

Andrews University

School of Rehabilitation Sciences
Occupational Therapy Doctorate Program

FIELDWORK EDUCATION HANDBOOK



Class of 2029

Aligned with ACOTE 2023 Standards (C.1.0–C.1.12)

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“For centuries the flame has been a symbol of truth and wisdom. For a Christian institution of higher education, the flame’s meaning bears even more import. Besides embodying the prior ideals, it also represents the presence of God’s Holy Spirit, without which true learning is incomplete.”

Important Notice

This Fieldwork Education Handbook is intended to serve as a guide and reference for students and fieldwork educators in the Andrews University Occupational Therapy Doctorate (OTD) Program. It is designed to complement, not replace, the official OTD Student Handbook and the Andrews University Student Handbook.

Students are encouraged to review both the OTD Student Handbook and the AU Student Handbook for comprehensive program and university policies. In the event of any discrepancy between this handbook and those documents, the OTD Student Handbook and AU Student Handbook shall prevail.

OTD Student Handbook: [AU OTD Program Student Handbook](#)

AU Student Handbook: [Andrews University Student Handbook](#)

This handbook is reviewed and updated annually. Students will be notified of significant changes. The effective date of the current version is Academic Year 2026–2027.

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SECTION 1: CONTACT INFORMATION

Fieldwork Team Contact Information

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SECTION 2: WELCOME MESSAGES

Welcome to Students!

Dear OTD Student,

Welcome to the fieldwork portion of your Occupational Therapy Doctorate (OTD) program at Andrews University! This is a significant and exciting phase of your educational journey, where you will have the opportunity to apply the knowledge, theories, and skills you've acquired in the classroom to real-life clinical situations.

During your fieldwork experiences, you will work alongside experienced occupational therapists in various settings—hospitals, outpatient clinics, schools, community centers, and more. You will not only observe but also engage directly with clients, helping them overcome challenges and improve their quality of life. These experiences are designed to help you develop critical thinking skills, clinical reasoning, and professional competencies required to become a successful occupational therapist.

The purpose of your fieldwork is to bridge the gap between academic knowledge and clinical practice. Through this immersive experience, you will:

- Develop and refine clinical reasoning and critical thinking skills.
- Learn to implement evidence-based, occupation-focused interventions.
- Practice ethical and professional behavior in a real-world environment.
- Engage in self-reflection to promote personal and professional growth.
- Demonstrate competency consistent with ACOTE 2023 Standards C.1.0–C.1.12.

By the end of your fieldwork, you will have the confidence and skills to transition into a competent, entry-level occupational therapist, ready to make a meaningful impact in the lives of those you serve. We are excited to support you as you embark on this transformative journey!

Warm regards,

Dr. Lisa Royster, OTD, OTR/L
Academic Fieldwork Coordinator
Andrews University OTD Program

Welcome to Fieldwork Educators!

Dear Fieldwork Educator,

We are delighted to welcome you as a valued partner in the clinical education of our OTD students at Andrews University. Your role as a Fieldwork Educator is essential in shaping the next generation of Occupational Therapists. Your experience, guidance, and mentorship will play a pivotal role in helping students develop their clinical reasoning, practical skills, and professional identities.

The fieldwork experience is a cornerstone of occupational therapy education, providing students with the opportunity to apply the knowledge they've gained in the classroom to real-world practice settings. As a Fieldwork Educator, you will help students translate theory into practice, navigate the complexities of client care, and develop the confidence needed to work independently as entry-level practitioners.

As a Fieldwork Educator, you are asked to:

- Provide mentorship and supervision to guide students through clinical experiences.
- Offer feedback and support as they develop clinical competencies across all FWPE domains.
- Encourage reflective practice, critical thinking, and professional identity formation.
- Assist in setting individualized learning goals to help students maximize their potential.
- Maintain open, timely communication with the Academic Fieldwork Coordinator (AFWC).

We appreciate the time and effort you invest in mentoring and supervising our students. This handbook is designed to serve as a resource, offering guidance on expectations, evaluation methods, policies, and best practices to enhance your experience as a Fieldwork Educator.

Thank you for your dedication to the profession and to the future of occupational therapy.

Warm regards,

Dr. Lisa Royster, OTD, OTR/L
Academic Fieldwork Coordinator
Andrews University OTD Program

SECTION 3: PROGRAM OVERVIEW

Program Mission Statement

To provide Christ-centered OT education that inspires professionals to seek scientific knowledge, affirm faith, and transform lives in a dynamic healthcare environment.

The fieldwork education component of the program operationalizes this mission by integrating didactic learning with experiential clinical practice. Fieldwork experiences are designed to support the development of competent, ethical, reflective, and mission-driven occupational therapists in alignment with ACOTE 2023 Standards C.1.0–C.1.12.

Fieldwork Education Philosophy

Fieldwork education at Andrews University is grounded in the belief that clinical practice, when integrated with academic preparation, produces occupational therapists who are not only technically proficient but also deeply rooted in evidence-based, occupation-centered, and client-directed practice.

Fieldwork serves two overarching objectives:

- Level I Fieldwork: To provide students with opportunities to apply foundational knowledge, develop professional behaviors, observe occupational therapy in real-world settings, and become acquainted with practitioners and clients in diverse environments.
- Level II Fieldwork: To build upon acquired knowledge, professional attitudes, and performance skills in treatment settings in order to develop the entry-level competence expected of occupational therapy graduates, as evaluated through the AOTA Fieldwork Performance Evaluation (FWPE).

Purpose of this Handbook

This Fieldwork Education Handbook provides a structured framework to guide students, fieldwork educators, and faculty through successful completion of Fieldwork Level I and Level II experiences. The handbook outlines expectations, policies, and procedures that ensure consistency, accountability, professional growth, and compliance with ACOTE 2023 Standards C.1.0–C.1.12.

ACOTE 2023 Compliance and Standards Alignment

Fieldwork education within the Andrews University OTD Program is implemented in full accordance with the 2023 Accreditation Council for Occupational Therapy Education (ACOTE) Standards, Section C – Fieldwork Education (C.1.0–C.1.12). These standards address:

- Program oversight and design of fieldwork experiences (C.1.0)
- Fieldwork educator qualifications and supervision models (C.1.1)
- Level I Fieldwork structure and learning objectives (C.1.2)

- Pre-placement documentation and compliance requirements (C.1.3)
- Evaluation methods and performance monitoring (C.1.4–C.1.7)
- Management of occupational therapy services during fieldwork (C.1.8–C.1.9)
- Communication, documentation, and professional behaviors (C.1.10–C.1.12)

Reference: [ACOTE 2023 Standards – Full Text \(acoteonline.org\)](https://acoteonline.org)

Cross-Reference to Fieldwork Syllabi

This handbook should be read in conjunction with the following course syllabi. Each syllabus outlines course-specific objectives, grading criteria, performance evaluation tools, and ACOTE standard mappings. The policies within this manual govern all fieldwork coursework and supplement syllabus-specific requirements.

Course	Title
OTH 603	Fieldwork Level I: Physical Rehabilitation
OTH 613	Fieldwork Level I: Pediatric Practice
OTH 623	Fieldwork Level I: Mental Health
OTH 780	Fieldwork Level II A
OTH 810	Fieldwork Level II B

SECTION 4: FIELDWORK OVERVIEW & LEARNING OBJECTIVES

Introduction to Fieldwork Education

ACOTE 2023 Standard(s): C.1.0, C.1.2

The Andrews University Occupational Therapy Doctorate (OTD) Program is committed to providing high-quality, mission-driven fieldwork education experiences that prepare students for competent, ethical, and evidence-based occupational therapy practice.

Fieldwork education is structured in accordance with ACOTE 2023 Standards C.1.0–C.1.12 and is designed to promote progressive development from introductory experiences (Fieldwork Level I) to entry-level competence (Fieldwork Level II).

Level I Fieldwork Overview

ACOTE 2023 Standard(s): C.1.2

Level I Fieldwork emphasizes observation, participation, and professional behavior development. These experiences introduce students to real-world practice settings, client populations, and the roles of occupational therapy practitioners. Level I is distinct from Level II and is not designed to replicate entry-level competence.

Evaluation methods for Level I include program-specific assessment tools aligned with course learning outcomes and ACOTE requirements. Students must receive a passing score as defined by each course syllabus.

Assessment Tool:

[AOTA Level I Fieldwork Competency Evaluation-Access Here](#)

Level II Fieldwork Overview

ACOTE 2023 Standard(s): C.1.0, C.1.3–C.1.12

Level II Fieldwork requires demonstration of entry-level competence across two full-time, in-depth clinical placements (OTH 780 and OTH 800). Each placement is a minimum of 12 weeks. Students must successfully complete both placements to be eligible for graduation and licensure.

Level II Fieldwork is evaluated using the AOTA (2020, revised) Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE). The FWPE provides structured, competency-based assessment of student performance and supports consistent evaluation across clinical settings.

