



DEPARTMENT OF REHABILITATION SCIENCES STUDENT HANDBOOK

Doctor of Physical Therapy and Master of Occupational Therapy Programs



UPDATED: JANUARY 21, 2020
COLLEGE OF ALLIED HEALTH
The University of Oklahoma Health Sciences Center

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FIELDWORK AND CLINICAL EDUCATION GUIDELINES

OVERVIEW

The occupational therapy profession refers to academic experiences in clinic and community settings as “fieldwork” and the physical therapy profession refers to these experiences as “clinical education”. We use both terms throughout the manual to refer to each profession’s experiences. The fieldwork and clinical education program of the Department of Rehabilitation Science exists within the academic programs in occupational therapy and physical therapy to allow students enrolled in course work to apply knowledge and skills acquired in the classroom and laboratory to the practice environment. The primary goals of these programs are listed below.

The fieldwork and clinical education programs will prepare occupational therapy and physical therapy students for general entry-level practice by:

- offering fieldwork/clinical education in a variety of practice settings.
- offering fieldwork/clinical education opportunities in practice settings that provide high quality learning experiences for students.
- promoting evidence-based practice in fieldwork/clinical education settings.
- promoting good professional/clinical reasoning skills and reflective practice in fieldwork/clinical education settings.
- assisting fieldwork/clinical education sites in developing positive learning environments.
- assisting clinical faculty to develop good teaching skills and to serve as good professional role models for students.

The outcome of the clinical education and fieldwork courses is to make the student's overall clinical education and fieldwork experiences as varied and "well-rounded" as possible by working with a variety of clients across the life span in a variety of settings in order to graduate as a competent generalist in their respective profession of physical or occupational therapy.

In addition, the fieldwork/clinical education programs will:

- treat every student fairly and impartially throughout the fieldwork/clinical education process.
- be responsive to student and clinical faculty needs as they relate to fieldwork/clinical education programs.
- meet accreditation standards for the respective fieldwork/clinical education programs.
- The Academic Fieldwork Coordinator (AFWC) and the Director of Clinical Education (DCE) are faculty members who guide clinical education and fieldwork education in the physical therapy program and the occupational therapy program respectively. The AFWC and DCE facilitate additional experiences that are associated with didactic courses.

The AFWC/DCE defines and determines successful completion of each clinical education course based on evaluation of student performance. The syllabus for each fieldwork/clinical education course clearly identifies the criteria students must achieve.

- Along with the AFWC and DCE, the key participants in the fieldwork and clinical education experience are:
- The **student** is an active participant in the fieldwork/clinical education experience. When signing

documents related to clinical education (patient notes, evaluation forms, clinical instruments), students should designate their level of education as follows:

- OTS1 / SPT1: students in their first year (first three semesters) of course work
 - OTS2 / SPT2: students in their second year (fourth - sixth semesters) of course work
 - OTS3 / SPT3: students in their third year (seventh and eighth semesters) of course work.
- In practice settings, occupational therapy students are supervised by occupational therapists known as **fieldwork educators** (FWE). Physical therapists who supervise students are referred to as **clinical instructors** (CI).
 - Physical Therapy: For all clinical courses DPT students must be supervised by a licensed physical therapist who has been licensed for at least one year. The students and clinical instructors must follow state licensure laws and federal supervision policies which related to the specific setting.
 - Occupational Therapy: A Level I fieldwork supervisor can be qualified personnel that are licensed or otherwise regulated such as OT, OTA, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists. In a setting where there is not an Occupational Therapist available for Level I a designated person must agree to supervise the occupational therapy student. Level II Fieldwork in traditional settings requires Occupational Therapy students be supervised by a licensed occupational therapist who has been practicing one year subsequent to licensure.
 - Some clinical education sites may have additional people devoted to clinical education, such as Center Coordinators of Clinical Education (CCCE) or Fieldwork Coordinator.

CLINICAL EDUCATION/FIELDWORK SITE PROCUREMENT

The clinical education/ fieldwork program in the Department of Rehabilitation Science strives to select, develop, and maintain quality clinic and community sites in which students work under the supervision of well-qualified clinical instructors/fieldwork educators practicing the skills required to become entry-level practitioners. Most of the Department's sites are located throughout Oklahoma, in both metropolitan and rural areas. **As a Program largely funded by the State of Oklahoma, the first commitment is to serve the people of Oklahoma.**

At this time, the OUHSC MOT/DPT does not offer any fieldwork/clinical education experiences outside of the United States; however, in the event that we develop sites in the future, we will insure students that they will have supervision from an occupational/physical therapist who has graduated from a program approved by the World Federation of Occupational Therapists/Physical Therapists and has 1 year of experience in practice.

