the AFWC and the Faculty Director of the trip. Some factors include, but are not limited to, academic performance; ability to consistently engage with faculty, peers, and others in a way that displays professional behaviors; as well as if a student has limited options for fieldwork opportunities given their area of residence.
21. Once a fieldwork assignment has been made, it will not be changed, except in the event of extreme extenuating circumstances, as determined by the AFWC and the Department Chair.
22. While students are on fieldwork, the policies of the fieldwork facilities in use will apply to them, such as requirements for dress, professional behavior, health, safety, etc. Prior to the start of their fieldwork experiences, students are to make themselves aware of any such policies, and be prepared to comply.
  - a. Students will comply with the GVSU OST Department’s social media policy

while in fieldwork (see Appendix A). Additionally, the use of personal electronic devices is prohibited at the fieldwork site unless specifically authorized by the fieldwork site. Also, the use of site computers/tablets for personal use (e-mail, web surfing, social media, etc.) is prohibited unless specifically authorized by the fieldwork site.

- b. Confidentiality is a must in fieldwork and patients' rights must be protected at all times. Discussion of specific patients and clinical/personal interactions may be discussed with other health care professionals as part of your professional clinical duties. At no time will a student discuss specific patient information with a non-health care professional or via electronic means (e-mail, cell/smart phone, computer/tablet). This includes social media such as Facebook, Twitter, etc.

Students must follow HIPAA regulations at all times; this includes the student not having identifying patient information on personal devices or in their possession outside of fieldwork. At all times, students are expected to adhere to the Occupational Therapy Code of Ethics (AOTA, 2015).

- 23. The objectives of the Level I and II Fieldwork experiences, and the learning activities designed to meet these objectives, are developed collaboratively between the site fieldwork coordinator (if applicable), the fieldwork educator(s), and the AFWC. This ensures that fieldwork objectives are collaboratively developed, and are appropriate and adequate to prepare students for entry-level competency, as required in the current *Standards* (ACOTE, 2018).
- 24. Students are expected to be in attendance for all assigned fieldwork hours. There are no "days off" in Level I or II Fieldwork. Students may be required to attend fieldwork during GVSU breaks, holidays or other scheduled days off. **It should be noted that**



**some FW placements may require attendance during hours outside the normal business day. Some sites may require early morning, evening, and/or weekend hours as part of the fieldwork placement.**

- a. In the case of illness or other circumstances, which cause an absence during a Level I or Level II Fieldwork rotation, students must complete and submit the *Request for Absence from Fieldwork* form (see Appendix B), to be granted an excused absence. Make-up requirements for excused absences are to be negotiated with the FWEd and approved by the AFWC. Unexcused absences will not be tolerated in fieldwork, and more than one unexcused absence will result in a grade of NO CREDIT for that fieldwork experience. An unexcused absence will result in a remediation plan and counseling from the AFWC. For each Level II Fieldwork experience, students are allowed to miss a total of 2 days (or equivalent of 2 days if having to miss partial days for illness/appointments) before having to develop a make-up plan. Some fieldwork sites may have absence policies that are more stringent and you could be required to make up all hours/days missed.
- b. Lateness will not be tolerated in fieldwork. In the case of lateness during a Level I or Level II Fieldwork Rotation, the student must contact the FWEd via phone, to inform them of the lateness. **ONE episode** of lateness will result in a counseling session with the FWEd. A **SECOND episode** of lateness at fieldwork will result in a counseling session with the AFWC, and a remediation plan developed collaboratively by the FWEd and AFWC. A **THIRD episode** of lateness will be evaluated by the FWEd and the AFWC and could result in termination of the fieldwork placement, resulting in a NO CREDIT grade.
- c. **Inclement Weather Policy:** In instances of inclement weather, students will be expected to follow the site's policies and procedures. The site will dictate the schedule, as opposed to the university. If a site is open during inclement weather, students are expected to attend, even if the university is closed.

25. Challenging Fieldwork Situations: At the start of each fieldwork rotation, students and fieldwork

educators are encouraged to contact the AFWC as soon as concerns are identified. If concerns are noted, the AFWC will collaborate with the student, FWEd, and site coordinator (if necessary) in order to develop a plan of action, which may include a formal learning contract.

26. The determination of passage or failure of a fieldwork experience is ultimately the purview of the AFWC, with input from the FWEd. This determination is based upon performance in the fieldwork placement per documentation provided by the FWEd and as documented on the appropriate performance evaluation and in related clinical reasoning demonstrations/discussions.
27. Students will not be placed in fieldwork sites in which they have been employed within five years of the time of entry into the occupational therapy department. This includes employment during their tenure in either the traditional or hybrid program. The purpose of this policy is to avoid potential conflicts of interest, professional boundary issues, and other ethical concerns. **There will be no exceptions made to this policy unless there are absolutely no other options available to the student.**
28. Level II Fieldwork Withdrawal Policy
  - a. The need to withdraw from a fieldwork course/fieldwork rotation may occur due to a variety of reasons. If a student wishes to withdraw from a fieldwork rotation, they must submit a formal request to the Academic Fieldwork Coordinator and the Department Chair, using the Fieldwork Withdrawal Request Form (Appendix C). The request must be submitted no later than the end of week 8 of a 12-week Level II Fieldwork rotation. Within the Fieldwork Withdrawal Request Form, the student must document their plans and target timeline for reattempting the fieldwork experience. While all attempts will be made to procure a comparable fieldwork placement consistent with student's requested timeline, the potential for delay does exist as placement availability is contingent on fieldwork site and fieldwork educator availability. Withdrawing from a fieldwork rotation will result in an "Incomplete" for the course, until the student successfully completes the subsequent fieldwork experience.

- b. If the student fails or withdraws from a fieldwork rotation, they will only be provided with one additional attempt to complete that given rotation (provided that the student has not failed any other courses in the MSOT Program). If a student does not successfully pass the fieldwork on their second attempt, dismissal from the MSOT Program may be initiated.

29. GVSU College of Health Professions Policy on Student Gifts: This policy is brought forth to ensure fairness, prevent favoritism, maintain professional boundaries between students, instructors/faculty, staff, patients, and vendors. The goal of this policy is to promote an environment of respect, undue influence and professionalism.

- Policy on Student Gifts
  - A student in any clinical program within the GVSU College of Health Professions shall not accept any individual gift from a patient, preceptor/instructor, or vendor exceeding \$25. A student should refuse (politely) any gift that is offered from a patient, preceptor/instructor, or vendor that is estimated to be above \$25.
  - Minor tokens of appreciation may be allowed if the estimated value is at or under \$25 and in appropriate circumstances.

# **GVSU Health Compliance Policy**

## **I. PURPOSE**

Students, faculty, staff, and volunteers (Associates) at Grand Valley State University (GVSU) may participate in clinical or non-clinical experiential education or research (placements) at health-related affiliated organizations. To be protective of everyone involved, Associates and the community served, certain participation guidelines have been established.

During placements, Associates may interact with or be exposed to clients who are immunocompromised, or with diseases such as, but not limited to, tuberculosis (TB), hepatitis B, influenza, and other infectious conditions.

University policy, state and federal statutory regulations, and accreditation standards for academic programs and affiliated organizations require that our Associates comply with certain health, safety, and legal requirements. As such, GVSU is contractually mandated to ensure all Associates attain and maintain full compliance as defined in its affiliation agreements.

## **II. AFFILIATION AGREEMENTS**

Affiliation Agreements, established for the purpose of placements, are a contractual relationship between GVSU and affiliated organizations to specify responsibilities and liabilities of each party.

The Health Compliance Office is responsible for executing, obtaining authorized signatures, and maintaining Affiliation Agreements for GVSU's health-related academic programs and for its other academic programs that utilize health-related affiliated organizations for placements. GVSU authorized signatories include program deans, their signatory designees, and those individuals possessing signature authority at affiliated organizations.

An Affiliation Agreement must be established prior to all placements. Student placements within GVSU do not require an Affiliation Agreement. Requests for new Affiliation Agreements for approved student placements must be sent via email to the Health Compliance Coordinator as soon as possible, but no less than twelve (12) weeks prior to planned placements. The Health Compliance Coordinator cannot guarantee the length of time it will require to fully execute an Affiliation Agreement with a particular site. Associates may not begin their planned placement until after the Affiliation Agreement is fully executed. GVSU faculty or academic program representatives who coordinate placements (Program Coordinators) are responsible for educating students regarding this Affiliation Agreement policy and the associated timeframes regarding Affiliation Agreement requests.

Program Coordinators must submit a request for an Affiliation Agreement by email to the Health Compliance Coordinator, by providing the following information:

- Affiliated facility's full name and address
- Affiliated facility's representative name, title, phone number, and email address
- Student's planned placement start date
- Affiliated facility's authorized signatory name and title, if known

Program Coordinators are responsible to undertake due diligence related to the facility and potential preceptor(s) to determine if they meet program licensure and accreditation requirements needed for course credit prior to requesting an Affiliation Agreement. The facility must be a registered business entity with their state and be able to meet GVSU's liability insurance requirements.