Assessment Tool:

[AOTA Fieldwork Performance Evaluation \(FWPE\)-Access Here](#)

Level II Fieldwork Learning Objectives

ACOTE 2023 Standard(s): C.1.0–C.1.12

The Level II Fieldwork Learning Objectives are based on the competency requirements outlined in the AOTA Fieldwork Performance Evaluation (FWPE, 2020) and align with ACOTE 2023 Standards C.1.0–C.1.12. Level II Fieldwork is structured to promote clinical reasoning, professional identity formation, ethical practice, and entry-level competence.

Section I: Fundamentals of Practice

ACOTE 2023 Standard(s): C.1.0, C.1.3, C.1.11

1. Adheres to the AOTA Code of Ethics and all federal, state, and facility regulations.
2. Adheres to safety regulations and appropriately reports and documents incidents.
3. Ensures the safety of self and others during all fieldwork-related activities.

Section II: Basic Tenets of Occupational Therapy

ACOTE 2023 Standard(s): C.1.2, C.1.12

4. Articulates the values, beliefs, and distinct perspective of occupational therapy.
5. Articulates the value of occupation as both a method and desired outcome of occupational therapy.
6. Articulates the role of occupational therapy practitioners, including psychosocial considerations.

Section III: Screening and Evaluation

ACOTE 2023 Standard(s): C.1.4, C.1.5

7. Articulates a clear and logical rationale for the evaluation process.
8. Obtains sufficient and necessary information throughout the evaluation process.
9. Selects relevant screening and assessment tools based on client and contextual factors.
10. Determines the client's occupational profile and occupational performance.
11. Evaluates and analyzes client factors and contexts influencing occupational performance.
12. Administers standardized and non-standardized assessments accurately and efficiently.
13. Modifies evaluation procedures based on client factors and context.
14. Interprets evaluation results to determine strengths and challenges.
15. Synthesizes and documents evaluation results clearly and concisely.

Section IV: Intervention

ACOTE 2023 Standard(s): C.1.6, C.1.7

16. Articulates a clear and logical rationale for the intervention process.
17. Establishes an accurate and appropriate client-centered intervention plan.
18. Uses evidence from research and relevant resources to inform intervention decisions.
19. Selects client-centered and occupation-based interventions.
20. Implements client-centered and occupation-based intervention plans.
21. Selects and modifies intervention approaches to achieve established goals.
22. Modifies task and/or environment to maximize client performance.
23. Modifies the intervention plan and determines need for continuation or discontinuation.
24. Documents the client's response to services demonstrating effectiveness.

Section V: Management of Occupational Therapy Services

ACOTE 2023 Standard(s): C.1.8, C.1.9

25. Collaborates with and assigns appropriate tasks to occupational therapy assistants or support personnel.
26. Demonstrates understanding of costs and funding systems related to occupational therapy services.
27. Demonstrates knowledge about the organization's mission, accreditation, and licensure.
28. Meets productivity standards expected of occupational therapy students.

Section VI: Communication and Professional Behaviors

ACOTE 2023 Standard(s): C.1.10, C.1.11

29. Communicates clearly and effectively, verbally and nonverbally.
30. Produces clear and accurate documentation.
31. Collaborates with fieldwork educator(s) to maximize learning experience.
32. Takes responsibility for attaining professional competence.
33. Responds constructively to feedback in a timely manner.
34. Demonstrates consistent and acceptable work behaviors.
35. Demonstrates effective time management.
36. Manages relationships effectively through therapeutic use of self.
37. Demonstrates respect for diversity factors of others.

SECTION 5: ROLES & RESPONSIBILITIES

Student Responsibilities for Level I & Level II Fieldwork

ACOTE 2023 Standard(s): C.1.0–C.1.12

Students are active participants in the fieldwork education process and are expected to uphold professional, ethical, and academic standards consistent with ACOTE 2023 Standards and the AOTA Code of Ethics. Failure to meet the responsibilities outlined below may impact placement eligibility, progression, or successful completion of fieldwork.

Reference: [AOTA 2025 Occupational Therapy Code of Ethics](#)

I. Exxat Platform Responsibilities

ACOTE 2023 Standard(s): C.1.0, C.1.2

- Log in to Exxat by published deadlines to review affiliated sites and placement requirements.
- Rank site preferences according to interest, readiness, and program policies. Note: placement is not guaranteed based on ranking.
- Upload and maintain accurate personal profile information (résumé, professional goals, contact information).
- Monitor Exxat regularly for placement updates, documentation reminders, and site communication.

Exxat Access: [Exxat Fieldwork Management System-Login Here](#)

II. Pre-Placement Documentation & Compliance

ACOTE 2023 Standard(s): C.1.3

- Complete all required site-specific documentation: background checks, drug screenings, HIPAA/OSHA modules, immunizations, CPR certification, and other compliance requirements.
- Upload all required documentation to Exxat by stated deadlines.
- Understand that failure to submit required documentation may result in delay, reassignment, or cancellation of placement.
- Maintain active licensure/certification requirements as applicable (e.g., CPR/BLS certification).

III. Professional Communication

ACOTE 2023 Standard(s): C.1.10, C.1.11

- Upon official placement confirmation, contact the assigned Fieldwork Educator within five (5) business days to introduce yourself professionally and confirm start date, schedule, dress code, and orientation requirements.
- Use professional communication standards: appropriate email etiquette, timely responses, and a respectful tone in all interactions.
- Maintain consistent and respectful communication with site personnel and the Academic Fieldwork Coordinator (AFWC).
- Report any changes to personal information, health status, or circumstances that may affect fieldwork to the AFWC promptly.

IV. Student Readiness & Professional Conduct

ACOTE 2023 Standard(s): C.1.10–C.1.12

- Demonstrate professionalism consistent with the AOTA Code of Ethics in all fieldwork-related interactions.
- Review the site's mission, population served, and service delivery model prior to beginning placement.
- Attend all required program and site orientations and trainings.
- Demonstrate flexibility and adaptability across diverse practice settings and supervisory styles.
- Respect diversity, equity, and inclusion across client populations, staff, and community contexts.
- Arrive on time to all fieldwork experiences and maintain consistent attendance.
- Adhere to the dress code and professional appearance standards of the fieldwork site.

V. Ongoing Responsibilities During Placement

ACOTE 2023 Standard(s): C.1.4–C.1.7, C.1.10, C.1.11

- Adhere to all policies, procedures, schedules, dress codes, and productivity expectations of the fieldwork site.
- Maintain strict confidentiality in accordance with HIPAA regulations and site policies.
- Actively engage in scheduled supervision sessions and respond constructively to feedback.
- Demonstrate progressive competency development across all 37 FWPE competencies (Level II) or program-specified objectives (Level I).
- Submit required evaluations, reflections, and program assignments in Exxat by posted deadlines.
- Immediately notify the AFWC of any concerns related to safety, supervision, ethical issues, or performance challenges.
- Carry current health insurance and have access to proof of completing immunization requirements.
- Inform AFWC of any conflict of interest that may arise at the fieldwork site.

VI. Accountability & Due Process

ACOTE 2023 Standard(s): C.1.0, C.1.11

Students are responsible for meeting all academic, professional, and clinical expectations during fieldwork. If performance concerns arise, students must actively participate in remediation plans developed in collaboration with the Fieldwork Educator and AFWC. Failure to meet competency expectations may result in course failure or delayed program progression.

VII. Student Conflict Resolution

If conflicts arise during fieldwork placement, the student should:

38. First attempt to resolve the issue directly and professionally with the involved party.
39. If unresolved, consult with the Fieldwork Educator for guidance and support.
40. If the conflict remains unresolved, contact the Academic Fieldwork Coordinator for intervention.
41. Follow the formal grievance procedure outlined in Section 11 of this handbook, if necessary.

Fieldwork Educator Responsibilities

ACOTE 2023 Standard(s): C.1.0–C.1.12

Fieldwork Educators (FWEs) serve as essential partners in the clinical education of occupational therapy students. The following responsibilities are aligned with ACOTE 2023 Standards C.1.0–C.1.12 to ensure supervision, evaluation, documentation, and student competency development meet accreditation expectations.

I. Site & Administrative Responsibilities

ACOTE 2023 Standard(s): C.1.0, C.1.1, C.1.3

- Confirm placement availability with the Academic Fieldwork Coordinator (AFWC) in advance of each placement cycle.
- Maintain accurate site information in Exxat: contact information, supervision model, setting description, and caseload profile.
- Ensure a current, fully executed Affiliation Agreement (Memorandum of Understanding) is on file prior to any student placement.
- Notify the AFWC of changes affecting supervision capacity, licensure status, or site structure that may impact student placement.