Prior to the clinical/fieldwork courses students have the opportunity to indicate their preferences for available fieldwork and clinical education sites. The "matching process" for each clinical course is managed by a random process. ***Students are often assigned to sites that are located outside of the Oklahoma City or Tulsa areas and may be assigned to out-of state sites. Students may NOT arrange their own clinical experiences.***

Given that the clinical education/ fieldwork program currently has a sufficient number of quality sites, it is highly unlikely that the AFWC and DCE will develop additional site contracts at the request of students. Students that wish to recommend a site because they believe it would provide an exceptional learning experience may suggest it to the AFWC or DCE, who will decide if establishing a contract is warranted. Site contracts are legally binding documents that typically require 10 months or more to develop because of lengthy review, negotiation, and approval process.

When a new clinical contract is obtained, the site will be entered into the database for all students to access. *Students should not consider fieldwork/clinical education experiences as opportunities to travel or as a means of staying near friends or loved ones. The AFWC and DCE will not consider developing clinical contracts for such reasons.*

The fieldwork/clinical education program takes great care in selecting sites for students' education. All sites must meet the following criteria to be considered by the AFWC/DCE:

- The philosophy of the site and clinical instructor/fieldwork educator is compatible with that of the Department of Rehabilitation Science;
- The site plans to offer studentship positions on an ongoing basis;
- Experiences for students are planned to meet specific objectives of the academic program, the clinical instructor/fieldwork educator, and the individual student;
- The clinical instructor /fieldwork educator and all personnel at the site provides services in an ethical and legal manner;
- The site is committed to the principle of equal opportunity and affirmative action as required by federal legislation;
- The site demonstrates administrative support of student education;
- The site provides a variety of learning experiences for students;
- The site provides an active, stimulating environment appropriate to the learning needs of students;
- The site provides selected support services to students;
- The site clearly defines the roles and responsibilities of site personnel;
- The site's personnel are numerous enough to provide a quality educational program for students;
- The site clinical instructors/fieldwork educators demonstrate clinical competence, effective communication skills, effective instructional skills, effective supervisory skills, effective performance evaluation skills, and professional behavior, conduct, and skill in interpersonal relationships.
- Site personnel model participation in professional activities.

PROCEDURES FOR ASSIGNING STUDENTS TO FIELDWORK & CLINICAL EDUCATION SITES

The AFWC and DCE:

- Orient each new class of students to the Fieldwork/Clinical Education Programs including an overview of the types of sites and experiences available; requirements for completing required types of experiences; strategies students will find useful for achieving a well-rounded comprehensive fieldwork/clinical experience by time for graduation;
- Meet with each class to explain the placement process and criteria for each of the clinical/fieldwork course opportunities.
- Students review the list of available sites specific to each fieldwork/clinical course and data about each site in the database.
- Students enter their preferred 10 sites. ****Please note: any of these 10 sites are considered a "match" during this fieldwork/clinical education assignment process**
 - NOTE: Students may **not** select a facility in which they have recently worked or volunteered (within the last 5 years), have relatives currently employed, are negotiating or have a scholarship that requires their employment following graduation or under other circumstances that may prevent impartial assessment of the student's performance.
 - NOTE: Students who attempt to stay in a given metropolitan area for all four clinical courses will run the risk of not being matched to a site of their choice.

- Once students are placed, students not placed at one of their 10 preferred sites are given the list of remaining sites. Additional time is provided for reviewing the files on the remaining sites and for meeting with the AFWC or DCE to determine final placement.
- Once sites are notified of student assignments, no further alteration of assignments by students may occur.

It is not uncommon for sites to cancel due to circumstances beyond their control or the University's control. The AFWC or DCE will work to find an alternative site, but in some cases, the clinical start date may be delayed.

POLICY ON STUDENT RESPONSIBILITIES

Students are assigned to fieldwork/clinical education sites based on a legally binding contract between the sponsoring clinical site and the Department of Rehabilitation Sciences and the College of Allied Health. The primary purpose of each site is to provide quality patient/client services. Students are required to abide by the requirements of the contract and follow the Department Clinical Policies and Procedures.

TRANSPORTATION

Students are responsible for their own transportation and other expenses incurred during fieldwork, clinical education, and daily clinical visits.

PRIVACY

While in the clinic, any use of patient information is restricted by the national Health Insurance Portability and Accountability Act (HIPAA). Any information obtained by students for use in course related assignments is strictly limited, must be kept confidential, and may NOT include personal identifying information that could link back to the specific individual.

