



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

Fieldwork Manual

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

August 2020

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Castlebranch Helpdesk

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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, 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. The AOTA phone number is (301) 652-2682 and its web address is 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.

Rev. 01/2020

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 Science & Therapy Department is to educate and empower graduates to have a positive impact on the health of individuals and groups in our society through innovation and leadership in occupation-based practice. The Master of Science in Occupational Therapy will promote and enhance the mission of the University. The Program will provide education consistent with liberal education learning.

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 (FWE), 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 rehabilitation/disability 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.

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 in order to maximize their own learning and development.

2. All didactic courses must be satisfactorily completed, demonstrating a 3.0 competency in order 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 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. 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.
8. 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.

9. 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. Level II fieldwork sites can be completed at any location worldwide, provided a contract is in place. However, the FWEd must be a graduate of a World Federation of Occupational Therapist approved school/program and have at least one year of experience in practice after initial certification. The AFWC must review and approve every site selected for Level II fieldwork.
10. 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.

11. Consistent with ACOTE recommendations, all Level II Fieldwork must be completed within 24 months of completion of the didactic program.

12. 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). If you have a status change (ex. dependents), please notify Professor Chycinski (chycinbr@gvsu.edu) and Professor Willey (willeykr@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.**

13. Securing housing for Level II Fieldwork is the responsibility of the student.
14. 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.
15. 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 if a student has limited options for fieldwork opportunities given their area of residence.
16. 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.
17. 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).
18. 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).

19. 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 in a Level I or Level II setting, students must contact the Fieldwork Educator (FWEd) 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.
- b. Lateness will not be tolerated in fieldwork. In the case of lateness at either Level I or Level II settings, the student must contact the FWEd via phone, to inform him/her 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.
20. 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.

College of Health Professions Health Compliance Policy

University policy, state and federal statutory regulations, and accreditation standards for academic programs and affiliated organizations, require students enrolled in health/health-related programs comply with certain health, safety, and legal requirements. GVSU is contractually required to ensure all students achieve full compliance **prior** to participation in experiential learning and until program completion.

Health compliance requirements are to be completed by the program's identified due date. Failure to complete these items on time may impact a student's ability to participate in experiential learning.

GVSU utilizes CastleBranch, a third party vendor, for monitoring health compliance, as well as completion of background checks and drug screens, when required. Blackboard is used for training modules. The Health Compliance Officer provides students with directions for creating a CastleBranch account and submitting documents, as well as with instructions to access the training modules.

Requirements

Students are required to submit documentation of health compliance items prior to the due date communicated by the Health Compliance Officer. A full description of each requirement can be found in the GVSU Health Compliance Policy at <https://www.gvsu.edu/healthcompliance/>.

It is recommended that students begin submitting health compliance documents as soon as possible as some requirements may take several weeks, or months, to complete.

Requirements may include, but are not limited to:

1. Physical exam (required for most programs)

2. Immunizations and/or titers (bloodwork) to check for immunity
3. Tuberculosis screening
4. Influenza vaccine (annually)
5. Cardiopulmonary Resuscitation (CPR)
6. Training Modules-completed online annually via Blackboard

Criminal Background Checks, Drug Tests and Fingerprinting:

1. Students are notified by the Health Compliance Officer when criminal background checks, drug tests and/or fingerprinting are required.
 - a. Criminal Background Check and Drug Tests must be completed through CastleBranch.
 - b. Criminal Background Check includes: Seven Year Residency History, County Criminal Records, Statewide Criminal Records, Nationwide Sex Offender Index, Nationwide Healthcare Fraud and Abuse Scan.
 - c. Drug tests are 10-panel including: Amphetamines, Barbiturates, Benzodiazepines, Cocaine Metabolites, Marijuana Metabolites, Methadone, Methaqualone, Opiates, Phencyclidine and Propoxyphene.
 - d. Some sites require background checks and/or drug tests within a specific timeframe (i.e. 30 days prior to placement date), which may require students to undergo an additional background check and/or drug test.
 - e. Fingerprinting can be completed at the Grand Rapids Community College (GRCC) Police Department or any approved Live Scan vendor. Vendors may include, but are not limited to, other police departments or sheriff's offices. If you have already identified a local fingerprinting vendor, please contact the

site and confirm that they complete Live Scan fingerprinting at your chosen location. If you are located outside of the West Michigan area, please contact the GVSU Health Compliance Officer (healthcompliance@gvsu.edu) for alternate locations and instructions. Fingerprinting completed outside of Michigan will need to be done at a law enforcement agency on a 'hard card' (paper and ink fingerprints) and sent to a third-party vendor for processing, which may take additional time. Please note that State of Michigan and Federal regulations prohibit GVSU from disseminating fingerprint results, and fingerprints cannot be transmitted over state lines. Instructions on how to complete fingerprinting is available in your health compliance account.

2. Results of Criminal Background Checks, Drug Tests, and Fingerprinting are reviewed in accordance with the state regulations on mandatory exclusions. Conviction of a crime on the mandatory exclusion list, or presence of a substance on the drug test, may impact a student's ability to complete experiential learning as required for program progression.

Health Compliance Costs:

Students are responsible for the cost of obtaining/maintaining health compliance. Health care costs vary widely, with estimates ranging from \$250 to \$550 depending upon the type of services required and location received. Some services may be covered by health insurance. Students with limited, or no, insurance coverage, may find the GVSU Family Health Center or local health department cost effective options.

Health Insurance:

While encouraged, GVSU does not require students to have health insurance. Some sites may require proof of insurance as a condition of placement at the site. Lack of insurance

coverage could impact a student's ability to participate in experiential learning at sites with this requirement.

Students are not covered by a site's workman's compensation coverage during their experiential learning. All health care costs if exposed to a medical condition that requires assessment, monitoring, or treatment, or if injured while working with a patient/client, are the student's responsibility.

For information about optional health plans students may purchase please use this link <https://www.gvsu.edu/studentinsurance/health-insurance-2.htm>

CastleBranch Health Compliance Tracking

University policy, state and federal statutory regulations, and accreditation standards for academic programs and affiliated organizations, require that students enrolled in health/health related programs comply with certain health, safety, and legal requirements. As such, GVSU is contractually mandated to ensure all students achieve full compliance prior to participation in experiential learning. Compliance must be maintained until program completion.

Grand Valley State University (GVSU) Office of the Vice Provost for Health utilizes CastleBranch to monitor health compliance requirements for students in health/health related programs.

CastleBranch proactively supports compliance through the following:

1. **Easy access:** Documents may be submitted from a phone, tablet or computer.
2. **Secure:** Each student creates a CastleBranch account using their GVSU email and a personal password.
3. **“To Do List”:** As documents are submitted, the “To Do List” clearly reflects which items are complete, incomplete, overdue or rejected.
4. **Clear directions:** Each requirement includes a description of the type of documentation needed. An explanation is provided if a document is rejected, or if additional information is required.
5. **Advanced notice:** Email notices are sent 90, 60 and 30 days prior to the renewal date for TB tests, CPR, tetanus vaccines etc..
6. **Overdue notice:** Weekly emails are sent for overdue requirements.