II. Supervisor Qualifications

ACOTE 2023 Standard(s): C.1.1

- Level I supervision may be provided by an OT, OTA, or other qualified professional appropriate to the learning objectives and setting.
- Level II Fieldwork Educators must be licensed occupational therapists with a minimum of one (1) year of post-certification clinical experience.
- FWEs are encouraged to pursue the AOTA Fieldwork Educator Certificate Program (FWEP) to strengthen their mentorship and educational skills.

Professional Development:

[AOTA Fieldwork Educator Certificate Program](#)

[AOTA Fieldwork Educator Certificate](#)

III. Pre-Placement Responsibilities

ACOTE 2023 Standard(s): C.1.2, C.1.3

- Provide onboarding requirements (background check specifications, immunization requirements, orientation details) to the AFWC prior to placement start.
- Review student materials (résumé, professional goals) and collaborate with AFWC to address specific student learning needs.
- Develop a structured orientation plan that familiarizes the student with the site, population, documentation systems, and team members.
- Establish individualized student learning objectives consistent with FWPE competencies and site-specific expectations.

IV. Supervision & Instruction

ACOTE 2023 Standard(s): C.1.1, C.1.4–C.1.7

- Provide consistent, adequate supervision to ensure client safety and progressive student competency development.
- Establish learning objectives aligned with the FWPE and program outcomes at the start of the placement.
- Gradually increase student responsibility based on demonstrated competence and growing confidence.
- Schedule regular, formal supervision sessions (at minimum weekly for Level II) to discuss student progress, learning goals, and performance concerns.
- Monitor student performance continuously and document observed competencies and areas for growth.

V. Evaluation & Documentation

ACOTE 2023 Standard(s): C.1.4–C.1.7, C.1.10, C.1.11

- Complete all required evaluations, including the AOTA FWPE for Level II placements, by posted deadlines in Exxat.
- Conduct a formal midterm evaluation and share results with the student. Contact the AFWC if midterm scores indicate risk of failure.
- Complete the final FWPE evaluation and submit via Exxat within the required timeframe.
- Notify the AFWC promptly (within 24–48 hours) if significant performance concerns arise at any point during the placement.

Evaluation Tool:

[AOTA FWPE-Access Link](#)

VI. Communication & Feedback

ACOTE 2023 Standard(s): C.1.10, C.1.11

- Foster open, honest, and respectful communication with the student throughout the placement.
- Schedule regular check-ins to discuss progress, challenges, and evolving learning goals.
- Offer frequent and specific feedback—both formally and informally—to help students develop clinical and professional skills.
- Use timely feedback to guide students in improving areas of weakness while recognizing and reinforcing their strengths.
- Encourage the student to engage in self-assessment to promote reflection and growth.
- Maintain regular contact with the AFWC regarding student progress, concerns, or questions.

VII. Professional Conduct & Conflict Resolution

ACOTE 2023 Standard(s): C.1.10–C.1.12

- Model ethical and professional behavior consistent with the AOTA Code of Ethics at all times.
- Facilitate a safe, supportive learning environment that respects student dignity and diversity.
- Address student performance concerns early by providing specific, constructive feedback and outlining steps for improvement.
- Facilitate professional conflict resolution in a fair and transparent manner.
- Collaborate with the AFWC if performance issues or conflicts remain unresolved after site-level intervention.

Collaboration with the Academic Program

- Maintain ongoing communication with the AFWC regarding student progress, site needs, and potential future placements.
- Participate in program development feedback, advisory committee discussions, or professional development opportunities as available.
- Support the program's mission to prepare students for entry-level competence in occupational therapy practice.
- Complete site evaluation forms as requested by the program to support ongoing quality improvement.

Academic Fieldwork Coordinator (AFWC) Responsibilities

ACOTE 2023 Standard(s): C.1.0, C.1.2, C.1.3

The Academic Fieldwork Coordinator serves as the primary liaison between the academic program, students, and fieldwork sites. Key AFWC responsibilities include:

- Developing and maintaining a sufficient network of affiliated fieldwork sites to meet program needs.

- Coordinating student placements in collaboration with fieldwork sites and ensuring compliance with ACOTE standards.
- Maintaining current Affiliation Agreements with all fieldwork sites.
- Communicating program requirements, updates, and student progress information to fieldwork educators.
- Monitoring student performance and intervening when performance concerns are identified.
- Conducting periodic site visits or contacts to evaluate the quality of fieldwork experiences.
- Providing support and resources to fieldwork educators, including access to program curriculum information and evaluation tools.
- Reviewing all FWPE evaluations and determining final fieldwork grades in accordance with program policy.
- Facilitating remediation plans when student performance does not meet expectations.

SECTION 6: FIELDWORK PLACEMENT PROCESS

Fieldwork I Placement Process

ACOTE 2023 Standard(s): C.1.2

Fieldwork I experiences are designed to introduce students to foundational knowledge, professional behaviors, and the occupational therapy process in real-world practice settings. The following outlines the placement process:

Step 1: Student Submission of Preferences in Exxat

- Students will receive access to the Exxat fieldwork management system prior to placement scheduling.
- Students are responsible for reviewing the list of affiliated sites available in Exxat and ranking their preferences.
- Preferences will be considered but cannot be guaranteed due to site availability, program needs, and accreditation requirements for practice area diversity.

Step 2: Review and Matching by the AFWC

- The AFWC will review student preferences alongside site availability and program requirements.
- Considerations include practice setting variety, supervisory capacity, student readiness, and alignment with curricular objectives.
- Placement decisions are made to ensure compliance with ACOTE Standards and to support balanced student learning experiences.

Step 3: Notification and Confirmation

- Once a site confirms student availability, the AFWC will notify the student through Exxat and official university communication channels.
- Students are required to make initial contact with their assigned Fieldwork Educator within five (5) business days of placement notification to confirm logistics (schedule, orientation requirements, documentation).

Fieldwork II Placement Process

ACOTE 2023 Standard(s): C.1.0, C.1.3

Fieldwork II experiences are designed to provide in-depth, experiential learning where students integrate didactic knowledge and develop entry-level competence across multiple practice settings.

Step 1: Student Submission of Preferences in Exxat

- Prior to placement scheduling, students will use Exxat to review available sites and rank their preferences.

- Students should consider personal interests, geographic flexibility, and career goals when ranking sites.
- While preferences will be reviewed, placements are not determined solely by ranking order. Final assignments depend on site availability, program needs, and accreditation standards.

Step 2: Placement Determination by the AFWC

- The AFWC will match students to sites, balancing student preferences with program requirements for diverse practice experiences across pediatrics, mental health, and physical dysfunction.
- Placement may occur outside a student's highest-ranked choices to ensure compliance with accreditation and to secure adequate fieldwork opportunities for all students.

Step 3: Confirmation and Communication

- Once confirmed by the site, placement information will be posted in Exxat.
- Students must promptly reach out to the assigned Fieldwork Educator to introduce themselves and verify placement details, including required documentation (background checks, immunizations, certifications, etc.).
- Failure to complete site-specific requirements by the designated deadline may result in delay or loss of placement.

SECTION 7: PROFESSIONAL CONDUCT & POLICIES

Expectations of Professional Conduct

ACOTE 2023 Standard(s): C.1.10, C.1.11, C.1.12

During Level I and Level II fieldwork, OTD students represent Andrews University. It is expected that all OTD students will conduct themselves with the utmost integrity, professionalism, and respect. Professional conduct includes:

- Actively participate in all aspects of the fieldwork experience.
- Arrive to all fieldwork experiences on time and prepared.
- Complete all required coursework and readings prior to and during the fieldwork experience.
- Arrange transportation to and from the fieldwork sites independently.
- Comply with all laws, policies, and procedures of the fieldwork site, Andrews University, the School of Rehabilitation Sciences, the OTD Program, state licensure boards, and the American Occupational Therapy Association.
- Demonstrate the standards of professional behavior outlined in the AU Student Handbook and OTD Fieldwork Student Handbook, including HIPAA/FERPA, OSHA, code of conduct, patient rights, and the AOTA Code of Ethics.
- Demonstrate respectful interaction and communication with clients, peers, fieldwork educators/supervisors, and all individuals encountered during fieldwork.
- Follow the chain of command at the fieldwork site for any fieldwork-related problems or issues.
- Fulfill all tasks, assignments, and duties assigned by the fieldwork educator and AFWC within specified timeframes.
- Utilize constructive feedback for personal and professional growth.
- Demonstrate strong emotional intelligence consistent with the expectations of a healthcare practitioner.
- Provide feedback regarding the fieldwork experience as requested by the program.

Dress Code & Professional Appearance

Students are expected to adhere to the dress code requirements of their assigned fieldwork site. In the absence of site-specific guidelines, students should:

- Dress in clean, professional attire appropriate for a healthcare setting.
- Wear an Andrews University identification badge or site-issued badge at all times.
- Avoid strong perfumes or colognes that may affect clients with sensitivities.
- Ensure clothing does not display logos, graphics, or statements that could be considered offensive or unprofessional.
- Follow site-specific guidelines regarding jewelry, piercings, tattoos, and hair.