SITE REQUIREMENTS

Students are responsible for completion of site specific trainings and expenses for "on boarding" in a timely manner when required by the clinical site.

PATIENTS' RIGHTS

In the clinical setting, all students will identify themselves as University of Oklahoma Health Sciences occupational or physical therapy students and inform patients of their right to decline participation in clinical education without risk of negative consequence.

PREPARATION FOR CLINICAL EDUCATION

1. Students' immunizations, major medical health insurance, drug screen, CPR, background check, and any other requirements must be current and uploaded into the appropriate clinical education/fieldwork database.
 - **If requirements are not complete 45 days prior to the experience the student will be placed on professional probation. If at 30 days the file is not complete the student will not be allowed to participate in part-time or full-time fieldwork/clinical education assignments.**

2. Read and sign the Internship Contract as evidence of your understanding of student responsibilities in clinical education.
3. Send an email/letter of introduction and seek confirmation of start time and specific site requirements (e.g. dress code, parking, etc.) a minimum of two weeks in advance of the starting date or as directed by the AFWC/DCE. Include a brief description of your learning goals and expectations for the clinical experience.
4. Explain use of the appropriate performance assessment forms to the fieldwork educator/ clinical instructor and course completion requirements.

WHILE COMPLETING FIELDWORK/CLINICAL EDUCATION EXPERIENCES

1. Comply with all policies and procedures of the site. Arrive on time; respect lunch breaks; and, always give prompt notification of absences. Complete necessary paperwork as requested.
2. Students attend every scheduled day of the fieldwork/clinical experience. The only excused absences are for 1) illness, 2) personal emergency (the student must notify the fieldwork educator/clinical instructor as soon as possible) or 3) to allow the student to participate in a professional association meeting with permission for AFWC/DCE and coordination with clinical site. In the case of the latter, students are excused for the days of the meeting, and one day before and following the meeting for travel. If meetings distant and drive time exceeds one day, students can negotiate to extend their fieldwork/clinical experience to accommodate this.
 - a. At no time should any student schedule time away from the clinic for personal trips, including job interviews, vacations, wedding planning, or other such instances. Fieldwork educators and clinical instructors may require a student to make up any time missed regardless of the reason.
3. Reschedule makeup time for any absences to the satisfaction of the fieldwork educator/ clinical instructor. Absences up to and including two work days are to be negotiated between the student and fieldwork educator/ clinical instructor. Absences greater than two work days must include discussion with the AFWC/DCE.
 - a. ****INCLEMENT WEATHER:** absence due to road conditions that make travel to the clinical site hazardous is at the discretion of the fieldwork educator/clinical instructor per that facility's policy.
4. Comply with all policies and procedures of the Department of Rehabilitation Science, including the attendance policy, dress code, and professional behavior.
5. Continue to review the clinical assessment tool criteria and its application to your professional growth. Participate in a candid discussion of your assessment and the assessment of your supervisor on a regular basis. Contact the AFWC/DCE if concerns arise.
6. Fulfill all duties and assignments made by the fieldwork educator/clinical instructor within the time limit specified.
7. Perform therapy services that are evidence-based, appropriate, safe, and effective as judged by the clinical instructor/fieldwork educator. Be prepared to provide cogent rationale for your clinical decisions.
8. Successfully complete all requirements and assignments of the clinical course and submit material as described in the course syllabus meeting all deadlines.
9. Assume responsibility for on-going problem solving with the fieldwork educator/ clinical instructor to resolve challenges or conflicts that arise during the experience. Initiate immediate discussion with the fieldwork educator/clinical instructor as concerns arise. Clearly communicate unmet supervision needs. If satisfactory resolution of concerns or needs cannot

- be obtained, contact the AFWC/DCE immediately for guidance. If problems arise that cannot be discussed with the fieldwork educator/clinical instructor, contact the AFWC/DCE immediately.
10. If the supervising therapist rates a student's performance as unsatisfactory at any time during the clinical experience, the student must contact the AFWC/DCE immediately.