Affiliation Agreements with evergreen language i.e., do not have an expiration date, will be reviewed after five (5) years. Placement data will be reviewed, and programs may be contacted, to determine if the Affiliation Agreement is still needed, or if the Agreement may be lapsed. Those identified as needed will have the review date extended an additional two (2) years prior to initiating a new Affiliation Agreement.

Affiliation Agreements inactive for seven (7) years shall be archived on GVSU's contract management system (Contract Logix) and hard copies shall be shredded after an additional seven (7) years.

### III. INTERNATIONAL STUDENT PLACEMENT TRAINING SITE AGREEMENTS

When a Program Coordinator has identified an **approved** international location for a student placement, a student-specific *International Student Placement Training Site Agreement* must be established between the agency and GVSU. International placements differ from domestic placements in that they generally require more research, student preparation, paperwork, and possibly international-specific immunizations. When arranging for independent study abroad, specific procedures should be followed to ensure that the student is well-prepared to travel, live, and work abroad, and to minimize potential safety hazards and liability risks.

It is recommended that students plan to meet with the Padnos International Center (PIC) at least four (4) months prior to departure in order to have adequate time to plan and prepare for international travel necessities, to establish an *International Student Placement Training Site Agreement* and to complete all health compliance/immunization requirements.

To achieve an optimal international student placement experience, a collaborative approach involves the following individuals: (See Exhibit A).

- Student
- Program Coordinator
- Padnos International Center (PIC) Coordinator
- Health Compliance Coordinator (Affiliation Agreement)
- Health Compliance Office (health compliance requirements)

### IV. ACCOUNTABILITY

#### A. Associates

Faculty coordinating student placements in affiliated organizations are responsible for approving student placements based on health compliance requirements being met prior to any participation in a placement at an affiliated organization.

Health compliance requirements for each program shall be established based upon CDC Guidelines for Health Care Personnel (HCP) as well as requirements frequently reflected within the Affiliation Agreements. All Associates are responsible for protecting their own health and the health of clients or research participants with whom they interact by attaining and maintaining compliance with identified health compliance requirements.

Students and volunteers maintain full financial responsibility for obtaining all compliance requirements. Faculty and staff compliance requirements shall be paid for by the GVSU Health Compliance Program when authorized health care providers and vendors are used. Faculty and staff members are financially responsible for obtaining and maintaining professional licensing and specialty certification. A list of health compliance requirements and authorized providers and vendors shall be communicated to affected faculty and staff.

By the required due date specified on the health compliance account, Associates must achieve compliance with all requirements applicable to the program to which they have been admitted or employed. Students must maintain full compliance with all requirements until the student has graduated, or until the program has submitted written communication to the Health Compliance Office that all placement activities required for graduation have been completed.

Faculty, staff, and volunteers are to attain and maintain full compliance with all requirements throughout

their tenure with the GVSU.

Consequences for Non-Compliance: Health compliance audits will be conducted on a regular basis. Reports will be forwarded to the appropriate Program Coordinator with the recommendation that Associates who fail to attain or maintain compliance by their program's due date or as otherwise required be restricted from any placement activities at affiliated organizations until compliance is achieved.

GVSU Associates participating in health compliance regulated programs should retain their original documents. Direct uploading of electronic document files into an individual's health compliance account is recommended to eliminate paper copies, minimize risk in a breach of confidentiality, and to decrease errors.

Additional requirements may be contractually mandated by affiliated organizations to which Associates are placed. These additional requirements are non-negotiable. To the extent known, additional requirements are documented in Contract Logix. Program Coordinators are responsible to review contractual requirements for each placement site either on Contract Logix, or via the Excel spreadsheet distributed monthly by the Health Compliance Coordinator. The Program Coordinator will notify the Health Compliance Office of any Associate with additional health compliance requirements. The Health Compliance Office will indicate the additional requirements in the Associate's health compliance account and track for completion.

Each semester, upon request from the Health Compliance Office, Program Coordinators will submit their program's placement data for entry into the GVSU contract management system. The data required for each student placement includes the following: student's first and last name, last four digits of student's G#, student's email address, clinical course number, name of facility of placement, facility agency (affiliation agreement entity), facility address, timeframe of placement and total number of hours. When the placement involves a preceptor, the following information should be provided: assigned preceptor's first and last names, and each assigned preceptor's email address. Submission must conform to requested format.

In the event that a student leaves a program, or a placement, prior to completing the rotation, the Program Coordinator will inform the student's preceptor and the Health Compliance Office of the student's departure.

## **B. Health Compliance Office**

All compliance records will be maintained for current students and made accessible to the student after graduation.

Compliance records for Associates will be maintained while the individual is affiliated with GVSU. Records will be archived after a minimum of one year of inactivity and retained for seven years.

Duties of the Health Compliance Office include, but are not limited to:

- Negotiate, execute, and maintain Affiliation Agreements (new/renewals)
- Develop and submit reports related to placements including, but not limited to, NC-SARA reports for the Office of the Provost
- Communicate periodically to Program Coordinators regarding updates to Affiliation Agreements and additional health compliance requirements
- Administer the GVSU Health Compliance Vaccine Exemption process

- Provide support for accreditation body visits relating to Affiliation Agreements and health compliance, upon request
- Administer and maintain health compliance requirements on Blackboard and health compliance system.
- Update health compliance training modules annually, including, but not limited to:
  - Bloodborne Pathogens
  - Tuberculosis (TB)/Airborne Pathogens and Infection Control
  - Family Educational Rights & Privacy Act (FERPA)
  - Elder Justice Act of 2009
  - Health Insurance Portability and Accountability Act (HIPAA)
  - Intellectual Property
- Review and maintain documents submitted to Health Compliance organizations on Blackboard.
- Audit health compliance vendor review process to ensure compliance with GVSU policy.
- Provide for Associates, upon request and as outlined in Affiliation Agreements, clinical passport letters or other forms of compliance attestation.
- Generate, process, and maintain record of preceptor *Affiliated Clinical and Research Faculty* appointment letters and certificates.
- Assist with obtaining placement sites, as needed.
- Ensure that required items submitted meet standards set forth by GVSU, state and federal regulations, Affiliation Agreements, and the Centers for Disease Control and Prevention (CDC).
- Establish processes for notification and recommendation for participation restrictions for non-compliance.
- Notify Associates via email of non-compliance status and/or pending expiration of compliance items.
- Notification process for Health Compliance includes, but not limited to:
  - The first notification sent will be for the initial set-up of the organization with instructions regarding health compliance system use, expectations, and the process for meeting requirements.
  - A second notification will be sent approximately two weeks prior to the Health Compliance due date to assist in timely completion of compliance requirements. This email will be directed to all Associates who have not yet met the Health Compliance requirements. It will contain instructions for the Associate to visit their health compliance account to identify requirements that remain outstanding; notification that their program has been informed, that they will enter non-compliant status if not met by the due date; and an alert that, if non-compliant, they will not meet the requirements to enter affiliated organizations for placement activities.
  - After the indicated due date, additional notices will be sent to Associates who are non-compliant, and a list of those Associates that are non-compliant will be sent to the Program Coordinator.
  - Monitoring of each health compliance account will continue for those compliance requirements that expire annually or periodically. Notification emails will be sent to Associates as needed.

## **V. PERSONAL PROTECTIVE EQUIPMENT (PPE)**

All Associates will wear appropriate PPE while at a GVSU facility or an experiential learning placement site, in accordance with university requirements, experiential learning site requirements, CDC guidelines and any applicable regulatory requirements. The health compliance office facilitates PPE and/or respirator fit testing for students when the experiential learning placement site requires PPE and/or fit testing and has indicated that GVSU/student must provide the PPE. Written communication from the clinical site is required for the health compliance office to initiate the collaborative response to provide PPE and/or respirator fit testing for health-related students.

## **VI. COMPLIANCE REQUIREMENTS**

The following are detailed compliance elements that may be required for placements at health-related organizations as outlined in each Affiliation Agreement. Each program will communicate their specific health compliance requirements to all Associates.



## A. Physical Exam

If required by the program, students must submit a completed *GVSU Health and Immunization Form* available in the Associate's health compliance account. The form must be completed by one of the following licensed professional healthcare providers within 12 months prior to submission: physician, nurse practitioner or physician assistant.

## B. Immunizations & Serologic Titers:

Documentation of immunizations and titers, when required by program and/or affiliation agreement, must be submitted via one of the following mechanisms:

- *GVSU Health and Immunization Form* or *GVSU Immunization Form* completed/signed by a licensed professional healthcare provider within the 12 months prior to submission
- Copy of a state immunization registry or card
- Copy or screen print from a patient portal
- Printed or handwritten documentation of immunization verified by a healthcare provider
- Receipt from a pharmacy or healthcare provider showing name, date of service, service rendered
- Lab report (titer)

All documents must reflect the Associate's first and last name.