Social Media & Technology Policy

Students must use all forms of social media and technology in a manner consistent with professional ethics and HIPAA regulations. The following guidelines apply:

- Never post any information—written, photographic, or otherwise—that could identify a client, client family member, or any individual encountered during fieldwork.
- Do not discuss details of client care on any public platform, including social media, messaging apps, or online forums.
- Refrain from using personal devices (phones, tablets) for non-work purposes during client contact time unless required by the site.
- Do not connect with clients via personal social media accounts.
- Understand that violations of patient confidentiality on social media may result in immediate removal from the fieldwork site and potential program dismissal.

Attendance & Tardiness Policy

ACOTE 2023 Standard(s): C.1.10–C.1.12

This policy establishes minimum attendance and tardiness expectations for students during Level I and Level II fieldwork experiences. It is designed to ensure students meet ACOTE accreditation requirements, remain eligible for the NBCOT certification examination, and develop the professional reliability expected of entry-level occupational therapy practitioners. Individual fieldwork sites may apply stricter standards; where a conflict exists, the fieldwork site's policy governs, provided the Academic Fieldwork Coordinator (AFWC) is kept informed.

General Principles

- Attendance at fieldwork is treated as a professional obligation, not an academic elective — it is graded as part of the Professionalism and Communication components of the Fieldwork Performance Evaluation.
- Students are expected to arrive on time, remain for the entire scheduled day, and avoid leaving early for personal business.
- All absences, planned or unplanned, must be reported through the notification procedure described below.
- This policy applies in addition to, not in place of, each fieldwork site's own attendance rules.

Level I Fieldwork Policy

Category	Policy
Expectation	Students are expected to arrive on time and remain for the full scheduled day at every Level I placement. Attendance at all Level I orientation sessions is mandatory.
Tardiness	A pattern of tardiness (2 or more instances) in a single Level I rotation will result in a required conference with the course instructor and may affect the professional-behaviors component of the final grade.
Unexcused absences	2 unexcused absences in one Level I rotation trigger a mandatory meeting with the course instructor and Academic Fieldwork

Category	Policy
	Coordinator (AFWC) to determine whether the experience can still be completed successfully.
Total absence cap	3 or more absences of any kind (excused, unexcused, or combined) in one rotation may result in a failing grade for that Level I experience, at the discretion of the instructor and AFWC, regardless of clinical performance.
Excused absences	Personal illness, illness of a dependent, a documented family medical emergency, or a death in the immediate family. Supporting documentation (medical or funeral-home) must be submitted to the course instructor within 3 business days of returning.
Not considered excused	Routine medical/dental appointments, job interviews, outside employment obligations, travel delays, weddings, and vacation or personal travel.
Make-up requirement	Any missed time must be made up at a time arranged between the student, the Level I fieldwork educator, and the course instructor before a final grade is posted.

Level II Fieldwork Policy

Category	Policy
Expectation	Attendance at all scheduled Level II fieldwork days is mandatory. Students must complete the full-time hour requirement defined by the fieldwork site for the entire 24-week Level II sequence (two 12-week placements).
Excused absence allowance	Students are permitted up to 2 excused absence days per 12-week placement for illness or a documented personal emergency. Planned/personal absences are not permitted except in extraordinary circumstances pre-approved by both the Fieldwork Educator and the AFWC.
Tardiness	Tardiness is not permitted. Repeated lateness is treated as a professionalism concern under the Fieldwork Performance Evaluation and may result in dismissal from the fieldwork site independent of clinical performance.
Notification procedure	If an absence is anticipated in advance, the student must notify the Fieldwork Educator and the AFWC as early as possible so a make-up plan can be arranged. If an absence is sudden (e.g., illness), the student must contact the site by phone no later than 30 minutes before the scheduled start time and must separately notify the AFWC the same day. Site-specific call-out procedures take precedence over this general policy, but the AFWC must always be notified.
Review threshold	3 or more absence days (excused, unexcused, or combined) within a single 12-week placement requires a joint meeting between the

Category	Policy
Make-up time	student, Fieldwork Educator, and AFWC to determine whether the placement can continue, be extended, or must be repeated. Missed time beyond the excused allowance must be made up by working additional days or hours, or by extending the rotation. All make-up time must be completed within 2 weeks of the scheduled end date of the placement; unresolved time results in a grade of Incomplete until the requirement is met.
Excused absences	Student's own illness, illness of a dependent, a documented family medical emergency, or a death in the immediate or extended family.
Not considered excused	Weddings, vacation or personal travel, routine (non-emergency) medical/dental appointments, outside job obligations, and commute/travel time to or from the fieldwork site.
Site holidays	Students follow the fieldwork site's holiday schedule, not the university's academic calendar. If the Fieldwork Educator works during a university holiday, the student is expected to work as well unless the Fieldwork Educator indicates otherwise.
Site-specific policy	Where a fieldwork site maintains its own attendance policy, the site's policy governs and takes precedence over this general program policy, provided the AFWC is kept informed.

Escalation Process

The following steps apply once a student approaches or exceeds the absence thresholds described above, for either Level I or Level II fieldwork.

Step	Action
1. Notification	Student notifies the Fieldwork Educator and AFWC per the notification procedure above.
2. Documentation	Student submits supporting documentation (medical note, hospital note, or funeral-home note) for any excused absence within 3 business days.
3. Review meeting	Once the review threshold is reached, the AFWC convenes a meeting with the student and Fieldwork Educator (or course instructor for Level I) to review the circumstances and agree on a plan.
4. Learning/attendance contract	If concerns continue, a written learning contract is created specifying the remaining time to be completed, the deadline, and the consequences of further absence or tardiness.
5. Outcome	Depending on severity and pattern, outcomes may include: completion of make-up time, a grade of Incomplete pending make-up time, or a failing grade for the fieldwork experience.

Documentation Requirements

- Personal illness or a dependent's illness: signed note from a licensed healthcare provider.
- Family medical emergency: note from attending hospital or healthcare staff.
- Death in the family: note from the funeral home or a copy of the obituary/service program.
- All documentation must be submitted to the AFWC and, where applicable, the Fieldwork Educator, within 3 business days of the student's return.

Employment During Fieldwork

Students are strongly discouraged from maintaining employment during full-time Level II Fieldwork placements. The demands of a full-time clinical placement are substantial, and outside employment may negatively impact student performance, client safety, and professional conduct. Students who choose to maintain employment during fieldwork do so at their own risk and must ensure that employment does not interfere with fieldwork responsibilities.

Computer & Electronic Records Use

Students may be granted access to the fieldwork site's electronic health record (EHR) system and other computer resources. The following guidelines apply:

- Access to electronic systems is granted for educational and clinical purposes only and must comply with site policies and HIPAA regulations.
- Students must not access, download, or transmit client data outside of the facility's secure systems.
- Students must log off all electronic systems when not in use.
- Any unauthorized access or misuse of electronic records may result in immediate removal from the site and disciplinary action.

SECTION 8: ASSESSMENT TOOLS & EVALUATION

Level I Fieldwork Evaluation

ACOTE 2023 Standard(s): C.1.2

Level I Fieldwork is evaluated using program-specific assessment tools developed in alignment with course learning objectives and ACOTE requirements. Evaluation criteria are specified in individual course syllabi. Students must receive a passing score as defined by the course syllabus to successfully complete Level I Fieldwork.

Level I evaluation tools are completed by the Fieldwork Educator (or supervising professional) and are reviewed by the AFWC. Students who do not demonstrate satisfactory performance on Level I may be required to complete a remediation plan prior to progression.

Assessment Tool:

[AOTA Level I Fieldwork Competency Evaluation-Access Here](#)

Level II Fieldwork Performance Evaluation (FWPE)

ACOTE 2023 Standard(s): C.1.4–C.1.7, C.1.10, C.1.11

Level II Fieldwork is evaluated using the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE, 2020, revised). The FWPE is a standardized, 37-item evaluation tool organized into six domains of competency:

- Section I: Fundamentals of Practice
- Section II: Basic Tenets of Occupational Therapy
- Section III: Screening and Evaluation
- Section IV: Intervention
- Section V: Management of Occupational Therapy Services
- Section VI: Communication and Professional Behaviors

Assessment Tool:

[AOTA FWPE-Access Link](#)

Scoring Criteria

Each item on the FWPE is scored on a scale of 1 (does not meet standard) to 4 (exceeds standards), with a target score of 3 (meets entry-level standards) for successful completion. Students must achieve a minimum score of 122 out of 176 on the final FWPE to pass Level II Fieldwork.

Fieldwork Educators must also ensure that no single item is rated below a passing score of 3 for items designated as “critical items.” Please refer to the FWPE scoring guide for specific guidance.