POLICY ON AFWC/DCE RESPONSIBILITIES

The Academic Fieldwork Coordinator (AFWC) and the Director of Clinical Education (DCE) abide by the following policies in order to facilitate each student's successful completion of each fieldwork/clinical education course:

1. Assign all eligible students to fieldwork/clinical education experiences.
2. Monitor contracts. The College assures that written contracts and Letters of Agreement between the University and clinical site are in place, current, signed, and regularly reviewed. A current, signed contract, in an authorized state, must be on file prior to the student starting the fieldwork/clinical education experience.
3. Orient students to the purposes of clinical education/fieldwork experiences, the policies and procedures, and the requirements of the formal contract.
4. Maintain open communication with each fieldwork educator /clinical instructor responsible for supervising a student.
5. Maintain current fieldwork/clinical education site information.
6. Develop new clinical education experiences as needed.
7. Provide copies of course syllabi to fieldwork educators/clinical instructors and students.
8. Evaluate materials submitted by students that fulfill the requirements of the fieldwork/ clinical education course.
9. Maintain contact with the relevant person(s) with the goal of achieving a successful resolution if challenges, conflicts, or problems arise during the student's experience. Serve as a resource to both students and fieldwork educators/ clinical instructors to assist with resolution of issues that are identified during the experience and provide advisement in collaboration with the fieldwork educator/ clinical instructor and the student.
10. Develop a written correction plan if the student is not meeting performance expectations and review it with the fieldwork educator/clinical instructor for input and approval including signatures.
11. If deemed appropriate, terminate a student from a fieldwork/clinical education experience in accordance with policies of the university and clinical site.
12. Evaluate the supervising therapist's assessment of each student's performance and determine the course grade applying stated criteria of the course.
13. Thank facilities for providing fieldwork/clinical education experiences for students from the Department of Rehabilitation Science.
14. Provide a letter to each full-time fieldwork educator noting the number of weeks of supervision for performance evaluation and continuing education credits as applicable. Complete the same letter for clinical educators if needed in their particular state.
15. Arrange remediation experiences for students who are eligible for reassignment according to Department remediation policy.
16. Assess continuing education needs in clinical education of fieldwork educators/ clinical instructors.
17. Plan and implement activities to develop and support clinical teaching skills of fieldwork educators /clinical instructors.

POLICY ON FIELDWORK EDUCATOR/CLINICAL INSTRUCTOR RESPONSIBILITIES

The fieldwork educator/clinical instructor abides by the following policies in order to facilitate each student's successful completion of fieldwork/clinical education courses:

1. Collaborate with the AFWC/DCE in the development of a program that provides the best opportunity for the student to implement theoretical concepts and skills offered in the academic educational program.
2. Prepare, maintain, and send to the AFWC/DCE current information about the clinical site.
3. Confirm the fieldwork education/clinical instructor has been practicing for at least one year.
4. Provide a description of the philosophy of the clinical site and written objectives for the fieldwork/clinical education experience to the student with access to the AFWC/DCE as requested.
5. Provide regular and adequate supervision of students. Students and fieldwork educators/clinical instructors should meet informally and formally throughout the experience to ensure timely, open communication and to assess performance.
6. Know the parameters of the student assessment tool and its application to student assessment and development.
7. Be knowledgeable of the Policy and Procedure Regarding Inadequate Student Performance or Conflict and the Policy and Procedure for Clinical Education Termination. Clarify with the AFWC/DCE as necessary.
8. Prior to each student placement in the clinical site, review the contractual agreement between the academic education institution and the clinical site to assure that these agreements are current.

While a student is completing a fieldwork/clinical education experience, the direct day-to-day supervisory responsibilities of the fieldwork educator/ clinical instructor include, but are not limited to, the following tasks:

1. Orient student to the clinical site and specific departmental policies and procedures. Discuss any unwritten policies that may affect student performance.
2. Review specific required skills to be successfully completed by the end of the experience. Identify opportunities for students to apply skills that are either not available or required at the respective clinical site.
3. Plan and facilitate learning experiences and student achievement of required skills.
4. Question and challenge the student about patient evaluation, intervention, and management strategies and the related decision-making and professional reasoning process. Model clinical decision-making and professional reasoning by "thinking aloud" the critical clinical problem solving process during activities that directly and/or indirectly relate to patient care and professional judgment.
5. Facilitate the student's problem solving skills based on applying evidence from the literature.
6. Provide supervision as required by state and federal laws that assures patient safety and student learning.
7. Provide regular formative assessment of the student's progress during the clinical experience maintaining open and ongoing communication with the student.
8. Provide an evaluative assessment of each student on the timeline included in the course syllabus. Fieldwork educators send one copy of the final assessment, signed by both the

fieldwork educator and the student to the AFWC. Provide one copy to the student. Clinical instructors complete the online Clinical Performance Instrument (CPI), review with the student and both the clinical instructor and student electronically sign the CPI.

9. Immediately notify the AFWC/DCE, as early in the clinical experience as possible, of any student who is at risk of failing and requires a remediation plan.