7. **Lifetime access:** Documents in a student's Castlebranch account are available for life, making it easy to locate information when needed for employment or future academic programs with health compliance requirements.

At a time designated by each program, students with health compliance requirements will receive an email from the health compliance officer with instructions to create a CastleBranch account.

Students will pay a one-time fee of \$35 for the CastleBranch compliance tracker. Additional fees apply for criminal background checks and drug screens, if required. Payments are made directly to CastleBranch by MasterCard, Visa, Discover or a debit card. Electronic checks or money orders are accepted for an additional \$10 fee. Monthly installments are also available. The installment payment amount varies based on the amount of the order, plus a \$2.99/installment payment fee.

For questions, students may contact:

Health Compliance Office: 616-331-5812 or healthcompliance@gvsu.edu

Assistant to Health Compliance: Denise Michalski at: 616-331-5812 or michalde@gvsu.edu

CastleBranch Customer Service: 888-666-7788 (Sunday – Friday) or

<https://mycb.castlebranch.com/help>

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 Engergix-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 1st of each calendar year
- c. Additional strain influenza, if applicable, and available

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

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).

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. Typically, a Level I Fieldwork placement will be scheduled to occur one day per week and continue throughout the length 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.

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 defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.

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

Level I Fieldwork Forms and Evaluation



Master of Occupational Science and Therapy Program **ACOTE Fieldwork Level I Licensure Verification & Collaboration Form**

C.1.4: Ensure that the **ratio of fieldwork educators to students** enables proper supervision and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.

C.1.9 : Ensure that **qualified personnel supervise** Level I fieldwork. Examples may include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists. If the fieldwork educator is not in a profession with a license, please leave licensure information blank and have educator clearly list their title/position within the organization

- List the student to fieldwork educator ratio: _____

Fieldwork Educator Name	Title/Position	Years of Experience	State License Number (not NBCOT#)	Expiration Date
Name:				
Name:				

C.1.3 : Demonstrate that **academic and fieldwork educators collaborate in establishing fieldwork objectives and communicate with the student and fieldwork educator about progress and performance during fieldwork.**

- Student understands the site-specific expectations.
- Student has viewed all available information about the fieldwork site from Grand Valley State University and from the fieldwork educator (site-specific objectives, required forms, website, etc.)
- Student has reviewed the AOTA Level I Fieldwork Competency Evaluation and understands this is the tool that will be used to evaluate student fieldwork performance and to determine a credit vs. no credit grade for OST: 563, 573, and 653.
- Fieldwork Educator and student are required to discuss student’s fieldwork performance after each day of fieldwork or minimally every other week. Use of a *Weekly Meeting Summary* sheet to document weekly performance progress may be helpful to both you and your student. **Please notify Academic Fieldwork Coordinator if there are any concerns.**
- **Midterm requirements:**
 - Midterm visit via face-to-face, phone, or Skype will be completed using the *Student Fieldwork Visitation Report*.

Both the Grand Valley State University OT Level I Fieldwork Student and the Fieldwork Educator(s) understand the *American Council of Occupational Therapy Education (ACOTE)* fieldwork standards listed above and are in agreement with the information provided in this document. Please contact Kristin Willey, OTRL, Academic Fieldwork Coordinator with any questions or concerns: willeykr@gvsu.edu 616.331.2736

Student Name: _____

Student Signature: _____ **Date:** _____

FW Educator Name: _____

FW Educator Signature: _____ **Date:** _____

*If multiple educators, the individual responsible for orienting the student during week 1 should sign, however all educators should review this page as well as include their licensure information above.

Fieldwork Site Name: _____



Level I Fieldwork Objectives Agreement

The GVSU Level I Fieldwork student will:

1. Demonstrate ability to articulate the OT process model and the role of occupational therapy in intervention.
2. Demonstrate consistent and effective interpersonal skills and professional behaviors necessary for effective communication, collaboration and interaction with consumers, therapists and other health care team members.
3. Demonstrate initiative in appropriately requesting information and/or clarification regarding the provision of effective site-specific intervention.
4. Demonstrate an application of academically acquired occupational therapy knowledge, to include theoretical concepts, and therapeutic use of self, into practical skills.
5. Begin to identify and respond to personal, professional, and ethical issues related to practice.
6. Engage in the scholarship of application through the use of occupation in practice.
7. Develop awareness, appreciation, and knowledge concerning psychosocial client factors such as the effect of physical, social, cultural, and political environments on treatment; and the holistic nature of occupational therapy practice.
8. Establish rapport and demonstrate respect, empathy, and sensitivity for the diverse individuals who are consumers of occupational therapy (patients, clients, colleagues, team members, families, and so forth).
9. Advocate about the benefits of purposeful activity and occupation in self-care, work, and leisure domains.
10. Demonstrate the development of sound clinical reasoning and problem-solving skills.
11. Observe the application of purposeful and meaningful occupation in a variety of OT practice settings.
12. Demonstrate the ability to complete documentation procedures utilized at the site.
13. Demonstrate knowledge of the evaluation and treatment procedures; and state the rationale for their use.
14. Demonstrate basic written communication skills.
15. The student will meet the requirements of the AOTA Level I Student Fieldwork Competency Evaluation.

I have reviewed the above Level I Fieldwork Objectives and supporting documentation.

I concur that this site is able to provide an experience consistent with the educational philosophy of the GVSU program.

Student Name: _____ **Site Name:** _____

FW Educator Name: _____ **FW Educator Signature:** _____

FW Coordinator Name: _____ **FW Coordinator Signature:** _____

*Only the FWEd or FW Coordinator may sign. Ideally, it will be the FWEd. If no FWC; place **N/A** in the that place. Site should retain a copy.

****If fieldwork site has their own fieldwork objectives, please sign and scan both****



Master of Occupational Science and Therapy Program

AOTA Level I Fieldwork Competency Evaluation

(*review completed form with student before they discuss their evaluation of the fieldwork experience with you*)

Student Name:		Supervisor Name:	
Site Name:			

Year:	Semester: Fall ()	Winter ()	Summer ()
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Indicate the student's level of performance using the scale below.

5	Outstanding	Carries out tasks and activities in consistently outstanding fashion . Performance is the best that could be expected from any student.
4	Exceeds Standards	Frequently carries out tasks and activities that surpass requirements . At times, performance is exceptional.
3	Meets Standards	Carries out required tasks and activities. This rating represents good, solid performance and should be used most often.
2	Below Standards	Performance is weak in tasks and activity . Work is frequently unacceptable.
1	Unacceptable	Opportunities for improvement exist; however, performance with this item is unacceptable and student has not demonstrated adequate response to feedback and plan for remediating performance.

COMMENT REQUIRED FOR ALL ITEMS SCORED 1 or 2. Comments in other areas appreciated.