Midterm Evaluation

- A formal midterm evaluation must be completed by the Fieldwork Educator at the halfway point of each Level II placement.
- The midterm evaluation should be reviewed in a formal meeting between the student and FWE.
- If the midterm score indicates risk of failure, the FWE must contact the AFWC within 24–48 hours.
- A formal remediation plan must be developed by the AFWC, FWE, and student if midterm performance is unsatisfactory.

Final Evaluation

- A formal final evaluation must be completed by the Fieldwork Educator at the end of each Level II placement.
- Final FWPE scores must be submitted through Exxat by the deadline specified in the course syllabus.
- Both the student and FWE must sign the final FWPE acknowledging the rating and any comments.

Failure of Fieldwork

ACOTE 2023 Standard(s): C.1.0, C.1.3

A student may fail fieldwork for any of the following reasons:

- Failure to achieve the minimum passing score on the final FWPE (Level II).
- Failure to meet course-specific evaluation requirements (Level I).
- Dismissal from a fieldwork site due to professional conduct, safety, or ethical violations.
- Failure to complete required compliance documentation by posted deadlines.
- Prolonged absenteeism that cannot be made up within program-approved timelines.

A student who fails fieldwork may be eligible to repeat the experience, subject to the availability of an appropriate site and AFWC approval. Repeating a failed fieldwork experience does not guarantee successful completion. Students should refer to the OTD Student Handbook for specific policies regarding fieldwork failure and academic progression.

Site Evaluation by Students

Upon completion of each fieldwork placement, students are required to complete an evaluation of the fieldwork site using the AOTA Fieldwork Experience Assessment Tool (FEAT) or a program-designated equivalent. Student feedback is used to:

- Assess the quality and educational value of each fieldwork site.
- Support the program's ongoing quality improvement process.
- Inform future site selection and affiliation decisions.

Site Assessment Tool:

[AOTA Fieldwork Experience Assessment Tool \(FEAT\)](#)

SECTION 9: PROGRAM POLICIES

Policy FW-01 Fieldwork Site Selection and Maintenance

ACOTE 2023 Standard(s): C.1.0

The AFWC is responsible for maintaining a sufficient network of affiliated fieldwork sites to meet the program's placement needs. Site selection criteria include:

- Sites must offer occupational therapy services by licensed OT practitioners.
- Sites must be willing to provide supervision consistent with ACOTE requirements.
- Sites must have a signed Affiliation Agreement on file with Andrews University.
- Sites must be reviewed periodically to ensure ongoing quality of student learning experiences.

Policy FW-02 Affiliation Agreements (Memoranda of Understanding)

ACOTE 2023 Standard(s): C.1.0

A current, fully executed Affiliation Agreement (MOU) must be in place between Andrews University and each fieldwork site before any student is placed. Affiliation Agreements are:

- Initiated and managed by the AFWC in coordination with the Andrews University legal office.
- Reviewed and renewed according to the terms specified in each agreement.
- Sites without a current agreement may not accept students until the agreement is executed.

Policy FW-03 Fieldwork Educator Qualifications

ACOTE 2023 Standard(s): C.1.1

Fieldwork Educators must meet the following qualifications:

- Level I FWEs: Must be licensed OT or OTA, or other qualified professional appropriate to the learning objectives and setting.
- Level II FWEs: Must be a licensed occupational therapist with a minimum of one (1) year post-certification clinical experience.
- FWEs are encouraged to complete the AOTA Fieldwork Educator Certificate Program (FWEP).

Policy FW-04 Level I Fieldwork is Distinct from Level II

ACOTE 2023 Standard(s): C.1.2

Level I Fieldwork is designed to introduce students to the occupational therapy process and is not intended to replicate entry-level competence. Level I and Level II Fieldwork serve distinct educational purposes and are evaluated by different assessment tools and criteria.

Policy FW-05 Level I Fieldwork: Formal Student Evaluation

ACOTE 2023 Standard(s): C.1.2

All Level I Fieldwork placements require a formal student evaluation completed by the supervising professional and submitted via Exxat by the posted deadline. The evaluation tool and grading criteria are specified in each Level I course syllabus.

Assessment Tool:

[AOTA Level I Fieldwork Competency Evaluation-Access Here](#)

Policy FW-06	Length of Level II Fieldwork
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ACOTE 2023 Standard(s): C.1.0

Each Level II Fieldwork experience must be full-time and a minimum of 12 weeks in duration. The Andrews University OTD Program requires two Level II Fieldwork placements (OTH 780 and OTH 800), totaling a minimum of 24 weeks of full-time Level II Fieldwork, consistent with ACOTE 2023 requirements for the OTD degree.

Policy FW-07	Level II Fieldwork Supervision
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ACOTE 2023 Standard(s): C.1.1

Level II Fieldwork must be supervised by a licensed occupational therapist with at least one year of experience post-certification. Direct supervision must be provided throughout the placement, with the degree of supervision adjusted as the student demonstrates increasing competency. The FWE maintains responsibility for client welfare at all times.

Policy FW-08	AFWC Monitoring & Site Visits
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ACOTE 2023 Standard(s): C.1.0, C.1.3

The AFWC is responsible for monitoring student progress throughout all fieldwork placements. Monitoring activities include:

- Regular check-in communications with students via Exxat or direct contact.
- Review of midterm and final FWPE evaluations.
- Site visits (in-person or virtual) as needed or scheduled.
- Consultation with FWEs regarding student performance concerns.

Policy FW-09	Background Checks, Drug Testing & Compliance
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ACOTE 2023 Standard(s): C.1.3

Prior to beginning any fieldwork placement, students must complete all site-required compliance activities. These may include:

- Criminal background check and/or fingerprinting
- Drug/substance screening
- Immunization verification (including annual influenza vaccination)
- CPR/BLS certification (American Heart Association)
- HIPAA and OSHA training modules
- Site-specific orientation and training

All compliance documentation must be uploaded to Exxat by the published deadline. Failure to complete requirements may result in delay or cancellation of placement without guarantee of an alternate site.

Policy FW-10	Conflict of Interest
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ACOTE 2023 Standard(s): C.1.0

Students must disclose any potential conflict of interest related to their assigned fieldwork site to the AFWC prior to the start of placement. A conflict of interest includes, but is not limited to, prior employment at the site, a familial or personal relationship with a supervisor or staff member, or any situation that could compromise objectivity or professional boundaries. The AFWC reserves the right to reassign a student to a different site if a conflict of interest is determined to exist.

Policy FW-11	Ratio of Fieldwork Educators to Students
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ACOTE 2023 Standard(s): C.1.1

The ratio of Fieldwork Educators to students must be sufficient to ensure adequate supervision, client safety, and quality learning experiences. The AFWC, in collaboration with each site, determines the appropriate supervision ratio based on setting, student experience level, and site capacity. In general, one FWE should not supervise more than two Level II students simultaneously unless the site's structure and resources support effective supervision of additional students.

Policy FW-12	Conflict Resolution During Fieldwork
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ACOTE 2023 Standard(s): C.1.0, C.1.11

In the event of a conflict during fieldwork, the following resolution process should be followed:

42. The student should first attempt to address the concern directly and professionally with the involved party.
43. If unresolved, the student should consult with the Fieldwork Educator.
44. If the conflict remains unresolved, the AFWC should be contacted for mediation and support.
45. If the matter cannot be resolved at the AFWC level, it will be escalated to the OTD Program Director and subsequently through the university's academic grievance process.

SECTION 10: RIGHTS & SPECIAL CONSIDERATIONS

Rights and Privileges of Fieldwork Educators

The Andrews University OTD Program recognizes and values the significant contribution of Fieldwork Educators. As a fieldwork educator, you are entitled to the following rights and privileges:

46. **Access to University Resources:** Fieldwork educators have the right to access educational resources provided by the university, such as libraries, research databases, and continuing education materials, to support their role in student training.
47. **Recognition of Contributions:** Fieldwork educators will be formally acknowledged for their contributions to clinical education, including certificates, letters of recognition, and acknowledgment during university events.
48. **Support and Guidance:** Fieldwork educators will receive ongoing support from the AFWC, including timely communication, updates on student progress, and assistance in resolving issues that may arise during fieldwork placements.
49. **Feedback Mechanisms:** Fieldwork educators have the right to provide feedback on the university's curriculum, fieldwork program structure, and student performance evaluation processes. This feedback will be considered in program improvements.
50. **Autonomy in Supervisory Practices:** Fieldwork educators are granted professional autonomy in supervising students, allowing them to use their judgment in tailoring the learning experience based on the specific needs of the student and the practice setting.
51. **Eligibility for Continuing Education Credits:** Fieldwork educators may be eligible for continuing education credits (CEUs) for their role in student supervision, depending on the regulatory guidelines of their profession.
52. **University Affiliation:** Fieldwork educators have the privilege of being recognized as clinical instructors affiliated with Andrews University, which may enhance their professional credentials.
53. **Access to Evaluative Tools:** Educators will have access to all tools and resources necessary to evaluate student performance, including the FWPE, rubrics, assessment forms, and program guidelines.
54. **Right to Student Information:** Fieldwork educators have the right to receive relevant background information about students, including academic standing, learning objectives, and any special needs or accommodations required for fieldwork success.
55. **Professional Networking:** Educators have the opportunity to build professional relationships and network with AU OTD faculty, other fieldwork educators, and professionals in the broader academic and healthcare communities.
56. **Consultation on Student Challenges:** Fieldwork educators have the right to consult with the AFWC or program faculty regarding student performance issues or other challenges faced during fieldwork.