The following immunizations are required:

- Tetanus, Diphtheria, and Pertussis (Tdap) – Must Meet Criteria 1 and 2:
  - Criteria 1: One dose of Tetanus, Diphtheria, and Pertussis (Tdap) after age 10, regardless of when previous dose of Tetanus Diphtheria (Td) was received **AND**
  - Criteria 2: A Td or Tdap vaccination within the last ten years;
- Measles (Rubeola), Mumps and Rubella (MMR)
  - Documented two vaccinations **OR** titers results indicating immunity;
  - If vaccination documents are not available and/or one or more titers are negative or equivocal, vaccination/revaccination is required;
- Hepatitis B
  - A minimum of one complete immunization series of three doses or Engerix-B or Recombivax HB or two doses of Heplisav-B.
  - As required by program or affiliation agreement, a Hepatitis B surface antibody titer indicating immunity:
    - If the Associate's titer result is negative after initial vaccination series, a booster/challenge vaccine, and/or an entire second series of vaccinations is required, followed by a titer four to six weeks after last vaccination;
    - If repeat titer is negative following a booster/challenge vaccine, the remaining vaccines in the second series must be completed, followed by a titer four to six weeks after last vaccination in the series;
    - If the final titer is negative following an entire second series of vaccinations, the Associate is considered a non-responder and a signed *Hepatitis B Waiver-Non-responder form* will be required. A note will be made in the Associate's health compliance account regarding non-responder status and receipt of the form;
    - If record of the initial series of Hepatitis B vaccination is unobtainable, and the titer indicates immunity, the Associate will be informed that the CDC indicates



long term immunity cannot be confirmed on the basis of a positive titer alone and the Associate will be encouraged to receive a complete vaccination series. If the Associate chooses not to obtain additional vaccines, a signed *Hepatitis B Waiver-Lack of Vaccine Documentation with Positive Titer form* will be required. A note shall be made in the Associate's health compliance account regarding the effort to obtain the record, the result of titer indicating immunity, and receipt of the form;

- Varicella (Chicken Pox)
  - Documented two vaccinations **OR** titer results indicating immunity;
  - If vaccination documents are not available and/or titer is negative, vaccination/revaccination is required;
- Influenza (Flu)
  - Annual influenza vaccination;
  - Additional strain influenza, if applicable, and available;
- COVID-19 Primary Vaccine
  - A complete series of COVID-19 Vaccination (2 Pfizer, Moderna or Novavax vaccines or 1 Janssen/J&J vaccine or a single dose of Pfizer or Moderna Bivalent vaccine) **OR**
  - GVSU Health Compliance Vaccine Exemption Committee approved medical or religious exemption.
- COVID-19 Booster
  - COVID-19 Booster(s) as outlined by the Centers for Disease Control and Prevention to meet “up to date” vaccine status, are strongly recommended.
- Meningococcal (Medical Laboratory Students only)
  - For Associates who are routinely exposed to isolates of *Neisseria meningitidis*:
    - One adult Meningococcal conjugate (ACWY) vaccination and a booster dose every five years
    - One Meningococcal B vaccination, followed by a booster at 1 year and then every 3 years thereafter.
- Hepatitis A (if required by placement site)
  - Two doses of Hepatitis A vaccine

### C. Refusal to Consent to Vaccination

Associates who have a CDC recognized medical condition for which a vaccine is clinically contraindicated **OR** a sincerely held religious belief that prohibits them from receiving a vaccine, may submit an exemption request to the Health Compliance Vaccine Exemption Committee.

An approved exemption does not guarantee that a placement site will accept an Associate who does not have documentation of all required vaccines and/or titers showing immunity. Some affiliated organizations will not accept Associates who have a medical and/or religious exemption for a required vaccine and/or who have declined a COVID booster.

When completing an exemption/declination form, an Associate is required to acknowledge that a vaccine exemption or declination may result in the inability to complete required placements which will affect the Associate's progress towards program completion.

#### 1. Exemption/Declination Process:

- a) Measles, Mumps, Rubella, Varicella and Hepatitis B, which require documentation of a specific number of vaccines and/or titer(s) showing immunity:
  - a. The Associate must submit documentation of any vaccines previously received, as well as the required titer(s).
  - b. If the titer(s) is/are negative or equivocal for immunity, upon request from the Associate, the appropriate exemption request form will be provided by the Health Compliance Office with instructions on how to submit the form for committee review.
- b) COVID primary vaccine(s) and Tetanus:
  - a. Upon request from an Associate, the appropriate exemption request form will be provided by the Health Compliance Office with instructions on how to submit the form for committee review.
- c) Influenza
  - a. Exemption requests may be submitted during the period that the flu vaccine for the current season is available, generally late August through April.
  - b. Upon request from an Associate, the appropriate exemption request form will be provided by the Health Compliance Office with instructions on how to submit the form for committee review.
- d) For the COVID booster,
  - a. Upon request from an Associate, the appropriate declination form will be provided by the Health Compliance Office with instructions to submit the declination form directly to the Associate's health compliance account.

Vaccines that have been declined or that have an approved exemption will be identified on health compliance audits, including titer status when appropriate.

Program Coordinators will follow the affiliated organization's criteria for placement of an Associate with a vaccine exemption, if known OR notify affiliated organization of vaccines that have been declined and/or have an approved exemption and request information on the affiliated organization's protocol for the declined/exempted vaccines and provide this information to the Associate.

If an affiliated organization's criteria do not allow placement of an Associate with incomplete vaccines, the Program Coordinator will determine if placement can occur at another affiliated organization. If placement is not possible, the Program will communicate with the Associate to determine whether degree progression or employment can continue.

#### **D. Tuberculosis (TB) Screening and Testing**

For Associates entering the annual TB testing program who have not completed a TB test in the past 12 months, initial TB screening will be validated by:

- ONE of the following methods of initial TB testing:
  - Two (2) Mantoux TB Skin Tests (2-step TB testing)
    - Documentation of two separate TB skin tests, each read within 48-72 hours of being placed. The two TB skin tests must be placed at least 7 days apart, and no greater than 12 months apart, to be considered 2-step baseline testing.
    - If both tests meet the above criteria and are each documented "negative," the Associate should be classified as having a "negative baseline 2-step TB skin test" result.
    - An Associate can then follow up with an annual single TB skin test.
    - If annual TB testing requirement is not completed within 14 months of the previous TB test, it cannot be considered a consecutive annual test, and 2-step TB skin testing will need to be repeated.

- If a TB skin test is documented “positive,” further medical evaluation including a radiology report (chest x-ray) is required prior to the start of any placement  
OR
- One (1) Interferon-Gamma Release Assay (IGRA) TB Blood Test
  - Documentation of lab report for one of the following types of IGRA TB Blood Test: T-Spot or QuantiFERON Gold. One of these TB blood tests may be completed instead of 2-step TB skin testing.
  - If an IGRA TB blood test lab report is documented as “negative,” the Associate should be classified as having a “negative baseline TB blood test” result.
  - An Associate can then follow up with an annual single TB test or IGRA TB blood test.
  - A “positive” IGRA means that the Associate has been infected and an additional medical evaluation is required prior to the start of any placement to determine if the disease is latent or active.
  - For individuals who have received the Bacillus Calmette-Guerin (BCG) vaccine, an IGRA is the preferred testing method as it is less likely to give a false-positive result.
  - If initial TB testing is performed by IGRA TB blood test, it is recommended, but not required, that subsequent annual testing be completed by IGRA TB blood test as well.

If history of a positive TB test, submission of the positive TB test document if available, a *Tuberculosis (TB) Risk Assessment and Symptom Screening* questionnaire, and a radiology report showing a negative chest x-ray dated any time after the positive TB test, are required.

GVSU prohibits Associates from interpreting their own TB testing results or from asking faculty to make this determination.

## **E. Observation**

An observational experience is one where a student follows a professional with the objective of learning about a specific career. A student participating in an observational experience is not expected to have hands-on contact with a patient/client. Students participating in observation at GVSU, or with an outside entity who has not specified health compliance requirements, will be required to submit documentation of the following:

- 2 MMR vaccines or titers that reflect immunity,
- 2 Varicella vaccines or a titer that reflects immunity,
- 3 Hepatitis B vaccines
- 1 Tdap after age 10; and a current tetanus (Td or Tdap) vaccine within the last 10 years,
- Completed COVID-19 primary vaccine series,
- Two (2) Mantoux TB Skin Tests (2-step TB testing) or One (1) Interferon-Gamma Release Assay (IGRA) TB Blood Test,
- Current influenza vaccination if experience occurs at any time between October–April
- Completion of training modules for Bloodborne Pathogens, FERPA, Elder Abuse, HIPAA, Intellectual Property and TB & Infection Control.

## **F. Cardiopulmonary Resuscitation (CPR) Certification**

CPR certification is specific to program accreditation requirements. Certification must remain valid. ACLS does not fulfill the requirement for CPR certification. Courses and skills sessions that are entirely online and/or completed via Zoom or other similar online platform, are not acceptable for

initial or renewal CPR certification. Hybrid CPR courses (where the classroom portion of the course is completed online, and the skills evaluation is completed in-person with a certified instructor) are acceptable.

#### **G. Advanced Cardiovascular Life Support (ACLS) Certification**

ACLS certification is specific to program accreditation requirements. Certification must remain valid. Online initial or renewal ACLS certification courses are not acceptable sources for certification.