If either you or the student has questions regarding any item, or if there are any concerns with the student's performance, please notify Kristin Willey, Academic Fieldwork Coordinator as soon as possible. willeykr@gvsu.edu

Student and Fieldwork Educator should review this form together at the very beginning of fieldwork and both should have copies to refer to throughout fieldwork placement. Sections 4 and 5 can serve as a guide regarding the level of hands-on experiences the student may be involved-in. Entry-level skill is not an expectation, however scaffolded learning to include as much direct participation with clients by the student is encouraged.

*If student has difficulty with any items in sections I-III, even on first day, please provide student with *immediate* feedback (verbal and written) and contact Kristin Willey, Academic Fieldwork Coordinator for support.

GRADING FOR ALL SECTIONS IS MANDATORY Please note the use of n/a in sections IV & V for those items that students have not had the opportunity to be exposed to.

I. FUNDAMENTALS OF PRACTICE

THE STUDENT:

	5 4 3 2 1
<p>1. Adheres consistently to AOTA's Occupational Therapy Code of Ethics. Follows ethical standards for FW setting. Abides by Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA). Respects privacy of client. COMMENTS:</p>	
<p>2. Adheres consistently to safety regulations, and uses sound judgment to ensure safety. Follows FW setting's policies and procedures for client safety. Demonstrates awareness of hazardous situations, and reports safety issues to supervisor. COMMENTS:</p>	

II. FOUNDATIONS OF OCCUPATIONAL THERAPY

THE STUDENT:	5 4 3 2 1
<p>1. Articulates values and beliefs of occupational therapy. Verbalizes definition of occupational therapy as relevant to FW setting or audience. COMMENTS:</p>	
<p>2. Utilizes relevant evidence to make informed practice decisions. Connects class concepts to FW through inquiry or discussion. Articulates value of using evidence-based practice. Identifies and provides evidence that is relevant to setting or clients. COMMENTS:</p>	

III. PROFESSIONAL BEHAVIOR

	5 4 3 2 1
<p>1. Time management skills. Consider student's ability to be prompt, arriving and completing assignments on time. COMMENTS:</p>	
<p>2. Organization. Consider student's ability to set priorities, be dependable, be organized, and follow through with responsibilities. COMMENTS:</p>	
<p>3. Engagement in FW experience. Consider student's apparent level of interest, level of active participation while on site, and investment in individuals and treatment outcomes. COMMENTS:</p>	
<p>4. Self-directed learning. Consider student's ability to take responsibility for own learning and to demonstrate motivation. COMMENTS:</p>	
<p>5. Reasoning and problem solving. Consider student's ability to use self-reflection; willingness to ask questions; ability to analyze, synthesize, and interpret information; and understand OT process. COMMENTS:</p>	
<p>6. Written communication. Consider student's ability to use proper grammar and spelling, legibility of work, successful completion of written assignments, and documentation skills. COMMENTS:</p>	
<p>7. Initiative. Consider student's initiative, ability to seek and acquire information from a variety of sources, and demonstrate flexibility as needed. COMMENTS:</p>	

	5 4 3 2 1
<p>8. Observation skills. Consider student's ability to observe relevant behaviors related to occupational performance and client factors and to verbalize perceptions and observations. COMMENTS:</p>	
<p>9. Participation in supervisory process. Consider student's ability to give, receive, and respond to feedback; seek guidance when necessary; and follow proper channels of communication. COMMENTS:</p>	
<p>10. Verbal communication and interpersonal skills with patients/clients, staff, and caregivers. Consider student's ability to interact appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, use of authority, and so forth; degree and quality of verbal interactions; use of body language and non-verbal communication; and exhibition of confidence. COMMENTS:</p>	
<p>11. Professional and personal boundaries. Consider student's ability to recognize and handle personal and professional frustrations; balance personal and professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; and be responsive to social cues. COMMENTS:</p>	
<p>12. Use of professional terminology. Consider student's ability to respect confidentiality; appropriately apply professional terminology (e.g., <i>Occupational Therapy Practice Framework</i> terms and OT acronyms/abbreviations) in written and oral communication. COMMENTS:</p>	

IV. SCREENING AND EVALUATION (enter N/A = Not Applicable if not required on this placement)

THE STUDENT:

	5 4 3 2 1 N/A
<p>1. Contributes to screening/evaluation process. Communicates observations. Identifies resources for evaluation process. Could include chart review. COMMENT:</p>	
<p>2. Completes an interview and drafts an occupational profile. COMMENT:</p>	
<p>3. Identifies potential goals from evaluation process. COMMENT:</p>	
<p>4. Drafts documentation consistent with practice setting. COMMENT:</p>	

⊕ V. INTERVENTION (enter N/A = Not Applicable if not required for this placement)

THE STUDENT:	5 4 3 2 1 N/A
1. Contributes to intervention process. Could include preparing clinic area and identifying resources and evidence. COMMENT:	
2. Identifies interventions consistent with client evaluation and goals. COMMENT:	
3. Identifies (verbal or written) interventions consistent with client-centered approach, and provides clinical reasoning for interventions identified. COMMENT:	
4. Engages in and values evidence-based practice by seeking evidence to support or negate intervention approach. COMMENT:	
5. Administers interventions that are occupation-based and client-centered within guidelines of facility. COMMENT:	
6. Recognizes (verbal, written, or demonstration) need to modify interventions on basis of client response. COMMENT:	
7. Recognizes (verbal, written, or demonstration) need to modify or terminate intervention plan on basis of client response. COMMENT:	
8. Drafts documentation for intervention using typical procedures used in FW practicesetting. COMMENT:	

Summary:

Final Grade (circle one): Pass ~~Fail~~ (note: total number of points does not need to be calculated)

Requirements for passing: Sections 1-3: No more than one item below a 2, no more than two items below a 3.

Student Signature:		Supervisor Signature:	
Date:		Date:	

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Additional resources available at <https://www.aota.org/Education-Careers/Fieldwork.aspx>

STUDENT EVALUATION OF THE LEVEL I FIELDWORK EXPERIENCE

Instructions to the Student:

Complete this STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE form before your final meeting with your Fieldwork Educator (FWEd). It is imperative that you review the form with your FWEd and that both parties sign below. Copy the form so that a copy remains at the site and the student has the original for GVSU files. Future students may have access to this information.

The Level I Student Competency Evaluation should be reviewed and signed prior to the student reviewing this form with their FWEd. This should encourage the student to be honest and constructive in their feedback.

Fieldwork Site:	
City/State:	
Dates of FW:	From/To:

We have mutually shared and clarified this Student Evaluation of the Level I Fieldwork Experience report.

Student's Signature

FW Educator's Signature

Student's Name *(Please Print)*

FW Educator's Name and credentials *(Please Print)*

FW Educator's years of experience _____

Date

ORIENTATION

Indicate your view of the orientation by *checking* "Satisfactory" (S) or "Needs Improvement" (I) regarding the three factors of adequacy, organization, and timeliness. Please mark each item using a dark pen, Do not use a pencil or a highlighter.