POLICY ON ATTENDANCE AT FIELDWORK AND CLINICAL EDUCATION ASSIGNMENTS IN THE EVENT OF HAZARDOUS OR INCLEMENT WEATHER

In accordance with [College of Allied Health Student Campus Policy and Public Safety/Inclement Weather Policy](#), OT and PT students are considered professionals-in-training and are learning the responsibilities of health care providers whose services are vital to their patients, clinics and hospitals. Therefore, they are responsible for meeting their obligations regardless of inclement weather unless they are relieved of these duties by their Fieldwork Supervisor or Clinical Instructor. In the event that weather conditions make safe travel to a fieldwork/clinical education assignment slow or difficult, students should contact their FWE/CI and make appropriate arrangements.

POLICY ON GRADING FIELDWORK/CLINICAL EDUCATION COURSES

The Academic Fieldwork Coordinator (AFWC) or the Director of Clinical Education (DCE) is responsible for determining the final grade for the respective full-time clinical course. The grade for the course is based on students' successful completion of three components of clinical education: 1) formal and informal evaluation of each student's knowledge, skills, attitudes, and values using feedback from fieldwork educators/clinical instructors; 2) satisfactory professional behavior relative to the course responsibilities; and 3) satisfactory completion of all clinical assignments as determined by AFWC/DCE and FWE/CI. All fieldwork and clinical education courses are graded as Satisfactory "S," Unsatisfactory "U," Incomplete "I," or Withdrawal "W." Criteria for grading are as follows:

SATISFACTORY

- Minimum competency levels, as defined for each course and communicated through the syllabus, have been reached by the end of the fieldwork or clinical education experience.

UNSATISFACTORY

- Minimum competency levels, as defined for each course and communicated through the syllabus, have not been reached by the end of the fieldwork or clinical education experience;
- The gap between student competence (clinical and/or professional behavior) and clinic expectations is so great that the student will be unable to meet the objectives and is asked to leave the facility before the end of the assigned timeframe;
- The fieldwork educator or CCCE/CI request removal of the student for good cause (*refer to Policy and Procedures for termination of Fieldwork/Clinical Education Experience*); or
- The AFWC/DCE removes the student from the fieldwork/clinical education site for good cause (*refer to Policy and Procedures for termination of Fieldwork/Clinical Education Experience*).

Students may have one opportunity to re-enroll in the fieldwork/clinical education course in which they received a "U" if in the professional judgment of the AFWC/DCE it would be in the best interest of the program, profession, and student. Since fieldwork/clinical education courses are prerequisite coursework for all subsequent coursework in the program, students who have not successfully completed their fieldwork/clinical education course may enroll in AHS courses but may NOT enroll in

PHTH or OCTH courses. If this opportunity is granted and a student does not successfully complete the fieldwork/clinical education course during the second opportunity, faculty will recommend dismissal from the program.

WITHDRAWAL

- The student is unable to complete the fieldwork/clinical education course due to (but not limited to) illness, family crisis or emergency beyond their control within the first half of the fieldwork/clinical education experience.

Since fieldwork/clinical education courses are prerequisite coursework for all subsequent coursework in the program, students who withdraw from the first fieldwork/clinical education course may enroll in AHS courses but may NOT enroll in PHTH or OCTH courses. Students who must withdraw from subsequent fieldwork/clinical education courses may become eligible for a modified timeline for program completion. This will be determined by the Academic Progress Committee based on input from the AFWC or DCE.

INCOMPLETE

- The student is (a) unable to complete the fieldwork/clinical education course due to (but limited to) illness, family crisis or emergency beyond their control during the second half of the clinical/fieldwork experience, and (b) has already made satisfactory progression in the fieldwork/clinical education experience by mid-term.

If the student receives an “I” (incomplete) grade for the fieldwork/clinical course, the student will work with the AFWC/DCE to complete the requirements for the fieldwork/clinical education course within a time frame that will allow the student to apply clinical education knowledge in the regularly scheduled didactic courses. The student might not be allowed to enroll in the next semester.

Any student that does not meet the minimum passing criteria established or any fieldwork or clinical education experience cannot receive a grade of Satisfactory.

POLICY ON TEMPORARY RESTRICTIONS OR LIMITATIONS TO PARTICIPATION IN FIELDWORK/CLINICAL EDUCATION

Guiding Tenant: The most important principle underlying policies pertaining to student participation in fieldwork/clinical education courses is safety. Students must be physically able to provide services to patients/clients such that the safety of the patient/client is not at risk. Students must also be able to ensure their own safety in an environment where patient response to treatment may not always be predictable.