#### **H. Criminal Background Check**

Upon matriculation, hire, or as identified by program, Affiliation Agreement, or affiliated organization request, a criminal background check, which minimally includes the following elements, is performed: Residency History (seven (7) years), Michigan Statewide Criminal Records (ICHAT), National Sexual Offender Index, and National Healthcare Fraud and Abuse (OIG) Scan. Some affiliated organizations may require additional elements. Criminal background checks must be completed through a GVSU designated vendor. An exception may be made when the experiential learning location is the Associate's current employer, and the Health Compliance Office receives written notification from the affiliated organization, that the Associate's background check conducted at hire or during employment was accepted, and that an additional background check is not required for experiential learning. Notification must be sent from an individual with signature authority for the organization to the Health Compliance Office. Directions to complete a criminal background check are available to the Associate through their health compliance account.

Criminal background check results are reviewed by the Health Compliance Office. If deemed necessary, the Health Compliance Office will notify the designated Program Coordinator for students or volunteers and will notify the Dean of the College for faculty or staff. The discovery of a criminal record will not necessarily result in the revocation of an acceptance offer or expulsion from a program of study. Convicted offenses that are subject to the rules of the State Mandatory Exclusion Regulations may result in the loss of placement opportunities at affiliated organizations. As placements may be a required component of the curriculum, the loss of training opportunities may affect a student's ability to meet requirements for graduation. Convicted offenses may also result in a student's inability to sit for professional licensure exams.

Associates have the right to review the criminal background check reports for accuracy by contacting the judicial institution or background check vendor.

The Program Coordinator or Dean of the College may call together the *Committee for Establishing Practice Guidelines* to assist in determining the course of action if needed.

All Associates are required to notify the Health Compliance Office of any convictions, arrests, charges, or investigations by any law enforcement authorities that occur after the initial criminal background check is completed. The Dean of the College and/or their designee will be notified by the Health Compliance Office if known additional criminal investigations occur.

Subsequent criminal background checks may be required.

#### **I. Drug Screen**

Upon matriculation, hire, or as identified by program, Affiliation Agreement, or affiliated organization request, a drug screen shall be performed. The GVSU standard is a 10-panel urine drug screen, however some affiliated organizations may require additional tests. Drug testing must be completed through a GVSU designated vendor. An exception may be made when the experiential learning location is the Associate's employer, and the Health Compliance Office receives written notification

from the affiliated organization that the Associate's drug screen conducted at hire or during employment was accepted, and that an additional drug screen is not required for experiential learning. Notification must be sent from an individual with signature authority for the organization to the Health Compliance Office. Directions to complete a drug screen are available to the Associate through their health compliance account.

Non-negative drug screen results are reviewed by the designated vendor's Medical Review Officer (MRO). For non-negative results declared by the MRO, Associates will be given the opportunity to repeat the drug screen within one week from the date of notification (at the Associate's expense) for confirmation of results. For non-negative results, the Health Compliance Office will notify the designated Program Coordinator for students or volunteers and will notify the Dean of the College for faculty or staff.

The Program Coordinator or Dean of the College may call together the *Committee for Establishing Practice Guidelines* to assist in determining the course of action if needed.

Subsequent drug screens may be required.

## **J. Fingerprinting**

Upon matriculation, hire, or as identified by program, Affiliation Agreement, or affiliated organization request, fingerprinting shall be performed. Fingerprinting reports must be obtained through a designated Live Scan vendor. Directions to complete fingerprinting are available to Associates through their health compliance account.

Fingerprinting reports will be reviewed by the Health Compliance Office. The Health Compliance Office will notify the designated Program Coordinator for students or volunteers and will notify the Dean of the College for faculty or staff, if convictions found by either the Michigan State Police or FBI deem the Associate unsuitable for placement at organizations affiliated with GVSU as outlined by State law, in addition to, all Tier I, Tier II and Tier III sexual offenses. GVSU may not disseminate fingerprinting results to another entity per federal and State of Michigan law.

The program representative or Dean of the College may call together the *Committee for Establishing Practice Guidelines* to assist in determining the course of action if needed.

Subsequent fingerprinting may be required.

## **K. Health Compliance Training Modules**

To be completed online upon initial entry to health compliance, and/or annually as indicated, through the Blackboard Health Compliance site with a score of 80% or greater to pass.

<b>Training Module</b>	<b>Initially</b>	<b>Annually</b>
Bloodborne Pathogens/ Standard Precautions	X	X
Health Insurance Portability and Accountability Act (HIPAA)	X	X
Tuberculosis (TB)/Airborne Pathogens and Infection Control	X	X
Family Educational Rights & Privacy Act (FERPA)	X	

Elder Justice Act of 2009	X	
Intellectual Property	X	

**L. Current and Unrestricted Professional License (if applicable)**

Licensed Associates are financially responsible to maintain a current unrestricted license to practice throughout their tenure with the university. A copy of the current license must be submitted to the Associate's Health Compliance account.

**M. Respirator FIT testing**

Respirator FIT testing may be completed as required by the specific program or placement site and Associate may be responsible for cost. Directions available by contacting the Clinical Initiatives Specialist.

**N. Color Blind Testing**

Color Blind Testing will be completed as required by the specific program. Directions available through the Associate's health compliance account.

**O. Authorization to Release Information**

All Associates must review and submit the *Authorization and Family Education Rights and Privacy Act (FERPA) Release* form. This form is available through the Associate's health compliance account.

**P. Health Insurance Acknowledgment Form**

All Associates must review and submit the *Health Insurance Acknowledgment* form. This form is available through the Associate's health compliance account.

**Q. Simulation Center User Agreement and Photo Release**

All students whose program includes the use of the GVSU Simulation Center, will be required to review and submit the *Simulation Center User Agreement* and *Simulation Center Photo Release* forms available through the Associate's health compliance account. If a student chooses to decline submission of the *Simulation Center Photo Release* form, written declination will be required (email is acceptable) and the student's faculty advised that the student's Associated media (i.e. simulation videos) cannot be shared for educational purposes.

**R. Renewable Compliance Requirements**

The following are to be renewed prior to due date indicated within the Associate's health compliance account.

**a. Annually:**

- TB screening or if history of a prior positive TB test, completion of *Tuberculosis (TB) Risk Assessment and Symptom Screening* questionnaire
- Influenza vaccination
  - Additional strain influenza vaccination if applicable and available
- Training modules for Bloodborne Pathogens, HIPAA, TB & Infection Control,

**b. Variable Timeframe:**

- Tetanus vaccine (Td or Tdap)
- CPR certification
- ACLS certification



- COVID booster vaccines
- Respirator FIT testing
- Professional licensure (if applicable)

## **S. Resources**

Unless otherwise stated in this Policy, Associates may obtain health compliance requirements with a healthcare provider of choice. References for additional healthcare and service providers are located through the Associate's Health Compliance account.

## **References:**

Centers for Disease Control and Prevention. Recommended Vaccines for Healthcare Workers. <http://www.cdc.gov/vaccines/adults/rec-vac/hcw.html>. Reviewed September 29, 2023

Healthcare Personnel Vaccination Recommendations (07/2022). <https://www.immunize.org/catg.d/p2017.pdf>, Reviewed September 29, 2023

Centers for Disease Control and Prevention. Diagnosing Latent TB Infection & Disease.. <https://www.cdc.gov/tb/topic/testing/diagnosingltbi.htm> Reviewed September 29, 2023

Centers for Disease Control and Prevention. Tuberculosis, Testing and Diagnosis, <https://www.cdc.gov/tb/topic/testing>. Reviewed September 29, 2023

Centers for Disease Control and Prevention, Havers FP, Moro PL, Hunter P, Hariri S, Bernstein H. Use of Tetanus Toxoid, Reduced Diphtheria Toxoid, and Acellular Pertussis Vaccines: Updated Recommendations of the Advisory Committee on Immunization Practices — United States, 2019. MMWR Morb Mortal Wkly Rep 2020; 69:77–83. DOI: [http://dx.doi.org/10.15585/mmwr.mm6903a5external icon](http://dx.doi.org/10.15585/mmwr.mm6903a5external%20icon); <https://www.cdc.gov/mmwr/volumes/69/wr/mm6903a5.htm>. Reviewed September 29, 2023

Centers for Disease Control and Prevention. COVID-19 ACIP Vaccine Recommendations. <https://www.cdc.gov/vaccines/hcp/acip-recs/vacc-specific/covid-19.html>. Reviewed September 29, 2023

## Exhibit A

### International Student Placement Training Site Agreement Procedure

1. Student contacts an international agency approved by PIC and is accepted for a student placement experience. Student will inform Program Coordinator and provide agency name, address, phone number and contact information including name, title, phone number, and email address.
2. Program Coordinator will contact agency to determine if agency and preceptor (supervisor) meet program licensure and accreditation requirements needed for course credit before proceeding with international placement site arrangements.
3. Program Coordinator will request an *International Student Placement Training Site Agreement* to be established by the Health Compliance Coordinator and provide the following information:
  - International agency's name and address
  - International agency's representative's name, title, email address and phone number
  - Student's planned international clinical placement site start date (month/year)

The Health Compliance Coordinator will notify the Program Coordinator when the agreement has been fully executed. If there are any difficulties in establishing the agreement, the Health Compliance Coordinator will inform the Program Coordinator in a timely manner.