TOPIC	Adequate		Organized		Timely		NA
	S	I	S	I	S	I	
1. Site-specific fieldwork objectives							
2. Student supervision process							
3. Requirements/assignments for students							
4. Student schedule (weekly/monthly)							
5. Staff introductions							
6. Overview of physical facilities							
7. Agency/Department mission							
8. Overview of organizational structure							
9. Services provided by the agency							
10. Agency/Department policies and procedures							
11. Role of other team members							
12. Documentation procedures							
13. Safety and emergency procedures							
14. Confidentiality/HIPAA							
15. Other							

Comments or suggestions regarding your orientation to this fieldwork placement:

CASELOAD Please mark each item using a dark pen, Do not use a pencil or a highlighter.

List approximate number of each age category seen in the affiliation.

Age	Number
0-3 years old	
3-5 years old	
6-12 years old	
13-21 years old	
22-65 years old	
> 65 years old	

List approximate number of each primary condition/problem/diagnosis in the affiliation.

Condition/Problem	Number

OCCUPATIONAL THERAPY PROCESS

Indicate the approximate number of screenings/evaluations you observed and/or participated in; also indicate their value to your learning experience by *circling* the appropriate number with #1 being least valuable and #5 being the most valuable. Please mark each item using a dark pen, Do not use a pencil or a highlighter.

	HOW MANY	EDUCATIONAL VALUE
1. Client/patient screening		1 2 3 4 5
2. Client/patient evaluations (Use specific names of evaluations)		
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5
3. Written treatment/care plans		1 2 3 4 5
4. Discharge summary		1 2 3 4 5

List major therapeutic interventions frequently used and indicate whether it was provided in group, individually, co-treatment, or consultation. Please mark each item using a dark pen, Do not use a pencil or a highlighter.

Therapeutic Interventions	Individual	Group	Co-Tx	Consultation
Occupation-based activity, i.e., play, shopping, ADL, IADL, work, school activities, etc. (within client's own context with his or her goals)				
1.				
2.				
3.				
4.				
Purposeful activity (therapeutic context leading to occupation)				
1.				
2.				
3.				
4.				

Therapeutic Interventions	Individual	Group	Co-Tx	Consultation
Preparatory methods, i.e., sensory, PAMs, splinting, exercise, etc. (preparation for occupation-based activity)				
1.				
2.				
3.				
4.				

THEORY—FRAMES OF REFERENCE—MODELS OF PRACTICE

Indicate frequency of theory/frames of reference used. Please mark each item using a dark pen. Do not use a pencil or a highlighter.

	Never	Rarely	Occasionally	Frequently
Model of Human Occupation				
Occupational Adaptation				
Ecology of Human Performance				
Person–Environment–Occupation Model				
Biomechanical Frame of Reference				
Rehabilitation Frame of Reference				
Neurodevelopmental Theory				
Sensory Integration				
Behaviorism				
Cognitive Theory				
Cognitive Disability Frame of Reference				
Motor Learning Frame of Reference				
Other (list)				

FIELDWORK ASSIGNMENTS

List the types of assignments required of you at this placement and indicate their educational value (1 = not valuable ----- 5 = very valuable) Please mark each item using a dark pen, Do not use a pencil or a highlighter.

	1	2	3	4	5	N/A
	1	2	3	4	5	N/A
	1	2	3	4	5	N/A
	1	2	3	4	5	N/A
	1	2	3	4	5	N/A
	1	2	3	4	5	N/A

ASPECTS OF THE ENVIRONMENT

1 = Rarely 2 = Occasionally 3 = Frequently 4 = Consistently			
1	2	3	4

Staff and administration demonstrated cultural sensitivity				
The Practice Framework was integrated into practice				
Student work area/supplies/equipment were adequate				
Opportunities to network with other professionals				
Staff used a team approach to care				
How would you describe the pace of this setting? (circle one)	Slow	Med	Fast	

ACADEMIC PREPARATION

Rate the relevance and adequacy of your academic coursework relative to the needs of **THIS** fieldwork placement, *circling* the appropriate number. Please mark each item using a dark pen, Do not use a pencil or a highlighter.

	Adequacy for Placement					Relevance for Placement					
	Low 1	2	3	4	High 5	Low 1	2	3	4	High 5	
Anatomy and Kinesiology											
Neurodevelopment											
Human development											
Evaluation											
Intervention planning											
Interventions (individual, group, activities, methods)											
Theory											
Documentation skills											
Leadership											
Professional behavior and communication											
Therapeutic use of self											

What were the strongest aspects of your academic program relevant to preparing you for **THIS** Level I fieldwork experience?

What would you recommend as a modification in your academic program relative to the needs of **THIS** Level I fieldwork experience?

Please give examples of how you were able to apply academic knowledge such as concepts and/or skills in this fieldwork setting.

SUMMARY	1 = Strongly disagree 2 = Disagree 3 = No Opinion 4 = Agree 5 = Strongly agree				
	1	2	3	4	5
Expectations of fieldwork experience were clearly defined					
Expectations were challenging but not overwhelming					
Experiences supported student's professional development					
Experiences matched student's expectations					

What particular personal and professional qualities and performance skills do you feel that a student should have to function successfully on this fieldwork placement?

Indicate the number that seems descriptive of your Fieldwork Educator.	1 = Strongly Disagree 2 = Disagree 3 = No opinion 4 = Agree 5 = Strongly agree				
	1	2	3	4	5
Provided ongoing positive feedback in a timely manner					
Provided ongoing constructive feedback in a timely manner					
Reviewed any written work in a timely manner					
Made specific suggestions to student to improve performance					
Provided clear performance expectations					
Sequenced learning experiences to grade progression					
Used a variety of instructional strategies					
Taught knowledge and skills to facilitate learning and challenge student					
Presented clear explanations					
Facilitated student's clinical reasoning					
Used a variety of supervisory approaches to facilitate student performance					
Elicited and responded to student feedback and concerns					
Provided a positive role model of professional behavior in practice					
Modeled and encouraged occupation-based practice					
Modeled and encouraged client-centered practice					
Modeled and encouraged evidence-based practice					

Please mark each item using a dark pen, Do not use a pencil or a highlighter.

General comments on supervision: _____

Overall, what changes would you recommend in this Level I fieldwork experience?

Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this site.



Master of Occupational Science and Therapy Program
Level I Fieldwork/Service Learning Evaluation
"Linking Campus to Community"

Student Name _____ Supervisor Name _____

Site Name _____

Year: _____

Semester: [] Winter [] Spring/Summer [] Fall

Supervisor: [] OTR [] COTA [] Non-OT

How to Complete this Evaluation

Directions for Student

There are five primary learning goals for this experience. Using a narrative self-assessment, report how you have addressed each intended learning outcome this semester. Assess and describe your learning and personal growth within each goal. Support your self-assessment with activities you were involved with, resources you utilized, resources you developed, feedback you received, readings you completed, journal entries you made or changes in your self-perception and changes in your perceptions of occupational therapy. Also include what future learning or developmental needs you feel you need to address as a result of this experience.