- Injuries, pregnancy or any other medical conditions by themselves are not are not considered disabilities under the Americans with Disabilities Act. However, impairments resulting from these conditions (such as high blood pressure or back pain in pregnancy) can be considered a disability as long as there is proper documentation of the impairment and/or restriction by the attending physician.
- In the event that a student’s physician determines that a lifting restriction or any other limitation is necessary as a result of any temporary condition or impairment, the student should inform the office of student affairs and the AFWC/DCE as soon as reasonably possible in order to allow time for adjustments to fieldwork/clinical education courses to be made. Failure to inform the office of

student affairs and AFWC/DCE when such a restriction has been imposed may be construed as a breach of professional responsibility and may be grounds for disciplinary action.

- Students will supply the office of student affairs and the AFWC/DCE with 1) documentation of the impairment, restriction or limitation from the student's attending physician delineating the degree and the estimated duration of the restriction as specifically as possible and 2) a written request for the desired accommodation from the student.
- The AFWC/DCE, in consultation with the Clinical Instructor/ Fieldwork Supervisor and the student, will determine if the clinical experience can be modified in such a way as to allow the student to participate safely and still meet the educational objectives of the course. If such a modification is not possible at the assigned clinical site, the clinical site is unwilling to make the accommodation, or the AFWC/DCE determines that the restriction or limitation will prevent the student from taking advantage of a significant portion of the learning opportunities, the AFWC/DCE will attempt to change the assignment to a site where the accommodation can reasonably be made. Maintaining the overall variety of a student's fieldwork/clinical education program will be an important consideration in this decision.
- In the event that the AFWC/DCE is unable to locate an appropriate placement for the student requesting the accommodation, the AFWC/DCE may elect to postpone the fieldwork/clinical education course until such a site is found or until the temporary restriction or limitation is removed by the attending physician making accommodation unnecessary.
- Before resuming subsequent fieldwork/clinical education courses, students who have had a temporary limitation or restriction to their participation must supply the AFWC/DCE with written notification from the attending physician releasing the student to return to full participation in fieldwork/clinical education.
- The AFWC/DCE reserves the right to change or terminate a fieldwork/clinical experience if sufficient evidence exists to indicate that a student is posing a risk to his or her coworkers or patients/clients.

POLICY AND PROCEDURE FOR INADEQUATE STUDENT PERFORMANCE OR CONFLICT

If a student's conduct in any way disrupts services to patients or relationships in the fieldwork/clinical education site, the fieldwork educator /clinical instructor the AFWC/DCE may recommend formal advisement sessions. The student may also request the input of the AFWC/DCE advisement sessions with the fieldwork educator /clinical instructor. The following procedures apply:

- Before the AFWC/DCE becomes involved, the student and the fieldwork educator/clinical instructor must attempt to address and resolve identified issues.
- Both the fieldwork educator/clinical instructor and the student provide the AFWC/DCE with written documentation of the situation upon request.
- Involvement of the AFWC/DCE begins when either the student or the fieldwork educator/clinical instructor requests assistance or when the AFWC/DCE determines that the goals of the clinical experience are not being met.
- The goal of the AFWC/DCE is to ensure that the best interests of the student, the fieldwork/clinical site, university, profession, and public are met. In this role, the AFWC/DCE serves as an arbitrator or mediator, facilitating all interests.
- Once involved, the student and the fieldwork educator/clinical instructor meet with the AFWC/DCE to share perceptions and define the problem as it relates to the experience.
- The student, fieldwork educator/clinical instructor, and the AFWC/DCE determine and evaluate possible solutions to the situation and select solutions for implementation.

- A written corrective action plan, devised by the AFWC/DCE with input from fieldwork educator/clinical instructor, outlines the corrective steps to be taken, the consequences should the issue not be resolved, the responsibility of each person involved, and the time frame for plan completion and reviews. Both the student and the fieldwork educator/clinical instructor will sign and date the action plan with copies retained by the student, the fieldwork educator/clinical instructor, and the AFWC/DCE.
- The student and fieldwork educator/clinical instructor review the action plan as needed and at the completion date established in the action plan.
- The AFWC/DCE discuss the outcomes of the action plan with the student and the fieldwork educator/clinical instructor at the completion date to determine if the situation is resolved and the student has mastered deficiencies. If deemed necessary, the student's advisor may be included in discussions at any phase of this process.