Informed Consent for Health-Related Circumstances

In the event a student presents with a health-related condition that may impact their ability to safely perform fieldwork activities, the following applies:

57. The student will furnish a statement from their physician (signed by the physician) indicating the physician's recommendation(s) with any noted comments or limitations.
58. The student will provide a signed Informed Consent Form obtained from the AFWC. This may be required for each academic semester or fieldwork experience.
59. If a student is aware of exposure to an infectious disease for which they have not been immunized, they must share this information immediately with the OTD Program Director (or the AFWC if the student is in the clinic). Testing at the student's expense may be required.

IMPORTANT: Any change in a student's physical condition that has the potential to influence their skills or judgment, or to endanger the safety or well-being of themselves or their clients, must be reported to the AFWC or the OTD Program Director immediately.

Documented Disability

In the event a student has a documented disability, this information must be disclosed to the Fieldwork Educator, who will coordinate with the fieldwork facility to ensure reasonable accommodations are made. Accommodations will be arranged in compliance with the Americans with Disabilities Act (ADA) and Andrews University's disability services policies. Students seeking disability accommodations should contact Andrews University's Office of Disability Services.

SECTION 11: PROBLEM RESOLUTION & GRIEVANCE PROCEDURES

Student Problem Resolution

All problems should be resolved at the lowest administrative level possible. The following principles guide the resolution process:

60. The first contact for fieldwork-related concerns should be the Academic Fieldwork Coordinator (AFWC). The AFWC will follow through the various progressive administrative steps with the student until a solution is attained.
61. If the student is not comfortable with their first contact, they may proceed to the next higher level for assistance.
62. Should the student feel the problem has not been dealt with fairly through the various levels, they should seek the assistance of the Office of the Ombudsperson prior to proceeding to the university president's office.
63. If a student is dismissed from the OTD program and believes there were extenuating circumstances that override policy, they may appeal a dismissal decision to the Dean of the College of Health and Human Services (CHHS).

Student Problem Resolution Chain of Command

For fieldwork-related concerns, the order of contact is as follows:

64. Academic Fieldwork Coordinator (AFWC)
65. Faculty Advisor
66. OTD Program Director
67. Chair, School of Rehabilitation Sciences
68. Dean, College of Health and Human Services (CHHS)
69. Office of the Ombudsperson
70. Vice President for Academic Administration
71. University President

Student Fieldwork Grievance Procedure

Students who feel they have a legitimate grievance concerning a grade or treatment during a fieldwork experience may appeal to the Academic Fieldwork Coordinator. If a satisfactory solution to the problem cannot be reached, students may then take their complaint through the following chain:

72. Academic Fieldwork Coordinator
73. Faculty Advisor
74. OTD Program Director
75. Chair, School of Rehabilitation Sciences
76. Dean, College of Health and Human Services (CHHS)
77. Office of the Ombudsperson

78. Vice President for Academic Administration

79. University President

The OTD Program Director may request written confirmation of each concern before appropriate follow-through is made. It is the student's responsibility to provide the requesting party with written verification of their concern.

Fieldwork Educator Grievance Procedure

A Fieldwork Educator who has a grievance concerning a student should first attempt to address the concern with the student directly. If the situation remains unresolved, the FWE should then consult with the AFWC. If a satisfactory solution cannot be reached, the complaint should be taken to the faculty council, OTD Program Director, and Dean of the School of Rehabilitation Sciences in that order.

If the Fieldwork Educator has a grievance concerning the Occupational Therapy OTD Program, they should first address the concern with the AFWC, and then with the OTD Program Director.

Discrimination and Harassment

ACOTE 2023 Standard(s): C.1.10, C.1.12

Andrews University is committed to maintaining a learning and working environment free from discrimination, harassment (including sexual harassment), and any form of misconduct. Students who experience or witness discrimination or harassment should contact their faculty advisor, OTD Program Director, SHP Dean, or Vice President for Student Affairs, in that order (unless one of the above is suspected of being involved, in which case proceed to the next higher level). Please refer to the Andrews University Student Handbook for more specific information and reporting procedures.

Right to Ombudsperson

The Office of the Ombudsperson is a confidential, independent, and neutral dispute resolution service for the university community. As such, it facilitates understanding, communication, and resolution of conflict among students, faculty, and staff. The office serves as an impartial and confidential means of facilitating dialogue between parties on campus and, apart from formal grievance procedures, of resolving differences.

The office was established as part of the university's Christian commitment to foster a courteous and considerate climate conducive to productivity and well-being for the university community.

SECTION 12: CONFIDENTIALITY, COMPLIANCE & SAFETY

Use of Protected Information

ACOTE 2023 Standard(s): C.1.3, C.1.11

Information collected from students, lab subjects, patients/clients, or research subjects is considered confidential and protected by applicable Health and Human Services laws. Such information can only be used for purposes other than direct health care upon written informed consent from the patient/client or designated official. Use of the information should protect the right to anonymity whenever possible and be used only for appropriate educational purposes.

Reference: [HHS Privacy Policies and Regulations](#)

Human Subjects Research

Policies regarding patient/client rights within the fieldwork setting are established by the individual institution. Students should not conduct any formal research involving human subjects as part of their fieldwork without prior approval from the Andrews University Institutional Review Board (IRB).

Policies regarding the use of information from the fieldwork setting, such as intervention protocols and forms, are dictated by that institution. Students must ask their fieldwork educator if they wish to duplicate or use any materials from the facility and must follow policies established by that institution.

IRB: [Andrews University IRB Information](#)

HIPAA Compliance

ACOTE 2023 Standard(s): C.1.3, C.1.11

All students are instructed in the importance of complying with all relevant state and federal confidentiality laws, including the Health Insurance Portability and Accountability Act (HIPAA). The program provides students with training in the requirements of the privacy and security provisions of HIPAA and advises them of the importance of complying with the fieldwork site's policies and procedures relative to HIPAA.

Students are required to successfully complete HIPAA training and pass the program's HIPAA assessment (85% or greater) prior to any patient contact during fieldwork.

Reminder: Sharing, posting, or discussing identifiable patient information outside of the facility—including on social media—constitutes a HIPAA violation and may result in site removal, program disciplinary action, and legal consequences.

Drug-Free Workplace

Andrews University is committed to an environment of learning that supports the fullest possible human development. The university holds that a drug-free lifestyle is essential and maintains policies that seek an alcohol-, tobacco-, and drug-free campus environment. Students are expected to maintain this standard throughout their fieldwork placements. Substance impairment during any fieldwork activity is grounds for immediate removal from the site and potential program dismissal.

Personal Injury Procedure

If the need arises to seek medical attention during fieldwork, students should use the following procedure:

Seek Medical Treatment If:

- You have had contact with blood or body fluids to an open wound, mucous membranes, or during an invasive exposure.
- Your on-site supervisor or AFWC asks you to seek medical evaluation or treatment.
- You feel that medical evaluation or treatment is needed.
- You have been injured (e.g., fall, sprain, over-stretch, needle-stick, fracture, etc.).

Steps to Follow:

80. Seek immediate medical treatment as indicated above.
81. Report the incident to your on-site supervisor immediately. Use the incident report form required by your fieldwork site AND the Andrews University incident report form.
82. Report the incident to the Fieldwork Educator.
83. Contact the AFWC to report the incident.
84. Follow all instructions given by your on-site supervisor, fieldwork educator, and AFWC.

Each student is responsible for maintaining current health insurance and for carrying the Andrews University incident report form to the fieldwork site. The university provides professional liability coverage for injuries occurring during a required fieldwork activity. Non-fieldwork-related illnesses or injuries are the student's financial responsibility.

SECTION 13: ACKNOWLEDGMENT FORMS

Student Acknowledgment of Receipt and Understanding

I acknowledge that I have received, read, and understand the Andrews University Entry-Level OTD Fieldwork Education Handbook. I agree to comply with the policies, procedures, and expectations outlined in this handbook, the OTD Student Handbook, and the Andrews University Student Handbook. I understand that adherence to these policies is required for successful completion of fieldwork and eligibility for graduation.

Student Name (Printed): _____

Student Signature: _____

Date: _____

Cohort Year: _____

Placement / Course: _____

Student & Fieldwork Educator Joint Acknowledgment

By signing below, we acknowledge that we have reviewed the Andrews University OTD Fieldwork Handbook and understand the policies, procedures, expectations, and ACOTE 2023 Standards (C.1.0–C.1.12) governing Level I and Level II Fieldwork experiences. We agree to adhere to all program, university, site-specific, ethical, and professional requirements throughout the duration of the fieldwork placement.