Please answer all questions, expand text boxes as needed to accommodate your thoughts and comments.

Student Narrative Self-Assessment

Goal 1: The student will identify and contribute to, or assist with, agency/facility services and goals.

Goal 2: The student will identify and seek to understand the roles of the various medical and non-medical professionals and staff in this agency/facility.

Goal 3: The student will seek to understand how the core values of occupational therapy, including the role of occupation in health, enhancing occupational performance and using a client-centered approach, match the core values of this agency/facility.

Goal 4: The student will construct an understanding of the value of OT in this setting and will propose or model its value during this experience.

Goal 5: The student will demonstrate professional behaviors and attitudes (refer to "Professional Behaviors Worksheet" and "Level I Fieldwork Student Performance Evaluation" for expected behaviors).



What future learning or developmental needs do you feel you need to address as a result of this experience?

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, non-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.

Level II Fieldwork

Level II Fieldwork Forms and Evaluation



Master of Occupational Therapy Program

ACOTE Level II Licensure Verification and Fieldwork Objective Collaboration Form

C.1.4: *Ensure that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.*

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

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

- Student and fieldwork educator understand the level of supervision will **change** from close supervision to distant supervision only after the student has demonstrated competency with the safety of the clients.
- List the student to fieldwork educator ratio: _____
- List the Student's Fieldwork Educators:

Fieldwork Educator Name	Title/Position	Years of Experience	State License Number/Certification	Date of License or Certification Expiration

C.1.3: *Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience, and communicate with the student and the fieldwork educator about progress and performance throughout the fieldwork experience. Ensure that fieldwork objectives for all experiences include a psychosocial objective.*

- Student understands the site-specific expectations (site can choose to follow the academic program's established Level II Fieldwork objectives rather than creating own site-specific objectives).
- Student has viewed all available information about the fieldwork site from Grand Valley State University and from the fieldwork educator (site-specific objectives, required forms, website, etc.)

- Student has reviewed the *AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student* and understands this is the tool that will be used to evaluate student fieldwork performance and to determine a credit vs. no credit grade for OST 660/661.
 - Fieldwork Educator and student are required to have, at minimum, weekly meeting to discuss fieldwork performance. Use of a *Weekly Meeting Summary* sheet is highly encouraged to document weekly performance progress.
 - Midterm requirements:
 - Midterm visit via face-to-face, phone, or Skype will be completed using the *Student Fieldwork Visitation Report*.
-

Level II Fieldwork Objectives

The Level II Fieldwork Objectives for the Grand Valley State University Occupational Therapy student:

1. Student will demonstrate entry-level competency by the end of the affiliation (*entry level competence is defined as achieving the passing score of 122 points or above on the AOTA Fieldwork Performance Evaluation*).
2. Student will demonstrate an understanding of the OT process model via screening, evaluation, planning, implementation of treatment/intervention, and discharge planning, which addresses the person, environmental, and occupational issues presented by the client.
3. Student will utilize treatment/intervention approaches that demonstrate in-depth knowledge of the various frames of reference and models of practice in occupational therapy practice, which supports the premise of engagement in occupation.
4. Student will demonstrate the ability to address psychosocial factors that impact occupational engagement.
5. Student will demonstrate the use of evidenced-based practice with clients by the end of the experience.
6. Student will assume a full client caseload, as defined by fieldwork site, by end of the experience.
7. Student will submit correct and complete documentation in a timely manner, according to policies and procedures of the fieldwork site
8. Student will follow all policies and procedures of as directed by the fieldwork site and GVSU.
9. Student will demonstrate an understanding of the management of healthcare services at the site to include organizational mission, structure, function, goals, and financial services.
10. Student will demonstrate the ability to articulate to clients, site healthcare professionals and staff the values and beliefs of occupational therapy and communicate the role and value of occupational therapy services.
11. Student will demonstrate professional behaviors and adhere to ethics guidelines at all times during the affiliation.
12. Student will demonstrate sound clinical reasoning, critical thinking skills, reflective reasoning and problem-solving skills.
13. Student will present a professional in-service to appropriate site healthcare staff on a current topic in service delivery, as approved by the fieldwork educator. The purpose is to demonstrate the application of evidence-based practice to the setting and/or the student will complete a project, which supports OT service delivery, as approved by the site fieldwork educator (The project and/or in-service is to be determined in collaboration between student and fieldwork educator to best meet the needs of the specific site).
14. As available, the student will observe other services, such as surgery (hand, neurosurgery, orthopedic), prosthetics, orthotics, etc., which are directly related to the OT service delivery at the site.

Both the Grand Valley State University OT Level II Fieldwork Student and the Fieldwork Educator(s) understand the American Council of Occupational Therapy Education (ACOTE) fieldwork standards listed above and are in agreement with the information provided in this document. Please contact the Academic Fieldwork Coordinator with any questions or concerns: chycinbr@gvsu.edu

Please check one of the following:

This site has established site-specific objectives for Level II OT Fieldwork students and will be provided to the student and academic fieldwork coordinator.

This site does not have established site-specific objectives for Level II OT Fieldwork students and will use the objectives above to guide the fieldwork experience.

Fieldwork Site Name: _____

Student Name: _____

Student Signature: _____ Date: _____

Fieldwork Educator Name: _____

Educator Signature _____ Date: _____

**Fieldwork Performance Evaluation
For The Occupational Therapy Student**

MS./MR. _____
NAME: (LAST) (FIRST) (MIDDLE)

COLLEGE OR UNIVERSITY _____

FIELDWORK SETTING:

NAME OF ORGANIZATION/FACILITY _____

ADDRESS: (STREET OR PO BOX) _____

CITY STATE ZIP _____

TYPE OF FIELDWORK _____

ORDER OF PLACEMENT: 1 2 3 4 OUT OF 1 2 3 4

FROM: TO: _____
DATES OF PLACEMENT

NUMBER OF HOURS COMPLETED _____

FINAL SCORE _____

PASS: _____ NO PASS: _____

SUMMARY COMMENTS:
(ADDRESSES STUDENT'S CLINICAL COMPETENCE)

SIGNATURES:
I HAVE READ THIS REPORT.