4. Once international placement site is approved by Program Coordinator, student and Program Coordinator will meet to discuss details of the placement process. Program Coordinator will direct student to the PIC website and will inform student of his/her responsibility for preparing for international travel, work, and living arrangements.
5. Students must carefully read all information and follow PIC procedures regarding Study Abroad Independent Study: (<https://www.gvsu.edu/studyabroad/independent-study-606.htm>).
6. Students must make an appointment to meet with the PIC Coordinator for Study Abroad & International Partnerships. Student must bring all information about the program/agency, a completed and signed faculty supervisory form, and a course syllabus.
7. Student must complete an online OASIS Independent Study Application on the PIC website. The Independent Study Application will be reviewed by the PIC Coordinator. **Acceptance for an independent study program through PIC is not guaranteed.**
8. Student must follow the Pre-Departure Guide/Timeline to ensure that all necessary arrangements are met:
  - Passport and Visa applications
  - Arrangement for independent study program credit
  - Financial and travel arrangements
  - Travel Warning and Assumption of Risk and Liability waivers, if applicable
  - Health and immunization requirements (coordinated with Health Compliance Office once destination is determined)
  - Familiarity with the travel destination legalities, customs, culture, and language
  - Register trip with U.S. State Department



- Develop an emergency plan and exchange emergency contact information with family, PIC staff, and Program Coordinator
9. Attend all pre-departure meetings as required by PIC Coordinator and student will meet no later than two (2) weeks prior to departure to review arrangements. Student will provide PIC Coordinator with contact information (email, phone numbers, social media accounts, etc.) that student will use while abroad.
  10. Program Coordinator will follow student's progress at the agency throughout the course of the internship. Student will remain in contact with Program Coordinator as pre-arranged prior to the student's departure for the placement.
  11. Student will remain in contact with PIC Coordinator weekly (via personal or mass email, phone, blog, and/or social media accounts) and will inform PIC Coordinator if traveling to other locations/destinations during the internship.

GVSU Health Compliance  
Estimated Costs  
Fall 2023

Health Compliance Requirements	2024 Costs	Frequency	Insurance Coverage
<b>Health Compliance Tracker/Portal</b>	\$25	Onetime	No
<b>Physical Exam</b>	\$49 (GVSU FHC)	Onetime	Possible
Childhood vaccines -2MMR -2 Varicella - 3 Hepatitis B - Tetanus (Tdap) -within past 10 years	\$0	Usually Received as Child	
Hepatitis B Surface Antibody Titer* (Blood test that indicates immunity for Hepatitis B)	\$40 (GVSU FHC) \$99 (Quest Diagnostics- Patient Pay; Not Insurance)	Up to 3 Hepatitis B titers may be required	GVSU FHC -Sends to state lab so no insurance coverage; Other providers would send to a hospital or commercial lab so insurance coverage is possible.
Flu Vaccine	\$55-\$75 (Varies by type of vaccine)	Annually	Possible
<b>2 Step TB Skin Test (TST)</b>	\$30 (GVSU FHC) \$60 (KCHD)	Initial screening: 2 step TB test OR TB blood test	Possible
Single TB Skin Test (TST)	\$15 (GVSU FHC) \$30 (KCHD)	Single TB skin test OR TB blood test required annually (after initial screen)	Possible
TB Blood test (Quantiferon Gold)	\$75 (KCHD)	TB blood test may be obtained for initial screening, as well as annual tests	Possible
<b>COVID Vaccine</b>	\$0	2 Pfizer OR 2 Moderna OR 2 Nova Vax	Possible
<b>COVID Booster</b>	\$0	Consistent w CDC guidelines	Possible
<b>AHA BLS</b>	\$55-\$75 (Varies by initial vs. renewal vs. hybrid)	Bi-annual	No
<b>Background Check</b>	\$37	Once, unless placement site requires additional	No
Drug Screen	\$35	Once, unless placement site requires additional	No
Fingerprinting	\$55-\$65 (Varied by location)	Once, unless placement site requires additional	No
Additional Requirements that May be Needed			
Hepatitis B vaccines (cost/vaccine)	\$71/dose (3 dose vaccine) \$126 (2 dose vaccine)	May need up to 3 vaccines depending upon type of vaccine received, and results of Hepatitis B surface antibody titer(s)	Possible
Repeat Hepatitis B surface antibody titer (cost/titer)	\$40 - \$99	If initial Hepatitis B titer is negative, may require 1-2 additional titers	Possible
MMR Titer*	\$40 - \$129	Required if no documentation of 2 MMR vaccines	
Varicella Titer*	\$40 - \$60	Required if no documentation of 2 Varicella vaccines	
MMR vaccine (cost/vaccine)	\$112 (KCHD)	May need up to two vaccines	
Varicella Vaccine (cost/vaccine)	\$183 (KCHD)	May need up to two vaccines	
<b>Updated Tdap</b>	\$61 (KCHD)	Every 10 years; may require update during enrollment	Possible
CPR renewal	\$50-\$75	May need to renew prior to completion of program	<b>No</b>

1) Costs vary by health care provider. The costs listed above are estimates from the GVSU Family Health Center and/or Kent County Health Department, and are subject to change.

2) The GVSU Family Health Center can draw up to 5 titers (Measles, Mumps, Rubella, Varicella and Hepatitis B surface antibody) for \$40. The cost is the same whether for 1 titer or 5 titers.

## **Occupational Science & Therapy Health Compliance Requirements**

The following are detailed compliance elements that may be required for all clinical and non-clinical experiential education or research at health-related organizations as outlined in each affiliation agreement.

### **Physical Exam**

Students must submit a completed *GVSU Health and Immunization Form* available in the associate's health compliance account. The form must be completed, signed and dated, by one of the following licensed professionals: physician, certified nurse practitioner or physician assistant, within 12 months prior to submission.

### **Immunizations & Serologic Titers:**

Documentation of titers must be submitted via a copy of a laboratory report or patient portal showing the date, test and results.

Documentation of immunizations must be submitted via one of the following mechanisms:

- GVSU Health and Immunization Form completed/signed by a licensed healthcare provider
- Copy of a state immunization registry
- Copy or screen print from a patient portal

The following immunizations are required based on CDC Recommendations for Healthcare Personnel (unless medically contraindicated):

1. Tetanus, Diphtheria, and Pertussis (Tdap) – Must Meet Criteria 1 and 2:
  - a. Criteria 1: One dose of Tetanus, Diphtheria, and Pertussis (Tdap) after age 10, regardless of when previous dose of Tetanus Diphtheria (Td) was received **AND**
  - b. Criteria 2: A Td or Tdap vaccination within the last ten years;
2. Measles (Rubeola), Mumps and Rubella (MMR)

- a. Documented two vaccinations **OR** titer results indicating immunity;
- b. If vaccination documents are not available and titer is negative, vaccination/revaccination is required;

3. Varicella (Chicken Pox)

- a. Documented two vaccinations **OR** confirmed disease by medical provider **OR** titer results indicating immunity;
- b. If vaccination documents are not available and titer is negative, vaccination/revaccination is required;

4. Hepatitis B

- a. Documented immunization series of three doses or Engerix-B or Recombivax HB or two doses of Heplisav-B.
- b. Hepatitis B surface antibody titer;
  - i) If the initial titer result is negative a booster dose followed by a repeat titer four to six week later is required.
  - ii) If the repeat titer is negative, it will be necessary to complete the vaccine series, followed by a final titer four to six weeks after last vaccine.
  - iii) If the final titer is negative following the repeat series, the individual is considered a non-responder and a signed *Hepatitis B Waiver-Non-responder form* will be required. A note will be made in the associate's health compliance account of non-responder status and receipt of the form;
  - iv) If record of the initial series of Hepatitis B vaccination is unobtainable, and the titer indicates immunity, the associate will be encouraged to receive a complete vaccination series. If the associate chooses not to obtain additional vaccines, a signed

*Hepatitis B Waiver-Lack of Vaccine Documentation with Positive Titer form* will be required. A note shall be made in the associate's health compliance account of the effort to obtain the record, the result of titer indicating immunity, and receipt of the form;

5. Influenza (Flu)

- a. Influenza vaccination is due during the flu season (Aug. – May)
- b. Annual renewal by November 1<sup>st</sup> of each calendar year
- c. Additional strain influenza, if applicable, and available

6. COVID-19

- a. COVID-19 Primary Vaccine - A complete series of COVID-19 Vaccination (2 Pfizer, Moderna or Novavax vaccines or 1 Janssen/J&J vaccine) OR GVSU Health Compliance Vaccine Exemption Committee approved medical or religious exemption.
- b. COVID-19 Vaccine Booster(s) as outlined by the Centers for Disease Control and Prevention to meet “up to date” vaccine status, are strongly recommended.

**Refusal to Consent to Vaccination**

It is the right of associates to refuse vaccinations. In such cases, a *Refusal to Consent to Vaccination Form* will be provided to the associate by the Health Compliance Officer, and must be signed by the associate. The associate will be informed that declination of vaccines may result in an inability to participate in experiential education or research activities which may affect an associate's eligibility for program completion. Refusal to consent to vaccination is subject to the usual notification process regarding non-compliance status.