Possible outcomes for inadequate student performance or conflict include:

- a) Fieldwork/clinical education problem is resolved; experience continues to completion date
- b) Fieldwork/clinical education problem partially resolved with additional action plan(s) or remedial assistance required if the experience is to be continued, or
- c) Fieldwork/clinical education problem appears unresolvable and the fieldwork/clinical experience is terminated.

In cases that remain unresolved, the AFWC/DCE determines the outcome. A possible outcome is the student receiving an unsatisfactory grade for the course.

POLICY AND PROCEDURE FOR TERMINATION OF FIELDWORK/CLINICAL EDUCATION EXPERIENCE

If a student's conduct or performance in any way disrupts services to patients or relationships in the clinical education site, the fieldwork educator/clinical instructor may dismiss the student or the AFWC/DCE may immediately terminate the student's placement. Professional behaviors for which students may be dismissed include, but not limited to, technical skills, commitment to learning, effective interpersonal skills, effective communication skills, effective use of time and resources, appropriate use of feedback, acceptable problem-solving abilities, professionalism, responsibility, critical thinking, and effective stress management.

One or more of the following actions or like actions may be grounds for immediate termination by the University. Examples are given for clarification only, and do not limit the possible grounds for immediate termination.

- Student performance violates sound patient/client treatment or creates a threat to the welfare of the patient/client.
- Student behavior creates a concern for the continued positive relationship between the University and the clinical site.
- Student performance jeopardizes relationships between employees of the clinical site.
- Student action jeopardizes relationships between clinical site staff and patient/clients.
- Student fails to adhere to clinical site, Department, and/or University policies and procedures.
- Student exhibits poor professional judgment leading to inadequate or unsafe patient care or unethical conduct.

- Student fails to demonstrate ability to apply adequate concepts for patient care as practiced at the clinical site at the level expected.
- Student fails to alter unacceptable behavior after advisement.
- Student deliberately misrepresents his or her level of competency.
- Student is absent from the fieldwork/clinical education experience to the extent that absences cannot reasonably be rescheduled or assessment of performance is difficult.
- Student dates or develops any social relationship with a patient currently undergoing any form of treatment at the clinical site. **This includes inappropriate interaction using social media.
- Student dates a staff member employed at the clinical site.
- Student deceives or attempts to deceive the fieldwork educator/clinical instructor or the AFWC/DCE in a matter that affects the trusting relationship necessary to fieldwork/clinical education performance or the development of professional qualities.
- Student informs the patient/client or family of personal disagreement with an aspect of care.
- Student falsifies any information or signature on any of the clinical/fieldwork paperwork.

If a student is dismissed from the fieldwork/clinical education site, or the fieldwork/clinical education experience is terminated, the following occurs:

- The student, fieldwork educator/clinical instructor, and the AFWC/DCE will be informed of the dismissal or termination, its rationale, and effective date. The student is given a grade of “U” for the fieldwork/clinical education course.
- Once dismissed or terminated, the student may not return to the site for future fieldwork/clinical education experiences.
- Once dismissed or terminated, the student or his/her agents may not interact with the clinical site, its staff, or patients/clients in any manner.
- Prior to re-enrollment in a fieldwork/clinical education course, the student must submit a written plan of action for successful remediation of deficit areas to the AFWC/DCE and respective program director, who jointly determines student’s readiness for re-enrollment. Additional remediation may be required that could take many forms that include, but are not limited to, enrollment in directed studies courses, remedial clinical work, independent study.
- The AFWC/DCE will make recommendations and determine successful completion of the remediation plan prior to rescheduling of the student’s future fieldwork/clinical education experience.
- The AFWC/DCE will reschedule the fieldwork/clinical education/ experience as soon as possible once remediation is complete and participation is deemed appropriate per AFWC/DCE.
- Students **may** be granted the opportunity to re-enroll in a fieldwork/clinical education course in which they have received a grade of “U” **one** additional time. This will be at the discretion of AFWC/DCE and will depend on the availability of a site. Students who do not successfully complete the course the second time may be dismissed from the program.

POLICY AND PROCEDURE FOR RIGHTS & PRIVILEGES OF CLINICAL EDUCATION AND FIELDWORK FACULTY

Fieldwork and clinical education faculty are recognized as employees of other organizations and institutions, but are appointed as clinical faculty by the AFWC/DCE. The fieldwork and clinical education faculty have the following rights and privileges associated with their participation in the fieldwork/clinical education program:

- To be treated fair, with dignity and without discrimination by all students and OUHSC faculty.
- The right to request the Program to remove a student from the fieldwork/clinical experience at any time once notice has been provided.
- The right to the educational information of a student that is deemed relevant by the AFWC/DCE to the student's fieldwork/clinical education affiliation while the student is under the supervision of the clinical faculty.
- The right to request assistance from the AFWC/DCE in preparing for the student affiliation.
- The right to request an on-site or phone meeting with the AFWC/DCE during the affiliation.
- The right to request assistance from the academic program in dealing with fieldwork/clinical education issues or problems that arise in the clinic.
- The right to request a student in-service or other project during the student's clinical education experience.
- The right to request an in-service by the AFWC/DCE or other OUHSC faculty member.
- The right to attend as complimentary guests at lectures hosted by the Department of Rehabilitation Science.
- The right to attend periodic continuing education sponsored by the Department or College at a low or reduced cost.