SIGNATURE OF STUDENT _____

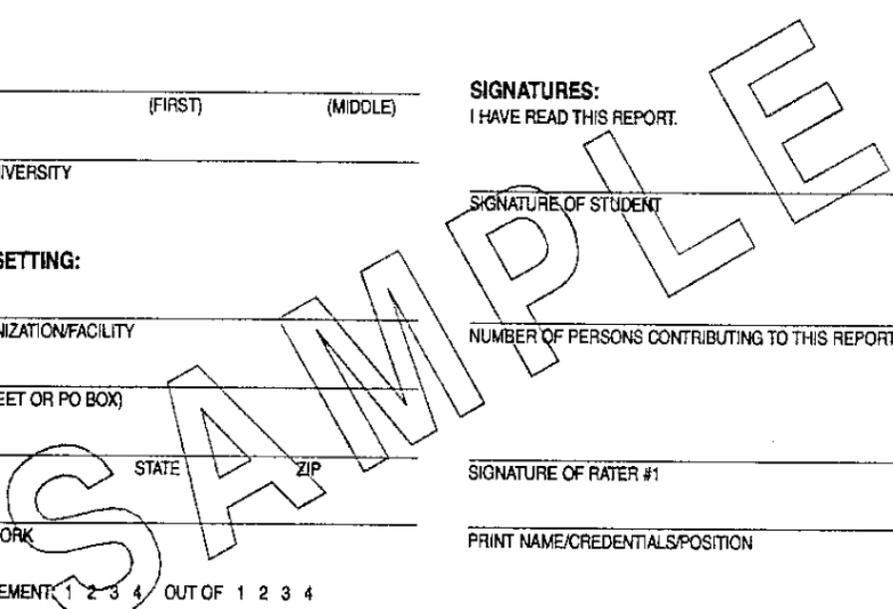
NUMBER OF PERSONS CONTRIBUTING TO THIS REPORT _____

SIGNATURE OF RATER #1 _____

PRINT NAME/CREDENTIALS/POSITION _____

SIGNATURE OF RATER #2 (IF APPLICABLE) _____

PRINT NAME/CREDENTIALS/POSITION _____



AOTA grants permission to photocopy the *Fieldwork Performance Evaluation for the Occupational Therapy Student* for training purposes only. Training purposes encompass using the FWPE forms in student notebooks and training manuals for clinical fieldwork sites, in training sessions for practitioners on the proper use and scoring of the forms, and for students to complete a self-analysis during their fieldwork training. Permission to use the forms must be submitted to copyright@ota.org

Fieldwork Performance Evaluation For The Occupational Therapy Student

This evaluation is a revision of the 1987 American Occupational Therapy Association, Inc. Fieldwork Evaluation Form for the Occupational Therapist and was produced by a committee of the Commission on Education.

PURPOSE

The primary purpose of the Fieldwork Performance Evaluation for the Occupational Therapy Student is to measure entry-level competence of the occupational therapy student. The evaluation is designed to differentiate the competent student from the incompetent student and is not designed to differentiate levels above entry level competence. For further clarification on entry-level competency refer to the Standards of Practice for Occupational Therapy¹.

The evaluation is designed to measure the performance of the occupational therapy process and was not designed to measure the specific occupational therapy tasks in isolation. This evaluation reflects the 1998 Accreditation Council for Occupational Therapy Education Standards and the National Board for Certification in Occupational Therapy, Inc. Practice Analysis results². In addition, this evaluation allows students to evaluate their own strengths and challenges in relation to their performance as an occupational therapist.

USE OF THE FIELDWORK PERFORMANCE EVALUATION FOR THE OCCUPATIONAL THERAPY STUDENT

The Fieldwork Performance Evaluation is intended to provide the student with an accurate assessment of his/her competence for entry-level practice. Both the student and fieldwork educator should recognize that growth occurs over time. **The midterm and final evaluation scores will reflect development of student competency and growth.** In order to effectively use this evaluation to assess student competence, site-specific objectives need to be developed. Utilize this evaluation as a framework to assist in ensuring that all key performance areas are reflected in the site-specific objectives.

Using this evaluation at midterm and final, it is suggested that the student complete a self-evaluation of his/her own performance. During the midterm review process, the student and fieldwork educator should collaboratively develop a plan, which would enable the student to achieve entry-level competence by the end of the fieldwork experience. This plan should include specific objectives and enabling activities to be used by the student and fieldwork educator in order to achieve the desired competence.

The Fieldwork Educator must contact the Academic Fieldwork Coordinator when: (1) a student exhibits unsatisfactory behavior in a substantial number of tasks or (2) a student's potential for achieving entry-level competence by the end of the affiliation is in question.

DIRECTIONS FOR RATING STUDENT PERFORMANCE

- There are 42 performance items.
- Every item must be scored, using the one to four point rating scale (see below).
- **The rating scales should be carefully studied prior to using this evaluation.** Definitions of the scales are given at the top of each page.
- Circle the number that corresponds to the description that best describes the student's performance.
- **The ratings for the Ethics and Safety items must be scored at 3 or above on the final evaluation for the student to pass the fieldwork experience.** If the ratings are below 3, continue to complete the Fieldwork Performance Evaluation to provide feedback to the student on her/his performance.
- Record midterm and final ratings on the Performance Rating Summary Sheet.
- Compare overall midterm and final score to the scale below.

OVERALL MIDTERM SCORE

Satisfactory Performance 90 and above
Unsatisfactory Performance 89 and below

OVERALL FINAL SCORE

Pass 122 points and above
No Pass 121 points and below

RATING SCALE FOR STUDENT PERFORMANCE

- 4 — **Exceeds Standards:** Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.
- 3 — **Meets Standards:** Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.
- 2 — **Needs Improvement:** Performance is progressing but still needs improvement for entry-level practice. This is a realistic rating of performance at midterm, and some ratings of 2 may be reasonable at the final.
- 1 — **Unsatisfactory:** Performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance.

RATING SCALE FOR STUDENT PERFORMANCE

- 4 — **Exceeds Standards:** Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.
- 3 — **Meets Standards:** Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.
- 2 — **Needs Improvement:** Performance is progressing but still needs improvement for entry-level practice. This is a realistic rating of performance at midterm, and some ratings of 2 may be reasonable at the final.
- 1 — **Unsatisfactory:** Performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance.

I. FUNDAMENTALS OF PRACTICE:

All items in this area must be scored at a #3 or above on the final evaluation in order to pass fieldwork.

- 1. **Adheres to ethics:** Adheres consistently to the American Occupational Therapy Association Code of Ethics* and site's policies and procedures including when relevant, those related to human subject research.

Midterm	1	2	3	4
Final	1	2	3	4
- 2. **Adheres to safety regulations:** Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.

Midterm	1	2	3	4
Final	1	2	3	4
- 3. **Uses judgment in safety:** Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

• Midterm

• Final

II. BASIC TENETS:

- 4. Clearly and confidently articulates the values and beliefs of the occupational therapy profession to clients, families, significant others, colleagues, service providers, and the public.

Midterm	1	2	3	4
Final	1	2	3	4
- 5. Clearly, confidently, and accurately articulates the value of occupation as a method and desired outcome of occupational therapy to clients, families, significant others, colleagues, service providers, and the public.

Midterm	1	2	3	4
Final	1	2	3	4
- 6. Clearly, confidently, and accurately communicates the roles of the occupational therapist and occupational therapy assistant to clients, families, significant others, colleagues, service providers, and the public.