STUDENT:

Student Name (Printed): _____

Student Signature: _____

Date: _____

FIELDWORK EDUCATOR:

Fieldwork Educator Name (Printed):

Fieldwork Educator Signature:

Credentials & License #: _____

Fieldwork Site Name: _____

Date: _____

APPENDIX A: ACOTE 2023 FIELDWORK STANDARDS SUMMARY (C.1.0–C.1.12)

The following summarizes the key ACOTE 2023 Standards governing Fieldwork Education in the Andrews University OTD Program. For the complete standards, visit:

[ACOTE 2023 Standards – Full Text](#)

Standard	Description
C.1.0	Program must ensure that fieldwork education is integral to the curriculum and is designed to meet program goals and ACOTE standards. AFWC must maintain records and evaluate effectiveness of sites.
C.1.1	Fieldwork Level II supervisors must be licensed OTs with at least 1 year of post-certification experience. Ratio of students to educators must ensure adequate supervision.
C.1.2	Level I Fieldwork must be distinct from Level II and must be formally evaluated. Students must have diverse exposure to occupational therapy practice.
C.1.3	Programs must have documented procedures for managing fieldwork compliance, including background checks, health requirements, and affiliation agreements.
C.1.4	Students must demonstrate competency in occupational therapy evaluation processes, including screening, assessment tool selection, and interpretation.
C.1.5	Students must demonstrate competency in developing and implementing occupation-based intervention plans.
C.1.6	Students must demonstrate competency in selecting, adapting, and grading interventions consistent with client needs and evidence.
C.1.7	Students must demonstrate competency in monitoring client response and modifying intervention as needed.
C.1.8	Students must demonstrate understanding of OT service management, including supervision of support personnel and understanding of funding systems.
C.1.9	Students must demonstrate understanding of context and environment as they impact OT practice.
C.1.10	Students must demonstrate effective communication skills, including verbal, nonverbal, and written communication with clients, families, and team members.
C.1.11	Students must demonstrate professional behaviors, including ethical practice, time management, and response to feedback.
C.1.12	Students must articulate the values and beliefs of occupational therapy and the role of occupation in health and well-being.

APPENDIX B: ASSESSMENT TOOLS & RESOURCES

The following assessment tools and resources are used in the Andrews University OTD Fieldwork Education Program. Click on each link to access the tool or resource directly.

Primary Fieldwork Assessment Tools

Assessment Tool	Description	Level
AOTA FWPE-Access Link	37-item standardized evaluation of student performance across 6 domains	Level II
AOTA Level I Fieldwork Competency Evaluation-Access Link	Competency-based evaluation of student performance during Level I placements, completed by the Fieldwork Educator	Level I
AOTA Fieldwork Experience Assessment Tool (FEAT)	Student evaluation of the fieldwork site and supervisory experience	Level I & II
AU OTD Professional Development Inventory (PDI) – See Appendix D	Program self-assessment of professional competencies across 5 domains	All Levels
AU OTD Program Professional Behavior Assessment – See Appendix E	Faculty-rated semester assessment of professional behaviors	All Levels
AOTA 2025 Occupational Therapy Code of Ethics	AOTA Occupational Therapy Code of Ethics (2020)	All Levels
AU OTD Fieldwork Consent Form – See Appendix F	Student consent, acknowledgment of risk, and release form required before every placement	Level I & II
Exxat Fieldwork Management System	Platform for placement management, documentation, and evaluation submission	Level I & II

Additional Professional Resources

Resource	Link / Access
Andrews University OTD Program	https://www.andrews.edu/chhs/srs/menuotd/index.html
Andrews University Student Handbook	https://bulletin.andrews.edu/content.php?catoid=23&navoid=5435
AU OTD Student Handbook	https://share.google/cIDYImFYQfclWnwAj
AOTA Fieldwork Resources & Tools	https://www.aota.org/education-careers/fieldwork

Resource	Link / Access
AOTA Fieldwork Educator Certificate Program (FWEP)	https://www.aota.org/education-careers/fieldwork/supervisor
ACOTE 2023 Standards	https://acoteonline.org/accreditation-explained/standards/
Andrews University IRB	https://www.andrews.edu/research/irb/index.html
HHS HIPAA Information	https://www.hhs.gov/hipaa

APPENDIX C: ANDREWS UNIVERSITY FIELDWORK INCIDENT REPORT FORM

This form must be completed in the event of any injury, accident, or unusual occurrence during a fieldwork assignment. Submit completed forms to the Academic Fieldwork Coordinator.

Student Name: _____

Date of Incident: _____

Time of Incident: _____

Fieldwork Site Name & Address:

Supervisor / FWE Name: _____

Supervisor / FWE Contact Phone: _____

Description of Incident (what happened, where, circumstances):

Injury/Exposure Description (if applicable):

Actions Taken (treatment sought, supervisor notified, etc.):

Student Signature: _____

Date Completed: _____

AFWC Signature (received): _____

Date Received by AFWC: _____

APPENDIX D: AU OTD PROFESSIONAL DEVELOPMENT INVENTORY (PDI)

The Professional Development Inventory (PDI) is a self-assessment tool used throughout the Andrews University OTD Program. Students rate their own competency in each area described below and respond to the associated reflection question. Results inform the student's individual professional development plan and are discussed during 1:1 faculty advising meetings.

Rate your competency using the following scale: 1 = Needs practice and coaching – 10 = Performance is consistent, skilled, and self-initiated.

Section 1: Fundamentals of Practice

Competency	Rate (1–10)	Comments / My Plan for Improving (1–3 sentences)
Adheres to ethics (e.g., maintains confidentiality; follows AOTA Code of Ethics and student Code of Conduct)		
Uses sound judgment (e.g., makes appropriate choices in the moment; considers impact of actions)		
Behaves respectfully towards others, valuing dignity (e.g., asks permission to engage with clients/families; uses age-appropriate vocal tone)		
Embraces cultural differences (e.g., seeks information to honor cultural norms; asks culturally related questions to gain understanding rather than making assumptions)		

Competency	Rate (1–10)	Comments / My Plan for Improving (1–3 sentences)
Accurately critiques own limitations and strengths in skills, knowledge, and attitude and adjusts behavior accordingly (e.g., reflects on experiences and asks for feedback from others)		
Shows initiative and is prepared for work (e.g., starts work on time with proper planning completed ahead of the task)		
Follows through with responsibilities and commitments in a timely and complete manner (e.g., rarely changes commitments; in rare cases, does so with viable justification)		
Self-organizes to manage competing demands (e.g., demonstrates ability to prioritize tasks and to meet the challenges of the situation)		
Is aware of and adjusts behavior in response to changing situations (i.e., 'thinks on the spot')		
Demonstrates openness to feedback (e.g., takes in feedback and manages emotional responses to it; cultivates a growth vs. defensive mindset)		

Section 2: Teamwork and Collaboration

Competency	Rate (1–10)	Comments / My Plan for Improving (1–3 sentences)
Recognizes and maintains boundaries (e.g., understands limitations in sharing about self and asking personal questions of others)		
Makes a contribution to the group's goals and outcomes in a timely and effective manner (e.g., is present for group meetings and/or makes a planned contribution ahead of the meeting; guides group process by including all members and refocusing the group toward the task)		
Constructively manages disagreements with others (e.g., does not avoid conflict; guides interactions toward resolution)		
Shares accountability for group/team performance (e.g., takes on responsibility for the group not only when things are going well but also when the group is in conflict)		

Competency	Rate (1–10)	Comments / My Plan for Improving (1–3 sentences)
Performs effectively in different group/team roles (e.g., shifts roles dependent on the changing needs of the group)		

Section 3: Leadership

Competency	Rate (1–10)	Comments / My Plan for Improving (1–3 sentences)
Verbalizes 'possibility thinking' and embraces change (e.g., asks 'what if' questions; sees positive potential in change vs. assuming a negative outcome)		
Actively seeks opportunities to improve by challenging the status quo and identifying areas of needed improvement (e.g., asks thoughtful questions that challenge assumptions; avoids falling into negative 'group think' about problems/areas of needed improvement)		
Sets an example for others (e.g., rises to a challenge; moves out of comfort zone; admits when own actions did not contribute to a desired outcome and how they could have been improved)		
Fosters the collaboration of others with encouragement and by recognizing their contributions as well as celebrating their success on team		

Section 4: Professional Communication

Competency	Rate (1–10)	Comments / My Plan for Improving (1–3 sentences)
Empathizes with others (e.g., offers support and understanding; honors the other person's perspective)		
Listens actively and demonstrates body language and affect that encourages ideas and opinions from others (e.g., maintains eye contact; facial expressions indicate interest in what others are saying, etc.)		

Competency	Rate (1–10)	Comments / My Plan for Improving (1–3 sentences)
Chooses communication tools and techniques that are appropriate for the intended audience and situation (e.g., makes a phone call instead of sending an email for an urgent matter; discerns when a face-to-face conversation is needed, etc.)		
Effectively expresses knowledge and opinions with clarity and respect and works to ensure common understanding (e.g., asks clarifying questions; asks for feedback from the listener to ensure communication was clear)		
Uses tactful, respectful language appropriate to the given situation (e.g., when giving constructive feedback)		
Recognizes own communication strengths and areas for growth (e.g., communicates personal style that works best, and also recognizes when personal preferences cannot be accommodated and is able to make changes as needed)		
Articulates OT effectively to others (e.g., defines OT practice in various settings; contributes to explanations around practice approaches)		

Section 5: Personal Well-being

Directions: Complete the University of Minnesota approved Wellbeing Assessment Tool (link below). The tool has you rate your wellness in 13 areas based on how you are currently (today) feeling. From the outcome of your tool, pick one item/area of well-being you want to improve on over a given timeframe (i.e., end of a term or academic year). This goal will be the personal wellbeing goal you note on your individual professional development plan. You will identify strategies and resources to meet this goal and share this goal in your 1:1 faculty advising meeting that occurs at midterm (Week 8 or 9) in Semesters 1, 2, 4, and 5.

[University of Minnesota Wellbeing Assessment Tool](#)

Used with permission of the University of Minnesota Occupational Therapy Department

APPENDIX E: AU OTD PROGRAM PROFESSIONAL BEHAVIOR ASSESSMENT

The Professional Behavior Assessment is completed by faculty each semester to provide the student with feedback regarding professional development toward becoming an Occupational Therapist.

Student: _____

Semester: _____

Rating scale: Satisfactory – the student demonstrates the required level of professional skill. Unsatisfactory – the student does not demonstrate the required level of professional skill. An unsatisfactory rating in any category requires the student to develop a remediation plan.

Professional Behavior Rating

Professional Behavior	Rating	Comments
Respects faculty and classmates by arriving punctually to class and other academic events	S / U	
Demonstrates respectful in-class behavior (e.g., storing electronic devices, staying seated until breaks, participating in group activities)	S / U	
Promptly notifies faculty and concerned parties if circumstances prevent attendance and assumes initiative to make up missed assignments	S / U	
Recognizes and productively utilizes knowledge of own strengths and weaknesses	S / U	
Demonstrates the ability to problem solve by logically evaluating evidence	S / U	
Demonstrates the ability to be flexible with unexpected situations	S / U	
Asks appropriate questions when in doubt	S / U	
Communicates professionally and effectively in scholarly writing	S / U	
Communicates professionally and effectively in clinical writing	S / U	
Demonstrates confidence and self-assurance	S / U	
Demonstrates the ability to work collaboratively with faculty, clinical supervisor, other health professionals as well as peers	S / U	
Acts according to profession's values, principles and beliefs	S / U	
Deals maturely with personal emotions	S / U	

Professional Behavior	Rating	Comments
Assumes responsibility for own actions	S / U	
Demonstrates the ability to modify behavior in response to feedback	S / U	
Demonstrates the ability to give constructive feedback	S / U	
Communicates effectively with peers both verbal and nonverbal	S / U	
Communicates effectively with professionals both verbal and nonverbal	S / U	
Projects professional image	S / U	
Demonstrates an overall ability to be a cooperative and contributing member of the class and profession	S / U	

Faculty Comments:

Student Comments on Assessment:

Faculty Signature / Date: _____ Student Signature / Date: _____

Professional Behavior Assessment Improvement Plan

Completed only when a behavior above is rated Unsatisfactory.

Student Name: _____

Professional Behavior needing improvement: _____

Improvement and action plan developed by student: _____

Clear statement of outcome to be accomplished: _____

Date by which action plan / outcome will be accomplished: _____

How, when, and who will evaluate attainment of the Professional Behavior: _____

Date Negotiated: _____	Date Completed: _____
Student Signature: _____	Student Signature: _____
Instructor Signature: _____	Instructor Signature: _____
Advisor Signature: _____	Advisor Signature: _____

Adapted with permission from Eastern Kentucky University, Department of Occupational Therapy.

APPENDIX F: ANDREWS UNIVERSITY OTD FIELDWORK CONSENT FORM

Student Handbook Appendix – Fieldwork Placement Student Consent, Acknowledgment of Risk, and Release Form

This form must be completed and signed by the student prior to the start of any Level I or Level II fieldwork placement. A signed form must be on file with the Academic Fieldwork Coordinator (AFC) before the student may begin at the assigned site.

1. Fieldwork Placement Details

<i>Fieldwork Level (I or II)</i>	<i>Rotation / Term</i>
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<i>Site / Facility Name</i>	<i>Site Address</i>
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<i>Start Date</i>	<i>End Date</i>	<i>Scheduled Hours/Week</i>
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<i>Site Fieldwork Educator / Preceptor</i>	<i>Preceptor Phone / Email</i>
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<i>Academic Fieldwork Coordinator (AFC)</i>	<i>AFC Phone / Email</i>
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2. Student Information

<i>Student Full Name</i>	<i>Student ID Number</i>
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<i>Cohort / Expected Graduation</i>	<i>Personal Phone</i>
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<i>Personal Email</i>	<i>Home Address</i>
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3. Emergency Contact

<i>Emergency Contact Name</i>	<i>Relationship to Student</i>
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<i>Primary Phone</i>	<i>Alternate Phone</i>
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4. Health, Screening, and Clearance Attestation

I attest that, as of the start date of this placement, I have completed and can provide documentation for the following, per program and site requirements:

- ☐ Required immunizations / titers (e.g., MMR, varicella, Hepatitis B, Tdap, influenza) or an approved exemption
- ☐ Current negative TB test / screening (PPD or equivalent) within the required window
- ☐ Current CPR/BLS certification (Healthcare Provider level)
- ☐ Criminal background check completed and cleared per site requirements
- ☐ Drug screening completed and cleared per site requirements
- ☐ Current health/liability insurance coverage as required by the program
- ☐ Site-specific onboarding, orientation, or training modules (e.g., HIPAA, bloodborne pathogen, EHR access) completed

I understand that failure to maintain current clearances throughout the placement may result in removal from the site and may delay progression in the program.

5. Confidentiality and Site Policy Compliance

I agree to comply with all applicable federal and state confidentiality laws, including HIPAA and FERPA, and with the specific policies, procedures, dress code, and code of conduct of the assigned fieldwork site. I understand that I may access protected health information (PHI) only as necessary for my educational fieldwork experience and that I will not disclose, discuss, or record any patient, client, or facility information outside of appropriate clinical or academic use.

I understand that a breach of confidentiality or a violation of site policy may result in dismissal from the site, disciplinary action under the program's academic and professional conduct policies, and may be reportable to the appropriate regulatory or credentialing body.

6. Acknowledgment of Risk

I understand that fieldwork placement involves direct client/patient contact in a clinical, community, or institutional setting, and that such placements carry inherent risks, including but not limited to: exposure to infectious or communicable disease and bloodborne pathogens; physical demands such as lifting, transferring, or assisting clients; exposure to challenging behavioral or psychiatric presentations; and travel to and within the facility or community setting.

I understand that Andrews University and the fieldwork site will provide reasonable safety training and supervision, but cannot guarantee against all risk of injury, illness, or exposure. I voluntarily accept these risks as a condition of participating in required fieldwork education.

7. Release of Liability

In consideration of being permitted to participate in this fieldwork placement, I, on behalf of myself, my heirs, and my personal representatives, release and hold harmless Andrews University, its trustees, officers, faculty, and staff, as well as the fieldwork site and its employees and agents, from any and all claims, liabilities, or causes of action arising from my participation in this placement, except to the extent caused by their gross negligence or willful misconduct.

I understand that I am responsible for my own transportation to and from the fieldwork site unless otherwise arranged by the program, and that the program does not carry personal health insurance on my behalf. I confirm that I carry the professional/personal liability and health insurance coverage required by the program and/or site.

8. Professional Conduct Acknowledgment

I acknowledge that I am expected to uphold the AOTA Code of Ethics, the program's professional behavior standards, and the site's standards of practice throughout this placement. I understand that unprofessional conduct, unsafe practice, or failure to meet fieldwork performance expectations may result in remediation, extension, or termination of the fieldwork placement, in accordance with program policy.

9. Signatures

By signing below, I confirm that I have read and understood this form in its entirety, that the information I have provided is accurate, and that I voluntarily consent to participate in the fieldwork placement described above under the terms outlined herein.

<i>Student Signature</i>	<i>Date</i>
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<i>Academic Fieldwork Coordinator Signature</i>	<i>Date</i>
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For Office Use Only

<i>Received By</i>	<i>Date Received</i>	<i>Filed / Verified</i>
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