**TB Screening**

Initial tuberculosis screening will be validated by either a two-step TB testing process using the Mantoux Skin Test OR a blood test such as a Quantiferon Gold or Tspot. Annual TB screening required thereafter.

If there is documented history of a positive TB skin test, submission of the *Tuberculosis Screening Questionnaire* and a radiology report showing a negative chest x-ray dated after the positive TB test, is required. For individuals who have received the Bacillus Calmette-Guerin (BCG) vaccine TB blood tests are the preferred testing method as they are less likely to give a false-positive results.

### **Cardiopulmonary Resuscitation (CPR) Certification**

Basic Life Support CPR from either the American Heart Association OR American Red Cross is required. Hybrid or blended CPR courses (where the cognitive portion of the course is completed online and the skills evaluation is completed with a certified instructor) are acceptable. Courses that are entirely online are not acceptable for initial or renewal CPR certification. CPR certification must be renewed every two years.

### **Criminal Background Check**

As part of the initial health compliance review, a criminal background check, which minimally includes the following elements, is required: Residency History (seven (7) years), Michigan Statewide Criminal Records (ICHAT), National Sexual Offender Index, and National Healthcare Fraud and Abuse (OIG) Scan. GVSU will only accept criminal background checks completed through the designated University vendor. Directions to obtain criminal background checks are available to the associate through their Health Compliance account.

Criminal background results are reviewed by the Health Compliance Officer. If deemed necessary, the Health Compliance Officer will inform the designated program representative for

students and volunteers and the Dean of the College. The discovery of a criminal record will not necessarily result in the revocation of an acceptance offer or expulsion from a program of study. Convicted offenses that are subject to the rules of Federal and State Mandatory Exclusion Regulations may result in the loss of experiential education and research opportunities at affiliated organizations. As experiential educational and research may be a required component of the curriculum, the loss of training opportunities may affect a student's ability to meet requirements for graduation. Convicted offenses may also result in a student's inability to sit for professional licensure exams. Associates have the right to review the criminal background check reports for accuracy by contacting the judicial institution or background check vendor.

All associates are required to notify the Health Compliance Officer of any convictions, arrests, charges, or investigations by any law enforcement authorities that occur after the initial background inquiry is completed. The Dean of the program and/or their designee will be notified by the Health Compliance Officer if known additional criminal investigations occur. Subsequent background checks may be required by the program, or experiential learning site.

### **Drug Screen**

As part of the initial health compliance review, a drug screen shall be performed. The GVSU standard is a 10-panel drug screen, however some affiliated organizations may require additional tests. GVSU will only accept testing completed through the University's designated vendors. Directions to complete a drug screen are available to the associate through their Health Compliance account.

Questionable drug screen results are reviewed by the designated vendor's Medical Review Officer (MRO). For non-negative results declared by the MRO, associates will be given the opportunity to repeat the drug screen within one week (at the associate's expense) for

confirmation of results. For non-negative results, the Health Compliance Officer will notify the designated program representative for students and when appropriate, the Dean of the College. Subsequent drug screens may be required by the program, or experiential learning site.

### **Fingerprinting**

As part of the initial health compliance review, fingerprints shall be obtained. Fingerprint reports must be obtained through a designated Live Scan provider. Directions to fulfill this requirement are available to associates through their Health Compliance account.

Fingerprint reports will be reviewed by the Health Compliance Officer. The Health Compliance Officer will notify the designated program representative for students, and if appropriate, the Dean of the College, if convictions found by either the Michigan State Police or FBI deem the associate unsuitable for experiential education or research at organizations affiliated with the University as outlined by Federal and State Mandatory Exclusion Regulations, in addition to, all Tier I, Tier II and Tier III sexual offenses. University may not disseminate fingerprinting results to anyone per federal and State of Michigan law. Subsequent fingerprinting may be required by the program, or experiential learning site.

### **Training Modules**

Training modules will be completed online annually through the Blackboard Health Compliance site. Each module has an associated quiz that requires a score of 80% or greater to pass.

- a. Bloodborne Pathogens
- b. Elder Justice Act
- c. FERPA
- d. HIPAA



- e. Intellectual Property
- f. TB and Infection Control
- g. Implicit Bias

## **Forms**

Students are required to complete a variety of forms including, but not limited to:

- a. Authorization to Release Information
- b. Health Insurance Acknowledgement
- c. Simulation Center User Agreement and Photo Release

## **Site Specific Requirements:**

Additional health compliance requirements may be required by an experiential learning site. These may include repeat TB tests, background checks, drug screens or fingerprinting within a specific timeframe prior to beginning a placement; or a unique requirement such as Hepatitis A. Students will be notified if additional requirements are identified.

### **Felony Conviction Statement**

A felony may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. Students are required to contact NBCOT directly if this condition applies. Any student who has concern about his/her potential eligibility for the certification exam is encouraged to complete the Early Determination Review through NBCOT ([www.nbcot.org/en/students/services#earlydetermination](http://www.nbcot.org/en/students/services#earlydetermination)).

## **ADA Accommodations**

**Mission:** The mission of Disability Support Resources (DSR) is to provide support resources and accommodations that enhance the environment for persons with disabilities and to help educate the university community on disability issues.

**Vision:** We strive to provide people with disabilities with the resources needed to be successful as a student, staff or faculty member through innovative approaches and effective collaborations to foster a more inclusive and equitable campus for the benefit of all.

**Values:** Diversity; Professionalism; Collaboration; Scholarship; Life-long learning; Individualism; Social Justice; Developmental Advising

***The American with Disabilities Act as amended by the ADA Amendment Act (2008)***

### **Philosophy Statement:**

Grand Valley State University (GVSU) is committed to providing access to programs and facilities for all students, faculty, and staff. GVSU promotes the inclusion of individuals with disabilities as part of our commitment to creating a diverse, intercultural community. It is the policy of GVSU to comply with the American with Disabilities Act as amended by the ADA Amendment Act (2008), Section 504 of the Rehabilitation Act of 1973, and other applicable federal and state laws that prohibit discrimination on the basis of disability. GVSU will provide reasonable accommodations to qualified individuals with disabilities upon request.

### **Responsibilities of Students:**

A Student with Disability Should First:

- a. Self-identify concerning their disability status to DSR in a timely manner.
- b. Provide disability documentation that is not more than five years old.
- c. Request necessary accommodations from DSR.

Once the student is approved of accommodations, DSR will issue a memo document. The student must meet face-to-face (such as during office hours) with their professors to provide them with a printed copy of the memo document and discuss the listed accommodations.

If eligible for alternative testing (extended time and/or alternative format), the student must ask the professor if they are able to provide their test accommodations or if they need to schedule to take the test with DSR. All DSR test request(s) must be submitted in the online DSR portal (<https://www.gvsu.edu/dsr/accommodations-login.htm>) for each course that a professor request they may be scheduled with DSR.

### **Shared Responsibilities**

Students with disabilities have the first responsibility to report their needs to the faculty in a timely manner as faculty are not required to anticipate special student needs. Faculty/staff members should keep students in mind when making special class arrangements such as field trips. Faculty/staff should state on the syllabus that students inform them of their special needs to ensure that those needs are met in a timely manner. This approach demonstrates to students that you are someone who is sensitive to and concerned about meeting the needs of ALL the students you teach. Such as initiation to discuss individual needs can go a long way toward encouraging the student with a disability to approach the instructor early.

If a student waits until the day of an exam to ask for their eligible extended time as listed on their memo, or a separate testing area, the student has failed to make the request in a timely manner. If the student fails to ask for extended time until late in the semester, the instructor is only required to provide accommodations from that time and does not need to offer makeup exams.

When a student discloses a disability, faculty/staff members should ask for what they can do to facilitate learning. Often it is as simple as allowing the student to sit in front of the class.

Faculty/staff members may not discourage students from specific fields of study if the student meets the admission requirements and maintains the appropriate grades and is otherwise qualified. We recommend students review and understand all technical standards for their chosen program (i.e., OT, PT, NUR) and ask their program director clarifying questions. Faculty/staff members are responsible for providing an education and the student is responsible for maintaining the academic requirements.

## Timeline for Traditional & Hybrid Students

### Level I

Level I Fieldwork for the traditional program will occur in three semesters, beginning with the winter semester of the first professional year, and ending with the fall semester of the second professional year. Level I Fieldwork for the hybrid program will occur in three non-consecutive semesters, beginning in the fall semester of the second professional year, continuing with spring/summer semesters of the second professional year and ending in the fall semester of the third professional year. Students must successfully complete all Level I Fieldwork courses in order to meet the eligibility requirements to enter Level II Fieldwork. **No Level I Fieldwork can be substituted for any part of Level II Fieldwork.**

Students will have on-site fieldwork experiences as part of courses OST 563, OST 573, and OST 653. Level I Fieldwork placements will be scheduled to occur one day per week and continue until the end of the semester with a **MINIMUM** of 80 hours required. Students will document their hours on the Fieldwork Hours Log which is signed by the student and the FWEd. Students who will not complete the minimum of 80 hours must document the reason and discuss this with the Academic Fieldwork Coordinator (AFWC) in advance. **Traditional and hybrid students MUST be available for Level I Fieldwork one day per week** (Monday through Friday) outside time spent in academic coursework (in class and with scheduled experiences outside the classroom). The day will ultimately be determined by site. **This might require you to make special arrangements with your employer.**

Each student will be assigned a FWEd who will supervise the Level I experience and evaluate student performance. Level I performance will be evaluated by the assigned FWEd using the AOTA Level I Fieldwork Competency Evaluation. In some instances, the student may be assigned to more than one FWEd. In this case, the FWEds will share supervisory and training

responsibilities and will jointly evaluate the student via the Performance Evaluation.