Midterm	1	2	3	4
Final	1	2	3	4
- 7. Collaborates with client, family, and significant others throughout the occupational therapy process.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

• Midterm

• Final

RATING SCALE FOR STUDENT PERFORMANCE

- 4 — **Exceeds Standards:** Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.
- 3 — **Meets Standards:** Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.
- 2 — **Needs Improvement:** Performance is progressing but still needs improvement for entry-level practice. This is a realistic rating of performance at midterm, and some ratings of 2 may be reasonable at the final.
- 1 — **Unsatisfactory:** Performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance.

III. EVALUATION AND SCREENING:

8. **Articulates a clear and logical rationale** for the evaluation process.
- | | | | | |
|---------|---|---|---|---|
| Midterm | 1 | 2 | 3 | 4 |
| Final | 1 | 2 | 3 | 4 |
9. **Selects relevant screening and assessment methods** while considering such factors as client's priorities, context(s), theories, and evidence-based practice.
- | | | | | |
|---------|---|---|---|---|
| Midterm | 1 | 2 | 3 | 4 |
| Final | 1 | 2 | 3 | 4 |
10. **Determines client's occupational profile and performance** through appropriate assessment methods.
- | | | | | |
|---------|---|---|---|---|
| Midterm | 1 | 2 | 3 | 4 |
| Final | 1 | 2 | 3 | 4 |
11. **Assesses client factors and context(s)** that support or hinder occupational performance.
- | | | | | |
|---------|---|---|---|---|
| Midterm | 1 | 2 | 3 | 4 |
| Final | 1 | 2 | 3 | 4 |
12. **Obtains sufficient and necessary information** from relevant resources such as client, families, significant others, service providers, and records prior to and during the evaluation process.
- | | | | | |
|---------|---|---|---|---|
| Midterm | 1 | 2 | 3 | 4 |
| Final | 1 | 2 | 3 | 4 |
13. **Administers assessments** in a uniform manner to ensure findings are valid and reliable.
- | | | | | |
|---------|---|---|---|---|
| Midterm | 1 | 2 | 3 | 4 |
| Final | 1 | 2 | 3 | 4 |
14. **Adjusts/modifies the assessment procedures** based on client's needs, behaviors, and culture.
- | | | | | |
|---------|---|---|---|---|
| Midterm | 1 | 2 | 3 | 4 |
| Final | 1 | 2 | 3 | 4 |

15. **Interprets evaluation results** to determine client's occupational performance strengths and challenges.
- | | | | | |
|---------|---|---|---|---|
| Midterm | 1 | 2 | 3 | 4 |
| Final | 1 | 2 | 3 | 4 |
16. **Establishes an accurate and appropriate plan** based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.
- | | | | | |
|---------|---|---|---|---|
| Midterm | 1 | 2 | 3 | 4 |
| Final | 1 | 2 | 3 | 4 |
17. **Documents the results of the evaluation process** that demonstrates objective measurement of client's occupational performance.
- | | | | | |
|---------|---|---|---|---|
| Midterm | 1 | 2 | 3 | 4 |
| Final | 1 | 2 | 3 | 4 |

Comments on strengths and areas for improvement:

• Midterm

• Final

IV. INTERVENTION:

18. **Articulates a clear and logical rationale** for the intervention process.
- | | | | | |
|---------|---|---|---|---|
| Midterm | 1 | 2 | 3 | 4 |
| Final | 1 | 2 | 3 | 4 |
19. **Utilizes evidence** from published research and relevant resources to make informed intervention decisions.
- | | | | | |
|---------|---|---|---|---|
| Midterm | 1 | 2 | 3 | 4 |
| Final | 1 | 2 | 3 | 4 |

20. **Chooses occupations** that motivate and challenge clients.

Midterm 1 2 3 4

Final 1 2 3 4

21. **Selects relevant occupations** to facilitate clients meeting established goals.

Midterm 1 2 3 4

Final 1 2 3 4

22. **Implements intervention plans** that are client-centered.

Midterm 1 2 3 4

Final 1 2 3 4

23. **Implements intervention plans** that are occupation-based.

Midterm 1 2 3 4

Final 1 2 3 4

24. **Modifies task approach, occupations, and the environment** to maximize client performance.

Midterm 1 2 3 4

Final 1 2 3 4

25. **Updates, modifies, or terminates the intervention plan** based upon careful monitoring of the client's status.

Midterm 1 2 3 4

Final 1 2 3 4

26. **Documents client's response** to services in a manner that demonstrates the efficacy of interventions.

Midterm 1 2 3 4

Final 1 2 3 4

Comments on strengths and areas for improvement:

• Midterm

V. MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES:

27. **Demonstrates through practice or discussion the ability to assign** appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.

Midterm 1 2 3 4

Final 1 2 3 4

28. **Demonstrates through practice or discussion the ability to actively collaborate** with the occupational therapy assistant.

Midterm 1 2 3 4

Final 1 2 3 4

29. **Demonstrates understanding of the costs and funding** related to occupational therapy services at this site.

Midterm 1 2 3 4

Final 1 2 3 4

30. **Accomplishes organizational goals** by establishing priorities, developing strategies, and meeting deadlines.

Midterm 1 2 3 4

Final 1 2 3 4

31. **Produces the volume of work** required in the expected time frame.

Midterm 1 2 3 4

Final 1 2 3 4

Comments on strengths and areas for improvement:

• Midterm

• Final

• Final

RATING SCALE FOR STUDENT PERFORMANCE

- 4 — **Exceeds Standards:** Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.
- 3 — **Meets Standards:** Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.
- 2 — **Needs Improvement:** Performance is progressing but still needs improvement for entry-level practice. This is a realistic rating of performance at midterm, and some ratings of 2 may be reasonable at the final.
- 1 — **Unsatisfactory:** Performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance.

VI. COMMUNICATION:

- 32. **Clearly and effectively communicates verbally and nonverbally** with clients, families, significant others, colleagues, service providers, and the public.

Midterm	1	2	3	4
Final	1	2	3	4
- 33. **Produces clear and accurate documentation** according to site requirements.

Midterm	1	2	3	4
Final	1	2	3	4
- 34. **All written communication is legible,** using proper spelling, punctuation, and grammar.

Midterm	1	2	3	4
Final	1	2	3	4
- 35. **Uses language appropriate to the recipient** of the information, including but not limited to funding agencies and regulatory agencies.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

• Midterm

• Final

VII. PROFESSIONAL BEHAVIORS:

- 36. **Collaborates with supervisor(s)** to maximize the learning experience.

Midterm	1	2	3	4
Final	1	2	3	4
- 37. **Takes responsibility for attaining professional competence** by seeking out learning opportunities and interactions with supervisor(s) and others.

Midterm	1	2	3	4
Final	1	2	3	4
- 38. **Responds constructively to feedback.**

Midterm	1	2	3	4
Final	1	2	3	4
- 39. **Demonstrates consistent work behaviors** including initiative, preparedness, dependability, and work site maintenance.

Midterm	1	2	3	4
Final	1	2	3	4
- 40. **Demonstrates effective time management.**

Midterm	1	2	3	4
Final	1	2	3	4
- 41. **Demonstrates positive interpersonal skills** including but not limited to cooperation, flexibility, tact, and empathy.