FIELDWORK/CLINICAL EDUCATION STUDENT CONTRACT

Clinical Education / Fieldwork, I, II, III, and IV Students

Please read this contract carefully. Print your name on the blank line at the top of the contract, then check the box beside each item to indicate that you have read it and understand that it is an expectation of you during each clinical education / fieldwork course. Sign and date the contract at the end.

I _____ pledge on my honor that for every clinical education experience, **I will:**

- Arrive on time at the assigned site wearing professional attire and fully prepared to execute the professional responsibilities required of each student
- Accept that my first duty is to the ultimate welfare of the persons served by the profession and that "ultimate welfare" is a complex mix of desires, wants, needs, abilities, and capacities.
- Recognize that professional duties and situations are about completing tasks and about solving problems in ways that benefit others, either immediately or in the long term.
- Place the importance of professional duties, tasks, and problem solving above my own convenience.
- Strive to work effectively with others for the benefit of the persons served. This means I pursue professional duties, tasks, and problem solving in ways that make it easier (not harder) for others to accomplish their work.
- Properly cite others for the use of their published work in my presentations, manuscripts, and other materials. **Class handouts/slides prepared by faculty or guest lecturers are not to be copied and used in any student work, even if the student cites the material.** Students are to use these as background information and resources to guide their own independent research on the topic.
- Sign my notes to formally acknowledge the patient care I provided.
- Take responsibility for my actions, my reactions, and my inaction. This means I do not seek to export responsibility by offering excuses, by blaming others, by emotional displays, or by helplessness.
- Not accept assignment of professional duties for which I am personally or professionally unprepared. Make every effort to become prepared; in the event that what I am being asked is inconsistent with the requirements of my fieldwork/clinical assignment, I will contact the AFWC/DCE immediately.
- Take responsibility for expanding the limits of my knowledge, understanding, and skill.
- Accept direction (including correction) from those who are more knowledgeable or more experienced. I will provide direction (including correction) to those who are less knowledgeable or less experienced.
- Value the resources required to provide professional duties and tasks, including my time and that of others.

- Accord respect to the values, interests, and opinions of others that may differ from my own, as long as they are not objectively harmful to the persons served.
- Accept the fact that others may establish objectives for me. While I may not always agree with those goals, or may not fully understand them, I will pursue them as long as they are not objectively harmful to the persons served.
- Agree that when I attempt a task for the second time, I will seek to do it better than I did it the first time. I will revise the ways I approach duties, tasks, and problem solving in consideration of peer judgments of best practice.
- Accept the imperfections of the world in ways that do not compromise my pursuit of excellence.
- Accept that "on time," "prepared," and "properly attired in professional dress" are defined by the situation, the task, or by another person.
- Base my opinions, actions, and relations with others upon empirical evidence, and upon examined personal values consistent with the above.

By my signature, I affirm that I have read and understand that these are among the expectations that others have of me as I fulfill my duties as an intern representing the University of Oklahoma Department of Rehabilitation Sciences.

(signature)

(date)

(Adopted [with modifications] from the Department of Communicative Disorders, University of Wisconsin-Madison)
May, 2001

ACKNOWLEDGEMENT PAGE

Dear Student,

Please carefully read the Student Handbook and Fieldwork & Clinical Education Guidelines. Sign the statement below to indicate that you understand the content and that you agree to adhere to the policies and guidelines.

Please sign and return this form to Patty Hines (Tulsa, Room 2J24) or Wade Hensley (OKC, Room 3106) by the date specified.

Thank you,

Julie Smith, DSc, OTR/L
Academic Fieldwork Coordinator

Lynn Jeffries, PT, DPT, PhD, PCS
Director of Clinical Education

I have read, understand, and agree to adhere to the policies and guidelines in the Student Handbook and Fieldwork & Clinical Education Guidelines.

Student Name (please print legibly)

Student's Signature

Date

Witness of Student's Signature

Date