At least one Level I Fieldwork experience will be in a psychosocial setting in which the primary goal is for the student to use and apply the OT Process in order to understand how psychosocial components impact occupational performance. Psychosocial is a term used to include psychological, cognitive, social, cultural, and spiritual aspects of occupation. For this experience, students may be placed in a variety of settings which could include day programs, inpatient or outpatient behavioral health, respite programs, homeless shelters, nursing homes, support group associations, substance use treatment or residential settings, or other organizations as determined by the Academic Fieldwork Coordinators. In these settings students may work one-on-one with clients, develop programs for a group of clients, lead group activities, conduct surveys or needs assessments, plan and deliver educational activities, write proposals for programming, implement new programs, and/or participate in evaluating the outcomes of a program.

## **Level II**

Level II Fieldwork for the traditional program is scheduled to occur in the winter and spring/summer semesters of the second professional year of the program, on a full-time basis, for 12 weeks each semester, for a total of 24 weeks full time. Level II Fieldwork for the hybrid program is scheduled to occur in the winter and spring/summer semesters of the third professional year, on a full-time basis, for 12 weeks each semester, for a total of 24 weeks full time. Level II Fieldwork may be completed on a part-time basis as determined by the AFWC as long as it is available and agreed upon by the fieldwork site. The length of the part-time program must be in equivalent to a minimum of 24-weeks full-time. 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. Students in the traditional and hybrid program must

be prepared to engage in a total of 24-weeks FULL-TIME Level II Fieldwork, during the last 6 months of the program (OST 660 and OST 661).

Alternative scheduling will be considered in extenuating circumstances, on a case-by-case basis. GVSU OT students are required to complete 2, 12-week, full-time Level II Fieldwork placements within 2 different settings (inpatient rehab, acute care, outpatient, school-based, etc.). Students may complete 2, 12-week full-time Level II Fieldwork placements within the same site/agency, as long as the 2 placements are in different settings (i.e. acute care and inpatient rehab).

Each student will be assigned a FWEd who will supervise the Level II experience and evaluate student performance. Level II performance will be evaluated by the assigned FWEd using the AOTA Fieldwork Performance Evaluation (FWPE). In some instances, the student may be assigned to more than one FWEd. In this case, the FWEds will share supervisory and training responsibilities and will jointly evaluate the student via the FWPE.

Level II Fieldwork will occur following successful completion of the student's didactic coursework to include thesis or research projects. Competence throughout both types of OT



Programs (traditional or hybrid) is measured against the Office of Graduate Studies standard of 84% (B) for final course grades. Any course grade lower than 84% will result in the student having to retake the course the next time it is offered in the same program. The need to repeat any course more than one time or needing to repeat more than one course will result in academic dismissal from the OST Department.

## **Level I Fieldwork**

**Examples of Level I Fieldwork Forms and Evaluation** (These are only examples. Please use the forms provided to you directly by the academic fieldwork coordinator for each Level I Fieldwork placement).

### **Level I Fieldwork Request Process**

1. Level I placement requests will be sent-out no later than the semester before the placement begins.
2. The Academic Fieldwork Coordinator (AFWC) will send a Google Form for all students to complete. This form will request data that will be a primary source of information to guide the placement process. Information that is typically asked for is city/state of residence for the semester placement, interest in settings and populations, past healthcare work and volunteer experiences, if the student has any legal dependents, and any other information the student would like to provide to the AFWC for consideration.
3. Upon receipt of this information, the academic fieldwork coordinator will begin to make formal requests to sites and will continue the process until there are sufficient sites to meet the needs of all students.
4. During this process, the academic fieldwork coordinator will meet with students as necessary in order to discuss individual needs.
5. Once the AFWC has acquired a sufficient number of sites, they will begin to match students to specific sites based on original data collected by students, individual meetings, and if possible, any changes that have been provided to the coordinator by the student. The coordinator makes every effort to ensure that students are placed in fieldwork that provide the student with the best opportunity to experience a variety of populations and settings.

- a. The assignment to some fieldwork sites is selective. Students may be asked for their interest in these placements. The AFWC, with input from the faculty, will make the final decision regarding student placements. Selection will be based on student performance in the program (didactic coursework, fieldwork, and overall professional behavior) in relation to the demands and needs of the selective site.
  - b. International Fieldwork opportunities will be offered to all members of the cohort(s), provided they are in good academic standing within the program. Each student will be given equal opportunity to put their name forward for consideration of an international placement. If there are more students than available spots, multiple factors will be taken into consideration by the AFWC and the Faculty Director of the trip. Some factors include, but are not limited to, academic performance; ability to consistently engage with faculty, peers, and others in a way that displays professional behaviors; as well as what fieldwork opportunities are available to the student given their area of residence.
6. Once this process is complete, students will be sent an individualized email notifying them of their fieldwork placement for their upcoming Level I Fieldwork placement. The email will include the following information: fieldwork site coordinator, fieldwork educator (if available), site contact information, health compliance requirements, and any other information that is applicable (day of the week, hours, etc.). Students are then directed to initiate contact with their site as indicated and begin process of meeting all site-specific health compliance requirements.

## **Level II Fieldwork**

**Examples of Level II Fieldwork Forms and Evaluation** (these are only examples. Please use the forms provided to you by the academic fieldwork coordinator).

### **Level II Fieldwork Request Process**

1. All occupational therapy and occupational therapy assistant programs in the state of Michigan are members of the Michigan Occupational Therapy Education Consortium (MOTEC). MOTEC has created an agreement that all academic fieldwork coordinators will send out Level II Fieldwork requests to Michigan sites no earlier than January 1, for placement needs for the following year. Therefore, placement requests for 2026 will be sent out no earlier than January 1, 2025. Requests for out-of-state placements can be made at any time throughout the process.
2. During the 1<sup>st</sup> Fall semester for traditional students, and 2<sup>nd</sup> Fall for hybrid students, the Level II academic fieldwork coordinator will send a Google Form to all students to complete. This form will request preliminary data that will be used to begin organizing formal requests to be sent to sites. Information requested from students will include current place of residence, city/state where student is interested in completing both Level II Fieldwork placements (each rotation can be completed in different cities/states), populations of interest, settings of interest, and whether the student has any legal dependents.
3. Beginning January 1, the academic fieldwork coordinator will begin to make formal requests to sites and will continue the process until there are sufficient sites to meet the needs of all students.
4. During this process, the academic fieldwork coordinator will meet with students as necessary to discuss individual needs.

5. Once the academic fieldwork coordinator has acquired a sufficient number of sites, they will begin to match students to specific sites based on original data collected by students, individual meetings, and any changes that have been provided to the coordinator by the student. The coordinator makes every effort to ensure that students are placed in two fieldwork sites that “complement” each other (based on the type of setting, population, etc.). If one placement is in a “specialty” area (i.e. pediatrics, hand therapy), the other placement will be in a more generalized occupational therapy setting (acute care, inpatient rehab, etc.).
6. Once this process is complete, students will be sent an individualized email notifying them of their fieldwork placement for both rotations, fieldwork site coordinator, fieldwork educator (if available), site contact information as well as health compliance requirements.
7. Level II Fieldwork rotations typically occur from January-March and April-June. Specific fieldwork dates will be provided to you by the AFWC.

## Program References

ACOTE. (2018) Accreditation Council for Occupational Therapy Education (ACOTE)

*Standards and Interpretive Guide.*

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Zemke, R. (1991). Occupational science: Academic innovation in the service of

occupational therapy's future. *American Journal of Occupational Therapy*, 45, 300-310.

## **Appendix A**

### **Grand Valley State University Occupational Science & Therapy Social Media Guidelines**

Social media is a general term used to reference websites and applications that enable users to create and share content, and virtually connect with others users. The list of popular social media sites, including Facebook, Twitter, Snapchat, and Instagram, grows every day.

As an institution, Grand Valley recognizes the value of social media and supports its use. The university encourages students, faculty, and staff to embrace social media as an engaging and impactful communication tool. Social media has a significant impact on organizational and professional reputations, and because social media can blur the line between personal voice and institutional voice, Grand Valley has crafted guidelines to help clarify how best to enhance and protect said reputations when participating in social media. This policy is a code of conduct that provides guidelines for faculty and staff members who post content online as part of their job or personal brand.

Grand Valley maintains official pages on various social media platforms. You can find links to those pages at <http://gvsu.edu/s/0dv>. These pages are maintained for the purpose of reaching people and engaging them with the university and its services.

### **General Recommendations**

#### **Be Respectful**

- a. Be a leader, exercise good judgment, and take the high ground in all online disputes.
- b. Converse like a real person and remember the people who are reading your posts are real people. Remember that audiences who may be reading your posts could include current and prospective students, faculty members, staff members, donors, alumni, legislators, parents, school counselors, the media, or future employees.