Midterm	1	2	3	4
Final	1	2	3	4
- 42. **Demonstrates respect for diversity** factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

• Midterm

• Final

PERFORMANCE RATING SUMMARY SHEET

Performance Items	Midterm Ratings	Final Ratings
I. FUNDAMENTALS OF PRACTICE		
1. Adheres to ethics		
2. Adheres to safety regulations		
3. Uses judgment in safety		
II. BASIC TENETS OF OCCUPATIONAL THERAPY		
4. Articulates values and beliefs		
5. Articulates value of occupation		
6. Communicates role of occupational therapist		
7. Collaborates with clients		
III. EVALUATION AND SCREENING		
8. Articulates clear rationale for evaluation		
9. Selects relevant methods		
10. Determines occupational profile		
11. Assesses client and contextual factors		
12. Obtains sufficient and necessary information		
13. Administers assessments		
14. Adjusts/modifies assessment procedures		
15. Interprets evaluation results		
16. Establishes accurate plan		
17. Documents results of evaluation		
IV. INTERVENTION		
18. Articulates clear rationale for intervention		
19. Utilizes evidence to make informed decisions		
20. Chooses occupations that motivate and challenge		
21. Selects relevant occupations		
22. Implements client-centered interventions		
23. Implements occupation-based interventions		
24. Modifies approach, occupation, and environment		
25. Updates, modifies, or terminates intervention plan		
26. Documents client's response		
V. MANAGEMENT OF OT SERVICES		
27. Demonstrates ability to assign through practice or discussion		
28. Demonstrates ability to collaborate through practice or discussion		
29. Understands costs and funding		
30. Accomplishes organizational goals		
31. Produces work in expected time frame		
VI. COMMUNICATION		
32. Communicates verbally and nonverbally		
33. Produces clear documentation		
34. Written communication is legible		
35. Uses language appropriate to recipient		
VII. PROFESSIONAL BEHAVIORS		
36. Collaborates with supervisor		
37. Takes responsibility for professional competence		
38. Responds constructively to feedback		
39. Demonstrates consistent work behaviors		
40. Demonstrates time management		
41. Demonstrates positive interpersonal skills		
42. Demonstrates respect for diversity		
TOTAL SCORE		

MIDTERM:
 Satisfactory Performance 90 and above
 Unsatisfactory Performance 89 and below

FINAL:
 Pass 122 points and above
 No Pass 121 points and below

REFERENCES

1. American Occupational Therapy Association. (1998). Standards of practice for occupational therapy. *American Journal of Occupational Therapy*, 52, 866-869.
2. Accreditation Council for Occupational Therapy Education. (1999). Standards for an accredited educational program for the occupational therapist. *American Journal of Occupational Therapy*, 53, 575-582.
3. National Board for Certification in Occupational Therapy. (1997). *National Study of Occupational Therapy Practice, Executive Summary*.
4. American Occupational Therapy Association. (2000). Occupational therapy code of ethics (2000). *American Journal of Occupational Therapy*, 54, 614-616.
5. American Occupational Therapy Association (2002). Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606-639.

GLOSSARY

Client Factors: Those factors that reside within the client and that may affect performance in areas of occupation. Client factors include body functions and body structures

- body functions (a client factor, including physical, cognitive, psychosocial aspects)—“the physiological function of body systems (including psychological functions)” (WHO, 2001, p.10)

- body structures—“anatomical parts of the body such as organs, limbs and their components [that support body function]” (WHO, 2001, p.10)

(Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606-639.)⁵

Code of Ethics: Refer to www.aota.org/general/coe.asp

Collaborate: To work together with a mutual sharing of thoughts and ideas (ACOTE Glossary)

Competency: Adequate skills and abilities to practice as an entry-level occupational therapist or occupational therapy assistant

Context: Refers to a variety of interrelated conditions within and surrounding the client that influence performance. Contexts include cultural, physical, social, personal, spiritual, temporal and virtual. (Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606-639)⁵

Efficacy: Having the desired influence or outcome (from Neistadt and Crepeau, eds. *Willard & Spackman's Occupational Therapy*, 9th edition, 1998)

Entry-level practice: Refer to American Occupational Therapy Association (1993). Occupational therapy roles. *American Journal of Occupational Therapy*, 47, 1087-99.

Evidence-based Practice: “Conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual patients. The practice of evidence-based [health care] means integrating individual clinical expertise with the best available external clinical evidence from systematic research.” (Sackett and colleagues, *Evidence-based medicine: How to practice and teach EBM*, 1997, p. 2) (From the Mary Law article “Evidence-Based Practice: What Can It Mean for ME?”, www.aota.org)

Occupation: Groups of activities and tasks of everyday life, named, organized, and given value and meaning by individuals and a culture; occupation is everything people do to occupy themselves, including looking after themselves (self-care), enjoying life (leisure), and contributing to the social and economic fabric of their communities (productivity); the domain of concern and the therapeutic medium of occupational therapy. (Townsend, ed., 1997, *Enabling Occupation: An Occupational Therapy Perspective*, p.181)

Occupational Performance: The result of a dynamic, interwoven relationship between persons, environment, and occupation over a person's lifespan; the ability to choose, organize, and satisfactorily perform meaningful occupations that are culturally defined and age appropriate for looking after oneself, enjoying life, and contributing to the social and economic fabric of a community. (Townsend, ed., 1997, *Enabling Occupation: An Occupational Therapy Perspective*, p.181)

Occupational Profile: A profile that describes the client's occupational history, patterns of daily living, interests, values and needs. (Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606-639)⁵

Spiritual: (a context) The fundamental orientation of a person's life; that which inspires and motivates that individual. (Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606-639)⁵

Theory: “An organized way of thinking about given phenomena. In occupational therapy the phenomenon of concern is occupational endeavor. Theory attempts to (1) define and explain the relationships between concepts or ideas related to the phenomenon of interest, (2) explain how these relationships can predict behavior or events, and (3) suggest ways that the phenomenon can be changed or controlled. Occupational therapy theory is concerned with four major concepts related to occupational endeavor: person, environment, health, and occupation.” (Neistadt and Crepeau, eds., *Willard & Spackman's Occupational Therapy*, 9th ed., 1998, p. 521)

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 2021 will be sent out no earlier than January 1, 2020. Requests for out-of-state placements can be made at any time throughout the process.
2. During the 1st Fall semester for traditional students, and 2nd 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 or not 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 in order 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. The Occupational Science and Therapy Department follows AOTA’s Suggested Level II Fieldwork Experience Dates for the January-March and April-June rotations.

Program References

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

Standards and Interpretive Guide.

American Occupational Therapy Association. (2015). Occupational therapy code of ethics

(2015). *American Journal of Occupational Therapy*, 69(Suppl. 3), 6913410030.

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Clark, F., Parham, D., Carlson, M. E., Frank, G., Jackson, J., Pierce, D., Wolfe, R. J., and

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 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 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.

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://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