- c. Be aware of what is considered appropriate behavior in other countries and cultures in the world. Be mindful of how your words, actions ,and images may be perceived. Know your audience before you post.

### **Be Successful**

- a. Create a social media strategy by identifying the following:
  - i. Audience
  - ii. Personality
  - iii. Goals
  - iv. Staffing
  - v. Content calendar
- b. Take advantage of university resources that can help you succeed. Call social media consultants Matt Makowski or Leah Twilley in the University Communications office with questions, or when seeking advice or help: 616-331-2221

### **Be Transparent**

- a. Clearly state your name, title, department, university
- b. Admit mistakes and fix them

### **Add Value**

- a. Share your knowledge
- b. Be accurate
- c. Stay on topic
- d. Don't spam



## **Reconsider Before You Post**

- a. Posts can never be eradicated because of archival systems, forwards, retweets, etc., so think before you post, especially when discussing something potentially sensitive
- b. Maintain confidentiality

## **Be Responsive to Feedback**

- a. Continue the conversation flow
- b. Build community
- c. Don't argue

## **Link to Grand Valley Webpages**

To provide further information that will remain up-to-date, link to Grand Valley webpages. This also increases the search engine optimization of those pages and reinforces the connection to Grand Valley. Follow Information Technology policies and procedures.

## **Posting on Behalf of Grand Valley**

### **Avatars**

An avatar is defined as an icon or figure representing a particular person or organization in computer games, social media, Internet forums, etc. The use of standalone Grand Valley logos and protected trademarks as avatars 65 on social media sites is reserved for use on official university social media accounts and should not be used by individuals or departmental accounts, unless it is a custom avatar created and approved by Institutional Marketing. See identity standards for social media to learn more and to request a theme or custom avatar.

If you are an official Grand Valley social media administrator, you may use Grand Valley's "Circle G" logomark for social media avatars. Contact Institutional Marketing at [identity@gvsu.edu](mailto:identity@gvsu.edu) or (616) 331-2525 to request one for your academic unit.

## **Existing Grand Valley Conduct Policies**

### **Respect Copyrights and Fair Use**

- a. Make sure you attribute when you borrow content by tagging relevant accounts
- b. Note that Grand Valley logos and names are trademarked, so use appropriately
- c. The following are registered trademarks:
  - i. GVSU®
  - ii. Grand Valley State University®
  - iii. Grand Valley State®
  - iv. Louie the Laker®
- d. The following are trademarks:
  - i. GVSU Lakers™
  - ii. Grand Valley State University Lakers™
  - iii. Grand Valley State Lakers™

Note: The university has additional legal rights in all words, phrases, images, and letters that, when used, give the appearance of a university connection or endorsement including, but not limited to: Grand Valley, GV, and Lakers

### **Avoid Political Statements**

Refrain from making them when representing Grand Valley. See Grand Valley's Political Activity Policy.

### **Define Your Role**

Check with your supervisor to be clear about when and how you should post or respond to posts as a Grand Valley employee from a university account. Social media accounts should be

given consistent attention, so it is important to determine your role with the account(s) to ensure success.

Social media users acting on behalf of the university must adhere to all Grand Valley policies and procedures including:

- a. Acceptable use policy
- b. Copyright policy
- c. IT security
- d. FERPA/privacy policies
- e. Student code
- f. Personal site guidelines

### **Be Transparent**

Feel free to identify yourself as a Grand Valley faculty or staff member, but be clear that your views shared on your personal site are yours and are not necessarily shared by the university.

### **Liability**

You are legally liable for what you post, no matter if it is your own site or that of others. Possible liabilities include:

- a. Copyright infringement
- b. Breach of confidentiality
- c. Defamation
- d. Libel
- e. Obscenity

## **Grand Valley Logos**

Do not use any Grand Valley logos or registered trademarks on your personal sites for any reason and especially not to promote any products, causes, or political parties or candidates.

## **Protect Yourself**

Be careful not to reveal information that could put you at risk for identity theft. It is important that you protect your privacy online. Whether you are using a branded social media account or a personal one, proper action should be taken to prevent breaches. This means using secure passwords, logging out of accounts while on public computers, and using common sense when creating new profiles. Learn more about cyber safety at [gvsu.edu/cybersafety](http://gvsu.edu/cybersafety).

## **Confidentiality and Privacy**

Beware of the damages to individuals or the university that can result through inappropriate disclosure of personal or confidential information. Possible damages include:

- a. Suit for defamation
- b. Copyright, patent, or trademark infringement claims
- c. Privacy or human rights complaint
- d. Workplace grievance under a collective agreement or unfair labor practice complaint Criminal charges with respect to obscene or hate materials
- e. Damage to the university's reputation and business interests

## **Posting Photos and Video**

User-generated content is a great way to engage and interact with your audiences. Before you use another person's content, ask for permission and give appropriate credit in the post. Follow these additional guidelines when posting photographs or videos on your social media sites.

- a. Photos of children under the age of 18 should not be posted without written consent from parents or guardians.
- b. Photos on social networking sites must be appropriate. Examples of photos that should be avoided include, but are not limited to: photos involving alcohol, nudity, medical and hospital patients, and graphic scenes.

See an image dimension guide for a variety of social media outlets:

<https://marketingtechblog.com/social-Crisis>

### **Communications on Social Media**

In the event of a crisis on any Grand Valley State University campus, or if an impending crisis is suspected, social media administrators are advised to call Matt Makowski (makowsma@gvsu.edu) or Leah Twilley (twilleyl@gvsu.edu) in University Communications at (616) 331-2221. All social media communications regarding a crisis will be posted from official university accounts. Supplemental university social media accounts are advised to share and/or retweet updates posted by Grand Valley's main accounts.

### **Free Expression**

Grand Valley encourages freedom of expression and recognizes the value of diverse opinions. However, page administrators have a responsibility to remove comments, images, or other material deemed inflammatory, vulgar, or otherwise inappropriate, especially when they appear to threaten the welfare or safety of the poster or others.

### **Advertising**

#### **Use of Social Media Sites for the Placement of Advertising**

Grand Valley's web policy regarding advertising and sponsors (<http://gvsu.edu/s/0du>) applies to official social media pages.

## **Application and Enforcement**

The purpose of these guidelines is to have a set of standards for social media pages and blogs related to Grand Valley that can be applied equitably across all areas of the university and can assist department leaders, communications professionals, Web managers, and others in planning future Web use. The standards are designed to protect the reputation of Grand Valley and the safety of alumni, students, prospective students, faculty, staff and others. If absolutely necessary, the university, through various offices, reserves the right to remove content that does not comply. Individuals covered by these guidelines are those who are authorized to speak on behalf of Grand Valley schools, colleges, departments and units through social media platforms.

In the spirit of good social media practice, we would like to acknowledge that we referenced the following websites while compiling these guidelines:

[http://brandresources.depaul.edu/vendor\\_guidelines/g\\_socialmedia.aspx](http://brandresources.depaul.edu/vendor_guidelines/g_socialmedia.aspx)

<http://mashable.com/2009/06/02/social-media-policy-musts/> <http://www.nyu.edu/life/campus-resources/social-media-at-nyu/guidelines-and-best-practices.html>

<http://sproutsocial.com/insights/social-media-policy/>

Updated 8/2017

## **Appendix B**

### **Request for Absence from Fieldwork**

**Grand Valley State University- Department of Occupational Science and Therapy**  
**Request for Absence from Fieldwork**

The student must complete and submit this form to the academic fieldwork coordinator at least one week prior to the planned absence. **Requests for vacation will not be approved.**

Student Name: \_\_\_\_\_

I request permission to be absent from fieldwork on the following dates: \_\_\_\_\_

Reason for Request: Please be specific, indicating why you wish to be absent and how you plan to make up the missed time. Per our policy, students are allowed to miss 2 days of Level II Fieldwork without requiring a make-up plan.

Fieldwork Agency: \_\_\_\_\_

Agency FWE d Name: \_\_\_\_\_

Agency FWE d Email: \_\_\_\_\_

Agency FWE d Phone: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Agency FWE d Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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The section below is completed by the Academic Fieldwork Coordinator at Grand Valley State Univ.

Approved

Not Approved

Academic Fieldwork Coordinator Signature

Date

\*Examples of approved absences: Illness, observance of religious holiday, military duty, jury duty, birth/ adoption of child, attendance at professional conference, or bereavement.



## **Appendix C**

### **Level II Fieldwork Withdrawal Request Form**

**Grand Valley State University**  
**Department of Occupational Science and Therapy**  
**Level II Fieldwork Withdrawal Request Form**

The student must submit this form to the Academic Fieldwork Coordinator and Department Chair no later than the end of Week 8 of Level II Fieldwork rotation.

Student Name:

Reason for requesting withdrawal:

Plans for fieldwork completion (include timeline, location/residence):

Student Signature:

Date:

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To be completed by Academic Fieldwork Coordinator and Department Chair:

\_\_\_Approved

\_\_\_Not Approved

Reason:

Academic Fieldwork Coordinator Signature:

Date:

Department Chair Signature:

Date: