



**Idaho State
University**

**Occupational
Therapy**

Program Handbook

2026-2027

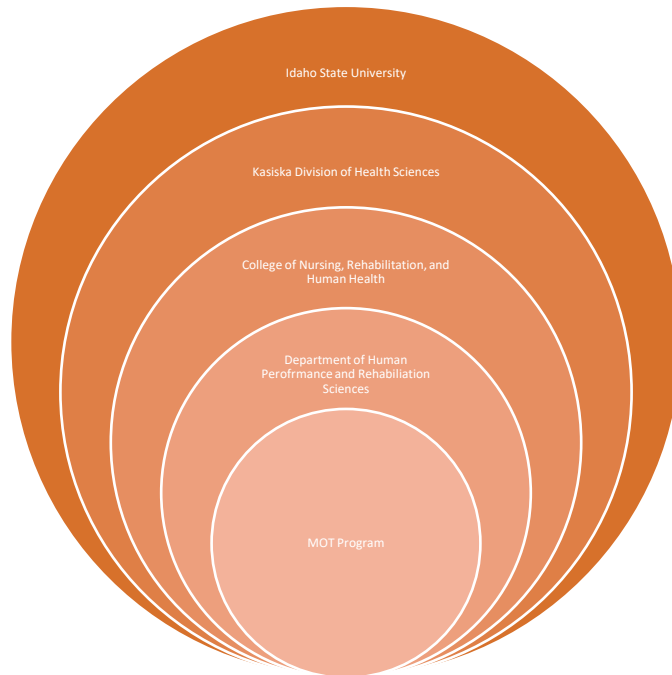
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Section I: Program Information

The Master of Occupational Therapy (MOT) Program is an entry-level professional program that prepares students to practice as licensed occupational therapists. The MOT Program exists within the [Department of Human Performance and Rehabilitation Sciences](#), which exists with the [College of Nursing, Rehabilitation, and Human Health](#), the [Kasiska Division of Health Sciences](#), and [Idaho State University](#) (ISU).



Information about the MOT program mission, learning objectives, and curriculum are [detailed on the MOT Program website](#) and the [ISU Graduate Course Catalog](#). Information about MOT Program Faculty and staff are available on the [MOT Program website](#). Information about the College of Nursing, Rehabilitation, and Human Health including contact information for the Dean can be found on the [College website](#). Information about the ISU Graduate School, including resources for students, can be found on [their website](#).

Accreditation information

Idaho State University is accredited by the Northwest Commission on Colleges and Universities (NWCCU). This regional accreditation confirms that ISU meets the standards of quality and institutional effectiveness, demonstrating its commitment to providing a high-quality education.

In addition, the MOT Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The last accreditation site visit was in 2023, and the program is fully accredited until 2030. ACOTE can be contacted at:

7501 Wisconsin Avenue, Suite 510E
Bethesda, MD 20814
(301) 652-6611
accred@aota.org

You are entering this MOT program by your own free will and choosing. As this is an accredited program by ACOTE, all accreditation standards will be addressed during the program. To review these standards, please visit <https://acoteonline.org/accreditation-explained/standards/> and review the 2023 ACOTE Standards and Interpretive Guide. In addition, the Idaho State University is committed to adhering to the values articulated in Idaho State Board of Education Policy III.B. Membership in the academic community imposes on administrators, faculty members, other institutional employees, and students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus of an institution.

Program Overview

To receive the Master of Occupational Therapy (MOT) degree, students must complete all courses in the curriculum with a minimum of 3.0 GPA, prepare and present academic papers and projects regularly, and successfully complete all Level I and Level II Fieldwork experiences.

- Students are required to complete Level II Fieldwork within 12 months of completion of the didactic components of the program. Fieldwork sites are located throughout the state of Idaho and the United States. Due to the limited number of fieldwork sites in immediate proximity to our campus locations, students should anticipate the financial impact of traveling and the potential of needing to live out of town for the majority of their fieldwork.
- Admitted students should be aware that some fieldwork rotation sites may require additional criminal background checks, drug screens, and/or fingerprinting which students will be expected to schedule and pay for on their own.

Graduates of the MOT Program will be eligible to sit for the national certification examination for occupational therapists, which is administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, individuals will be considered an Occupational Therapist, Registered (OTR). Most states require additional licensure in order to practice, and passing the NBCOT Certification Examination is generally a requirement to obtain state licensure. Both the NBCOT exam and licensure applications require additional fees which must be paid by the student when they are requested.

- *Applicants and students enrolling in the MOT program should note that a felony conviction that occurs prior to entering the program or during the program may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. If a student has questions or concerns about this, they can reach out directly to professional.conduct@nbcot.org to learn more.*

Campus Information

The MOT program is located on the ISU Pocatello campus in Garrison Hall (1400 E. Terry) and on the ISU Meridian Sam and Aline Skaggs Health Science Center (1311 E. Central Drive). Access to both campus locations is available to students on a 24/7 basis through use of their Bengal cards. Students are strongly encouraged to clearly display their Bengal cards as identification when in the buildings on campus. Please contact kristenbarrington@isu.edu if you have issues with Bengal card access.

Lockers

There are lockers available for student use in Garrison Hall Room 303 (women's locker room) or Garrison Hall Room 304 (men's locker room) and Meridian 835 (women's locker room) and Meridian 836 (men's locker room). Lockers are available on a first-come, first-serve basis. Students select a locker, label the locker with their name (Pocatello only), and furnish their own lock. Please note that lockers on the Meridian campus are for day use only; items remaining in lockers after 7pm will be removed and thrown away.

Department of Public Safety

The mission of ISU's Department of Public Safety is to provide a peaceful and secure environment reasonably free from the threat of physical harm, property loss, and disruptive activity; and to promote mutual cooperation and conflict resolution in establishing a positive atmosphere in which learning and social interaction can take place.

[ISU's Department of Public Safety](#) has a range of tools available on their website. Students are encouraged to download and use the [Rave Guardian app](#) for their safety or to notify public safety directly of an emergency. Students are also encouraged to sign up for ISU Emergency Notifications including weather-related delays and closures.

Additional Safety Information

Additional safety information such as evaluation procedures, infection control procedures, procedures for safe handling of equipment, and Material Safety Data Sheets can be found within the classrooms, lab classrooms, or designated clinic spaces on campus. Students will also be asked to sign a liability waiver when participating in lab courses.

Schedules

[Idaho State University posts a detailed Academic](#) Calendar that includes the first day of class, add and drop deadlines, finals week, and other important dates. They also [share a longer-term planning calendar](#) that shares the start and end dates of the semester as well as commencement dates.

Specific class schedules are published at the beginning of each semester. Students can anticipate the following time requirements:

- Didactic courses: lectures and lab time ranging from 20-30 hours/week, generally occurring between 8:00am and 5:00pm MST. Occasionally experiences may be scheduled outside of schedule class time in the evenings and/or on the weekends. Advanced notice will be provided.
- Level I Fieldwork time requirements: may be scheduled outside of the 8:00am-5:00pm time depending on Fieldwork Educator and client availability.
- Level II Fieldwork time requirements: students will follow the full-time schedule of the Fieldwork Educator which may include early morning, evening, weekend, holiday, or 7 on/7 off work assignments.
- *Students should avoid making plans for unscheduled time between 8:00am and 5:00pm Monday through Friday, because it may be used for scheduling group projects, special speakers, required program or fieldwork meetings, and so on.*

All students should plan on a full-time commitment to the program. While students may not be scheduled for forty hours of class time each week, they should anticipate a significant amount of time to prepare for classes including completing readings, doing assignments, and studying.

Students should also note that lectures, lab experiences, and Fieldwork experiences may be scheduled to occur off campus. Students may be expected to provide transportation for themselves to all off-campus experiences.

Technology Requirements

Students are highly encouraged to own a personal laptop for their studies, as a tablet or Chromebook may not be sufficient. Minimum standards for a device include:

- Wi-Fi capable;
- Microsoft Office ([available for free through the University](#));
- Google Chrome or another browser compatible with ISU websites including the library, Canvas, Zoom, Box, MyClinicalExchange/HealthStream, and AOTA and NBCOT websites;
- Functioning webcam and microphone (internal or external); and
- Able to run Windows 11 (with 16 GB of RAM) or Apple with M-series processor

Please note that if the University or Department determines that a change in delivery modality for classes is necessary, students will be required to join classes remotely. If this occurs, students will need to have a quiet, private location with stable internet connection to be able to join via Zoom with their camera on for the duration of the class.

Resources for Students

A variety of resources are available on campus to support ISU students. The [Dean of Students office](#) can help connect students with a variety of helpful campus resources, guide students through university processes and procedures, support students through challenging situations, and provide a safe place for students to ask any questions they have.

The MOT program encourages students to reach out to the Dean of Students office for assistance as needed, and to explore their website to learn about the many resources available to students on campus. In addition to the Dean of Students office, the MOT faculty also want to highlight a few key resources that students in the MOT Program have found useful in recent years.

- [Disability Services](#): Provides support to students with disabilities to ensure equal access to education, including accommodations.
- [Office of Equal Opportunity and Title IX](#): Ensures compliance with federal regulations and state laws related to discrimination and harassment based on protected classes. They handle complaints of discrimination and harassment, conduct necessary investigations, prepare recommendations, and issue written reports.
- [Benny's Pantry](#): offers emergency assistance of nutritious food to the ISU community and has locations in Pocatello, Meridian, and Idaho Falls.
- [Counseling and Mental Health Center](#): All students who are enrolled full-time or part-time are eligible for free, confidential services. Services are available on both the Pocatello and Meridian campuses.

- [Idaho State University Health Center](#): A variety of services are available to students on the Pocatello and Meridian campuses.
- [Bengal Success Center](#): Provides a variety of free support resources for students, including University Tutoring.
- [Veteran Student Services Center](#): Provides campus resources for veterans, service members, and their families.

Tuition and Fees

Tuition ([Fall/Spring](#) and [Summer](#)) and [Professional Fees](#) for Idaho State University and the MOT Program are published annually by the university. Professional liability insurance is included in Professional Fees. Students should plan for additional costs of the program which may include books and other learning materials; immunizations, CPR certification, and background check; AOTA and IOTA membership fees; graduation fees; and fieldwork expenses which vary depending on the location of the fieldwork. Students are responsible for all direct and indirect costs related to fieldwork rotations (transportation, housing, food, etc.). If students choose to travel to conferences, registration and travel costs are also the responsibility of the student.

Tuition and Professional Fees rates vary for residents and non-residents. For information on residency, please visit the [Office of the Registrar's Residency](#) page.

Professional Fees for BSHS Pre-OT Accelerated Concentration Students

While participating in coursework during their Senior year, BSHS students regularly consume materials and supplies, resources, spaces, and faculty and staff time. Therefore, in line with the MOT students, BSHS students must pay professional fees to help offset costs incurred by their participation in this year of the curriculum. [Professional Fees](#) for Idaho State University and the MOT Program are published annually by the university.

Financial Aid

A variety of resources are available on campus to support ISU students and their financial needs.

- [Financial Aid](#): University Financial Aid office
- [Scholarships](#): University Scholarship office
- [Graduate School](#): Shares some information about support and funding, including job opportunities, on their website

Students may also seek out other local organizations for loans or scholarships. Please note that while some hospitals and clinics offer scholarships or loans to students with the provision that students work in the facility upon graduation, these arrangements are legally binding and should be investigated like any other contract for employment.

Employment and Extracurricular Activities While a Student

Due to the heavy class schedule and the need to be available for fieldwork experiences and other program meetings during designated times, students are not able to work full time while enrolled in the MOT Program. Part-time work may be possible, but students are strongly encouraged to find flexible jobs that understand and support their role as graduate students. It is not anticipated that students will be able to work while completing Level II Fieldwork experiences. Students should be similarly thoughtful

about participating in time-intensive extracurricular activities and other activities that limit their ability to complete academic and clinical requirements.

Students should be particularly cautious about how they represent themselves if they work as a volunteer or paid employee in an occupational therapy or rehabilitation setting. It is against the law in Idaho to practice occupational therapy or represent yourself as an occupational therapist or assistant without a license. Students must take care to clearly identify themselves using the appropriate title of their position for their volunteer or paid employment. Such titles may include an occupational therapy aide or rehab tech. Students should not identify themselves as an occupational therapy assistant (OTA) unless they are licensed as such in the state of Idaho or as an occupational therapy student unless participating in a program sponsored event. Students should be aware that legal complications may arise if they are providing healthcare services in any setting or at any time without being under the direct on-site supervision of a licensed occupational therapist.

Section II: Progression Through the Program

Admissions Requirements

Students may be admitted into the MOT program by applying to and meeting all criteria for admission to the Graduate School, as described in the [Course Catalog](#). They must also meet the [prescribed MOT Program requirements](#) including prerequisite courses, observation hours, letters of recommendations, and a personal statement.

Admission via the Bachelor of Science in Health Science, Pre-OT Accelerated Concentration
Undergraduate students at ISU who are majoring in the Bachelor of Sciences in Health Sciences, Pre-Occupational Therapy degree program may apply to the [Accelerated Concentration program](#). This allows undergraduate students to take the first year of the MOT Program coursework during their Senior year. Students must apply by January of their Junior year and be accepted into the Accelerated Concentration and acceptance to the concentration is not guaranteed. After being accepted to the concentration and completing the first two semesters of MOT Program coursework, the student must satisfy the following to be formally accepted into the MOT Program and continue on in the program:

- Complete the BSHS degree (to complete the degree, all General Education, Major, and Concentration requirements must be completed prior to starting MOT coursework in August of the student's Senior year);
- Complete the MOT coursework taken during the Senior year with grades of B or higher;
- Apply to the Graduate School by January 15 of their Senior year; and
- Maintain a minimum GPA of 3.0

Matriculation

Upon notification of acceptance to the MOT Program, applicants must respond within the time stated on the acceptance notice, indicating their intent to accept or decline a position in the entering class.

Campus Assignments

After students are offered a seat in the program, they are asked about their campus preference and assigned a campus location. This process continues until one campus location is full, at which time students are offered seats at the campus location with remaining seats available. Campus preferences

are considered by the committee when locations are assigned. Once campus assignments are made and students begin to take classes at one location, students cannot switch campus locations without withdrawing from the program and reapplying and being accepted to begin in a new cohort.

Documentation For Clinical Education Due Upon Entry to the MOT Program

As part of the MOT Program, students will be placed in several off-campus clinical education, or fieldwork sites. These sites require documentation demonstrating successful completion of a series of immunizations and/or waiver requests, CPR certification, and a criminal background check. Students will be asked to provide this documentation to program staff prior to entering the program. In addition to documentation for clinical sites, conviction of a felony or other serious offense will likely result in denial of placement for the clinical assignment and may jeopardize a student's ability to successfully complete the fieldwork education components of the MOT Program. If students are unable to complete the fieldwork education components of the MOT program in the required timeframe, they will be unable to successfully complete the MOT program. If students have any questions about their history and if it may prevent or restrict their ability to successfully complete fieldwork, be eligible to take the NBCOT exam, or obtain a license in the field of occupational therapy, they should discuss this with the appropriate licensing agency or board.

Registration

Registration for each semester is completed online. MOT Program staff provide students with a registration list with all necessary course information each semester. Students are responsible for registering for the correct courses and providing verification that their registration is correct to program staff.

Satisfactory Progression Through the Program

Students are required to earn a minimum grade of B or 80% (in graded courses) or Satisfactory (in S/U courses) and maintain a minimum GPA of 3.0 to progress throughout the MOT program.

Probation

A student will be placed on probation if any of the following occurs:

- The student earns a B- in any graded course;
- The student earns a U in an S/U course; or
- The student earns a semester GPA of lower than 3.0

Once a student is placed on probation, they will remain on probation throughout the remainder of the program.

Remediation

A student will be required to remediate Unsatisfactory performance in an S/U course including if:

- The student earns a U in a lab-based course;
- The student earns a U in a Level I fieldwork course; or
- The student earns a U in a Level II fieldwork course

Students will only be permitted to remediate one time for an S/U course in the MOT program. Courses must be successfully remediated before students will be permitted to advance to the next course in the

curricular sequence or graduate. This may require students to sit out of the program until the next time when the course is offered again, and the student may need to repeat all coursework that semester to ensure they demonstrate proficiency with all course content in preparation for the following semester.

Dismissal

Students may be dismissed for a variety of reasons, including the following:

- If a student earns a grade of C+ or lower in any graded course, they will be dismissed from the program.
- If a student is already on probation, and they earn a grade of B- in a graded course, or a semester GPA of lower than 3.0, or a U in any S/U course, they will be dismissed from the program.
- If a student violates ethical or professional standards of the MOT Program, such as failing to adhere to the AOTA Code of Ethics, plagiarism or cheating, or disregard of expected professional behaviors, they may be dismissed from the program.

Dismissals initiated by the MOT program will follow the [procedures outlined in the Graduate Catalog](#) for due process. Students who are dismissed from the MOT program are not eligible to reapply to the MOT program; however, they remain eligible to apply for other graduate programs at Idaho State University.

BSHS Pre-OT Accelerated Concentration Students

BSHS Pre-OT Accelerated Concentration students who have not yet transitioned to be Graduate Students who earn a grade of B- or lower in a graded course, earn a semester GPA of lower than 3.0, or earn a U in a lab-based or Level I fieldwork course will not be accepted into the MOT Program. If this were to occur, the student would be eligible to apply to the traditional MOT program with the next regular admissions cycle. Applications will be considered by the admissions committee on an individual basis.

Withdrawal

A student may voluntarily withdraw from the MOT Program at any time. A student who withdraws from the program will notify the department in writing within five (5) business days of making the decision. The notice will be included in the student's permanent file. Students should include the following in the notice:

- Date of withdrawal
- Statement of reason for withdrawal

Refunds of tuition and fees and effect on financial aid will be dependent on university policy as stated in the [Graduate Catalog Drop or Withdrawal Section](#) and the [University Finance Financial Aid Repayment Obligations Page](#). A student who has withdrawn from the MOT Program may apply for readmission to the program as early as the next regular admission cycle following withdrawal. Applications for readmission will be considered by the admissions committee on an individual basis.

Leave of Absence

After beginning the program, a student experiencing extenuating circumstances may request a leave of absence from the program, which will be considered on a case-by-case basis at the discretion of the

Program Director. Such a leave is to last no longer than 12 consecutive months, and the student must be in good academic standing at the time of the request. Students must submit a leave of absence request, citing the reason for the request and starting date of the leave to the Program Director, who will act on the request within ten business days. If a leave is granted, the student may return to the program without going through a readmission process. Students requesting a leave during a regular semester or summer session will withdraw from courses according to procedures specified by the Registrar's Office. If the student does not register to continue course work in the normal sequence within one year of the start of leave, the student will be dismissed from the MOT Program. A leave of absence or admissions deferral will not be considered for students who have not yet begun the program.

The MOT Program is a "lock step" progressive program in curriculum and fieldwork affiliations. Students who are granted a leave of absence must complete the program in no more than three years from the time of initial matriculation into the program. This ensures the student will maintain a reasonable progression of training in occupational therapy and not be hindered in retaining both academic and clinical knowledge, due to their absence from the program over an extended period of time.

Since the curriculum design is a "lock step" model, students must have the written approval of the AFWC and the Program Director to deviate from the general progression of the program, in order to meet the Level I and Level II Fieldwork requirements. Only requests that do not significantly alter the course sequence and relationship between academic and fieldwork education will be considered. Students who do not meet these requirements will not be eligible for graduation from the MOT Program.

Graduation

Within the first two weeks of the semester or summer session in which the student expects to complete work for the degree, students must file an application for graduation and pay the diploma fee. If the student does not complete graduation requirements during this semester or summer session, the student must renew his/her application for a subsequent term. Additional information can be found [on the ISU Graduation page](#).

Section III: Expectations of Students

Technical Standards of Occupational Therapy Students

Technical Standards are the "non-academic admissions criteria that are essential to participation" in an academic program (Section 504 of the Rehabilitation Act of 1973 Federal Guidance). Technical standards apply to all students and relate to the non-academic criteria that a student needs in order to participate in the program. This includes students' attitudes, experiences, and physical requirements that a student must possess in order to learn and perform essential requirements of the program. While all technical standards must be met, students with a disability may require reasonable accommodations to achieve the technical standards. If there are aspects of this program that result in disability-related barriers to your participation, please reach out to the [Disability Services team at Idaho State University](#) to explore the accommodations process.

The Master of Occupational Therapy Program at Idaho State University, educates students to be generalist practitioners, as expected by the Accreditation Council for Occupational Therapy Education (ACOTE). As a generalist therapist, students may practice in a number of practice settings which they

must be prepared for (e.g. hospital systems, school-based practice, mental health settings, and community clinics). Due to the varied skills and abilities needed for successful practice in any of these areas, the following technical standards for the MOT program have been developed. While this may not be an exhaustive list, it is felt to be thorough and complete to encompass the needs of a generalist occupational therapist. These technical standards have been developed through the guidance of the American Occupational Therapy Association's Commission on Education and mirrors their *Technical Standards for Occupational Therapy and Occupational Therapy Assistant Education Programs* document.

The Idaho State University Master of Occupational Therapy program is committed to the education of all qualified individuals, including persons with disabilities who are capable of performing the technical standards of the program with or without reasonable accommodations. If a student is unable to demonstrate the following technical standards, it is the responsibility of the student to request reasonable and appropriate accommodations through the Disability Services office. The MOT program will work with the student and the Disability Services office to determine reasonable and appropriate accommodations that do not fundamentally alter the nature of the program offered and do not impose an undue hardship such as those that cause a significant expense, difficulty, or are unduly disruptive to the educational process.

Students must be able to do the following with or without reasonable accommodation(s):

Knowledge Acquisition and Application

- Learn and apply foundational and practice knowledge
- Recognize, define, analyze, synthesize, and apply information using sound judgement and problem-solving skills as appropriate for the educational level
- Notice, respond to, and adjust to dynamic situations as they occur
- Plan, sequence, and coordinate tasks

Communication and Collaboration

- Communicate effectively and respectfully with a variety of audiences
- Respect varying viewpoints using professional language across all interactions
- Produce communication in a clear, concise, and accurate manner
- Apply basic technological skills in educational programs
- Verbal and nonverbal communication may occur through spoken language, writing, digital formats, or through augmentative devices, interpreters, or other means

Professional and Ethical Conduct

- Initiate, maintain, and conclude social interactions appropriately
- Demonstrate ethical behavior, reliability, and integrity as defined by the AOTA Code of Ethics, State of Idaho licensure laws, the Idaho State University code of conduct, and the Professional Behaviors Rubric utilized by the MOT program
- Adapt behavior based on feedback from others and learned experiences
- Self-initiate actions to meet personal and educational needs
- Identify and reflect on personal strengths and needs while respecting those of others
- Demonstrate consistent and timely management of educational responsibilities

- Follow published AOTA, licensure, and Idaho State University institutional and program policies and procedures

Functional Performance and Motor Coordination

- Safely engage in or direct tasks that involve positioning, movement, and/or material handling
- Move and transport objects of varying sizes and weights
- Safely navigate within a variety of environments

Health and Safety

- Engage in practices that prioritize the safety and well-being of self and others
- Notice, respond to, and adjust to unsafe situations as they occur
- Adhere to infection control standards and universal precautions

Summary Statement for Program

All qualified students must be able to perform the technical standards of the Idaho State University Master of Occupational Therapy or Occupational Therapy Assistant program, with or without reasonable accommodations. These Technical Standards are inclusive of diverse abilities and are grounded in the professional values of equity, access, and professional excellence.

Statement on Access and Inclusion

The Idaho State University Master of Occupational Therapy and Occupational Therapy Assistant programs are committed to providing equitable access to education for all qualified students in accordance with the Civil Rights Act, the Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act. In addition, the Equal Protection Clause of the Fourteenth Amendment ensures that individuals are not denied equal protection under the law, including students with disabilities.

Students who disclose a disability and request reasonable accommodation(s) will be supported through reasonable, effective, individualized, and timely accommodations that do not fundamentally alter the program or create undue burden.

It is the responsibility of the student seeking accommodation(s) to initiate the request process. To initiate this process, Pocatello students can email ada@isu.edu, call (208) 282-3599, or schedule a meeting with a coordinator by visiting the Rendezvous Building, Room 125. In Meridian, students can initiate this process by emailing dsmeridian@isu.edu, calling (208) 373-1732, or visiting the Sam and Aline Skaggs Health Science Center, Room 647. As accommodation(s) are not retroactive, the programs highly recommend students initiate this process well in advance of beginning the program or as soon as a new condition or diagnoses necessitates the need for accommodation(s).

Classroom Accommodations for Students with Documented Disabilities

The MOT program is committed to all students achieving their potential. If you have a disability or think you have a disability which may require reasonable accommodations, you are asked to contact the ISU Disability Services office (208) 282-3599, as early as possible. It is the responsibility of the student to disclose a disability to the Disability Services office at the time of request for reasonable

accommodations. The student must request his or her needed reasonable accommodations and provide written documentation to Disability Services specifying the requested reasonable accommodations. Accommodations will not be given retroactively. Instructors and students must adhere to the policies and procedures regarding accommodated testing referenced here:

[\(https://www.isu.edu/disabilityservices/alternative-testing/\)](https://www.isu.edu/disabilityservices/alternative-testing/)

Essential Functions

Under Section 504 and the Americans with Disabilities Act, essential functions are the fundamental, crucial job duties an employee must be able to perform, with or without reasonable accommodations, to be considered qualified for a position. In the academic setting, students must demonstrate an ability to complete Technical Standards however when a student transitions to the fieldwork environment, they may also be subject to meeting the essential functions of the clinical fieldwork site placement.

Accommodations for Students with Documented Disabilities on Fieldwork

Steps to establishing an effective learning environment for fieldwork education are outlined below. It is strongly encouraged that students with a known disability adhere to this structure to maximize their success during fieldwork. Discovery of a direct threat to the safety of others may result in a delay or termination of a fieldwork experience. Direct threat means a significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices or procedures, or by the provision of auxiliary aids or services as provided in §35.139 of the US Title II regulations.

- 1) Students may disclose their disability to the Disability Services office and may request accommodations for the MOT program with Disability Services office consultation.
- 2) Students, the MOT program, and the Disability Services office may establish reasonable accommodations, based upon the program's technical standards and the fieldwork site's essential functions.
- 3) Students, or the AFWC, with written student consent, may disclose the disability to the fieldwork site and request accommodations from the Clinical Fieldwork (CF) site, prior to the start of the placement. *
- 4) Students, the AFWC, the CF site, and the Disability Services office negotiate reasonable accommodations based upon the program's technical standards and the essential functions of the fieldwork site, prior to placement.

* Placement refers to an agreement between the AFWC (ISU) and fieldwork site whereupon the fieldwork site accepts a student for a MOT fieldwork education experience.

Didactic Course Expectations

The MOT Program has established several guidelines regarding communication, attendance, participation, and completion of assignments in didactic courses that are consistent across the program:

- Student-faculty communication: Students and faculty are expected to communicate with each other via email outside of class. Email communication should take place using the ISU email system. Per MOT Program policy, faculty are expected to respond to student communications

within 2 business days, and faculty similarly expect students to respond to communications from faculty in 2 business days.

- Attendance: Students are expected to attend all classes, labs, and fieldwork sessions in person unless otherwise directed by their instructor.
 - Students should prioritize program attendance but in extenuating circumstances when students are not able to attend, they will notify the course instructor of anticipated absence from required activities or classes.
 - In the event of emergency absence, students will notify the course instructor as soon after the absence as is reasonably possible.
 - It is the responsibility of the student to get materials they missed from a classmate.
 - Students who miss class may miss the opportunity to earn points for the day (attendance/participation points, exit tickets, in-class activities/assignment, etc.) as outlined by each course syllabus.
 - Unexcused absences will be reported to the student's academic advisor and program director for further discussion and problem solving as needed.
 - Bereavement: The ISU MOT program does not have a formal policy regarding student bereavement related to the loss of a close family member. In general, the following statement will be supported by the faculty on a case-by-case basis. If a student needs to miss class activities in order to attend memorial services of a close family member, it is the student's responsibility to notify the faculty member. It will then be the responsibility of the student to request class notes and handouts from a classmate. It will be left to the discretion of the faculty member whether they share any recorded lectures with the student. If a student misses a quiz, exam, or assignment due date, it is the student's responsibility to negotiate make-up dates as appropriate before missing said item. For this statement, a close family member could be defined as a parent, spouse, sibling, child, grandparent, or in-law. This statement is written to support the mental and emotional health of students attending the MOT program. If a student requires additional support services beyond bereavement leave, they will be directed to the Counseling and Mental Health Center on campus for further support.
- Tardiness: Students are expected to arrive to class on time, ready to engage in class activities at the scheduled start time.
 - If students are going to be late due to extenuating circumstances, they must notify the instructor ahead of class time.
 - Significant incidents of tardiness or patterns of tardiness will be reported to the student's academic advisor and program director for further discussion and problem solving as needed.
- Method of Submitting Assignments: Students are required to submit assignments using the format specified on the assignment instructions. Most often this will require submission using Microsoft office products but occasionally may require videos, picture files, PDFs, and so on. Students submitting work outside of the required format will receive a zero for their submission. All assignments must be submitted via the LMS unless the assignments submission provides alternative requirements. Submissions via Google Drive, Box, or cloud-based hyperlinks (such as to Google Docs, Slides, or Sheets) will not be accepted and will receive a zero. Please consult the

syllabus, assignment rubric, and instructor for any clarifications on document format and submission instructions.

- **Late work:** Work is due at the time indicated in the LMS and/or course syllabus/schedule.
 - Work submitted late will be subject to a penalty of 25% of the total available points for each day that it is late. For example, if an assignment is turned in 1 minute-23 hours and 59 minutes late, there will be a 25% deduction in the potential total points.
 - As assignments are used to demonstrate that students are meeting ACOTE standards or program curricular themes, students are required to submit all assignments, even if they are submitted late enough to earn 0 points.
- **Academic Integrity:** It is important that students submit their own, original (never previously used) work throughout the program. Submitting previously used work and/or work that is not your own, original work is considered a violation of academic integrity. Academic integrity is something that all students should know about and take measures to uphold – it ensures the value of your degree. The credibility of the university is diminished if academic integrity is not upheld. There are four types of academic dishonesty:
 - **Plagiarism:** Plagiarism, in effect, means “stealing.” The American College Dictionary defines it as “copying or imitating the language, ideas, and thoughts of another author and passing off the same as one’s original work.” Students are required to give proper credit to all sources of information, whether in their written materials or in oral presentations. If your submitted work relies on Artificial Intelligence (ChatGPT or any other AI bot), you are required to cite it as you would a research source, using appropriate APA citation format. Proper citation includes both in-text citations as well as a Reference page. The MOT Program also requires an Appendix with prompts and responses received when using Artificial Intelligence to complete assignments.
 - **Fabrication:** Fabrication includes making up sources or information, omitting sources, distorting sources or information, or misrepresenting sources or information.
 - **Cheating:** Cheating includes but is not limited to the following:
 - Using forbidden items during a test or exam (phones, files, books, notes, etc.);
 - Obtaining tests from previous classes;
 - Collaborating with another on individual assignments when you are expected to work alone;
 - Using another’s assignment, ideas, or sources;
 - Using your own previously submitted work from another class;
 - Obstructing or changing grades received; or
 - Submitting assignments that you did not write (as with contract cheating or AI-generated material)
 - **Aiding and Abetting Dishonesty:** Helping another plagiarize, fabricate, or cheat is academically dishonest. Failing to report any of these incidences violates the [ISU Code of Academic Dishonesty](#).
 - Rarely does anyone set out to violate standards of academic integrity; plagiarism and cheating usually occur because students are in a hurry and take some short cuts to submit the required assignment. The best remedies to ensure academic integrity are thus keeping up with the class and asking questions along the way. It is important that you know that intentionality (“I didn’t know” or “I didn’t mean it”) is not a valid excuse

for violating standards of academic integrity. Penalties for violating Academic Integrity may include receiving an “F” on the assignment, an “F” in the course, notification of the Registrar, and/or dismissal from the program. Additionally, multiple instances of Academic Dishonesty at ISU may result in suspension or expulsion from the university. You should thus talk with your instructor before submitting your work if you have any questions about your use of sources or other information.

- Uploading course materials into Open AI Repositories: The MOT Faculty acknowledge it is difficult to track what material is being uploaded to open AI repositories and who may be uploading the material. To protect intellectual property and show respect to your faculty and the time and commitment they make toward your education, we request that you not upload slides, handouts, assignments, recordings of class sessions, and other instructional materials into any open AI sources. As we value you giving us this respect, we in turn will not upload your work into open AI sources as well. We do reserve the right to use university-approved plagiarism and AI detection tools per university policies should the need arise.
- Far sight behavior: Students are expected to be engaged in each class and lab fully, even if they do not have an instructor in their location. Students should avoid side conversations and comments, etc., as these behaviors are disruptive to both sites and significantly affect the ability of other students as well as instructors to attend to class activities.
- Class interruptions: Occasionally we have events which interrupt class on just one campus location, such as a fire drill or a snow day. When an event occurs that prevents all students from receiving course information, we stop class until all students can return to class and receive class information. In the case of temporary disturbances, such as fire drills, classes are temporarily paused and resumed. For extended disruptions, such as a snow day, class may need to be canceled or the delivery method may need to be changed for the day. While such interruptions are rare, course instructors and the Program Director will work with the University Emergency Management Team to provide updates to students as quickly as possible if the need for adjustments to the regular class schedule arises.
- Technology use during class: While our program utilizes technology in classes to facilitate instruction across two sites, the faculty recognize that the use of technology in classrooms can be disruptive to the learning process, both to the person using technology and their peers, when it takes attention away from learning. As such, students are expected to use technology responsibly in the classroom to facilitate their attention to classroom activities. This means students should avoid engaging in non-class activities such as checking and sending email, shopping, playing games, and so on during classes. Students may be asked to sign a technology agreement in classes that more specifically outlines expectations for that class.
- Students will dress appropriately for class activities and the weather. If interacting with members of the community, students may be directed to dress professionally in scrubs or business casual clothing (ex: khakis and a polo shirt) or wear appropriate footwear for the activity (ex: closed-toed shoes for transfer training).
- Students are expected to use class time for an open discussion of concepts, opinions, and information when discussion time is scheduled. Behavior that violates University, program, or class syllabus rules, will be grounds for disciplinary action.

- **Zoom Recordings:** Students should be mindful that our usual practice is to record classes due to accommodation requests. Students should take appropriate precautions during classroom discussions; for example, students should be mindful of following HIPAA laws. In addition, students are not permitted to share class recordings with individuals from outside of the class or who have not been granted access to the recordings. Doing so will be grounds for disciplinary action. Faculty reserve the right to decide if recordings will be made available to the whole class or just students with a Disability Services accommodation. If faculty make the recordings available to all students, those without an accommodation should not rely on watching recorded lectures in place of attending class as that violates the program attendance policy and the ACOTE accreditation standard.

Professional Behavior Expectations

Overview and Purpose

Developing a strong professional identity and adhering to high ethical and behavioral standards is an essential component of occupational therapy education. The Idaho State University Master of Occupational Therapy (MOT) program utilizes the **Professional Behaviour Rubric (PBR) and Guide** (MacKenzie et al., 2020) to support, measure, and guide professional development across the curriculum.

The Professional Behaviour Framework

The PBR assesses observable behaviors centered around core domains, including:

- **Professional Interactions and Responsibility** (e.g., punctuality, boundary awareness, accountability, and inclusive behaviors)
- **Communication** (e.g., respectful dialogue, active listening, and constructive feedback)

Application Across the Program

The PBR is integrated throughout the student's academic and clinical journey:

- **Self-Reflection and Advising:** Students are expected to use the rubric for regular self-assessment. Academic advisors and faculty will reference the tool during advising appointments to discuss strengths and areas for growth.
- **Academic and Coursework Settings:** Faculty members may reference specific PBR indicators when evaluating classroom conduct, group work, or professional performance.
- **Fieldwork Education:** The Academic Fieldwork Coordinator (AFWC) may utilize the PBR to evaluate student readiness, structured learning goals, and support performance during fieldwork placements.

Support and Remediation

The program views professional growth as a continuous process. When behavior concerns arise, the PBR serves as a framework to identify specific gaps and establish actionable growth targets. In instances where professional behavior standard expectations are consistently unmet, faculty may initiate a formal

professional behavior remediation plan. Further orientation to the PBR is provided in OT 6613: OT Profession 1 during the first semester of the program

Additional MOT Program Policies

The MOT Program also has established several additional policies that are not specifically related to didactic courses:

- Advising process: Students will be notified of who their advisor is at the start of the program, and if any changes to their advising assignment occurs. Advisors will let their students know the best process to follow to schedule meetings. Students will meet with their faculty advisors at least once each semester during the didactic portion of the program. During these meetings, students may discuss concerns related to academic success, professional behaviors, and/or fieldwork education, as well as navigating difficult situations. Advisors may share program and university resources with students during these meetings, as well as connect students to additional university supports as needed. In addition to the required once a semester advising meetings, students are free and encouraged to schedule additional advising meetings as they see fit.
- If MOT Students use social media in association with university related activities, students are directed to follow the [KDHS Social Media Guidance Document](#). All Student Club social media posts must include a statement that the page is a student run page and does not represent the views and opinions of Idaho State University.
- Guests in classes and other MOT Program events: MOT classes and Program events are to be attended by enrolled students, faculty, and staff only, unless guests are specifically invited by the instructor of the course or the faculty leading the event.
- Checking out clinical equipment: The MOT Program faculty have established a process for checking out clinical equipment to allow students to practice clinical skills away from campus.
 - Instructors for each course will notify students which equipment associated with each course can be checked out. Students should note that not all items can be checked out. Items with limited quantities, or those which would be cost prohibitive or otherwise difficult for the department to replace items if they were lost or damaged, cannot be removed from classroom or lab spaces.
 - For items that can be checked out, students must scan the QR codes in the lab classrooms and use them to fill out the Google form with information about what they are checking out. When they return the item, they will check it back in to the instructor, who will log it back in to the Google sheet. At the end of each semester, this process will be audited by the Program Director.
 - If clinical equipment is not returned at the end of each clinical course, the instructor may issue an "I" grade for the course until all equipment is returned. Further information about this will be included on individual course syllabi.
 - Clinical equipment can only be checked out for practice within clinical courses on campus. *No items can be checked out for use at fieldwork sites.*
- Selection of Idaho Occupational Therapy Association (IOTA) Student Representatives and AOTA Assembly of Student Delegate (ASD) and Alternate: Each year, the MOT Program seeks two student nominees to service as representatives to the IOTA Board, and an AOTA ASD and

Alternate. The call for nominees is announced early in the Fall semester, and students wishing to serve can nominate themselves by submitting a letter of interest and resume to the Program Director, which are voted on by the faculty.

Section IV: Appeals and Grievances

Appeal of a Grade

Students should review and refer to the [Graduate Catalog for specific policies regarding appeals of grades](#).

MOT Program Management of Student Complaints

It is the policy of the MOT Program that students who have a complaint against a faculty or staff member, or another student shall have their complaint addressed in a fair and direct manner. The intention of this policy is to ensure consistent and reasonable resolution of student complaints.

Procedure: The management and redress of student complaints will proceed in a manner consistent with the organization of the MOT program that which mirrors common expectations of clinical practice. Specifically, a student should initially discuss and attempt to resolve the subject matter of the complaint with the person with whom that student has an issue. Should they fail to reach an amicable resolution, the student should then address the complaint to her/his faculty advisor (verbally and in writing), who will serve as a mediator, and an investigator and attempt to come up with a resolution to the situation. Should an amenable resolution not be achieved through this process, the student should then address her/his concerns to the Occupational Therapy Program Director in writing. The Occupational Therapy Program Director will work with both the student and the other individual to resolve the issue in a fair and reasonable manner. Should an amenable resolution not be achieved, then the student should proceed with filing a [formal grievance according to the policies and procedures](#) set forth by the Dean of Students office.

Students who feel they have been subjected to any type of discrimination or harassment by any member of the university community, should work with the [Dean of Students Office](#) or [the Office of Equal Opportunity and Title IX](#) to address their concerns. They can also access the [eISU Student Grievance resources](#).

Section V: Clinical Fieldwork Education

Fieldwork is the clinical education portion of academic programs for occupational therapy (OT) practitioner students. Fieldwork is threaded throughout academic programs to allow students to apply information, techniques, and approaches they have learned in the classroom to clinical experiences as they transition to the role of an entry-level generalist clinician (Brzykcy et al., 2016). While enrolled in the MOT program at ISU, students are provided with multiple fieldwork opportunities. Each of these opportunities is designed to provide students with challenges and growth opportunities as they progress through the program.

This portion of the program handbook should be used as a resource to answer questions about the fieldwork process, requirements, evaluation tools, and responsibilities of members of the fieldwork team. Students should refer to this frequently as well as reach out to the fieldwork team regarding Level I and Level II Fieldwork policies and procedures. This section of the handbook is not intended to replace

direct contact with the fieldwork team should questions or concerns arise at any point in the fieldwork process. If a question or concern arises, after reviewing the handbook, please contact a member of the academic fieldwork team.

ISU Fieldwork and Curricular Design

The ISU MOT curriculum contains both academic and fieldwork components. The academic component is designed to provide students with a firm foundation in the basic health sciences, OT theories, models, and frames of reference, use of the OT Practice Framework, evaluation and intervention techniques, evidence-based practice, critical thinking, emerging trends in occupational therapy practice, professional behaviors, and professional communication skills. The fieldwork component is designed to integrate the didactic knowledge and skills with hands-on practical experience.

Throughout the academic program in ISU MOT program, students participate in a variety of fieldwork experiences that enhance their knowledge, technical skills, and confidence in preparation for clinical practice in a variety of settings as an entry-level generalist occupational therapy practitioner.

Level I Fieldwork

Each student will complete three Level I Fieldwork experiences. Level I Fieldwork experiences allow the student to begin practicing the information learned in didactic courses and to participate in a portion of the occupational therapy process. Level I Fieldwork experiences also include addressing psychosocial issues. These experiences are generally faculty-led and threaded throughout the didactic program. In some cases, these experiences may be supervised by a community OT or other professional with a strong understanding of occupational therapy and the ISU MOT program in collaboration with the academic fieldwork team.

Level II Fieldwork

Each student will complete two full-time equivalent Level II Fieldwork experiences, typically lasting twelve weeks each for a combined 24 weeks total. If a student is unable to complete the fieldwork experience on a full-time schedule, they may request a part-time placement be considered. If approved for part-time placement, the student will be expected to complete the experience on at least a 50% basis. When this occurs, the number of total weeks is adjusted to be the equivalent of 24 weeks full-time experience. This may impact a student's ability to complete subsequent fieldwork experiences which may lead to a delay in graduation. A request for a part-time fieldwork experience will need to be made in writing, by the student, to the Academic Fieldwork Coordinator, who will consult with the department faculty and leadership to review the request. In this request, the student will need to acknowledge that they are aware that the request to participate in a part-time fieldwork experience may not be supported by the fieldwork placement setting and that part-time fieldwork may lead to a delay in the student's graduation and degree conferral.

Level II fieldwork generally occur in clinical community sites and occupational therapy students are supervised by an occupational therapist who is currently licensed and has been practicing for at least one-year of full-time practice (or its equivalent). Students will be placed in a minimum of one setting if the site provides more than one practice area but will be placed in no more than four settings to complete Level II fieldwork. Students may also be placed in non-traditional or role-emerging settings. This will be upon request of the student and at the discretion of the academic fieldwork team in collaboration with faculty input.

When considering fieldwork sites for Level II fieldwork, it is recommended that students consider whether they will receive a well-rounded experience at a given site and throughout the duration of all fieldwork experiences. It is strongly recommended that students not consider the site based on geographic location alone. When considering fieldwork sites, students can use the EXXAT database to locate information about potential sites. EXXAT is the online database that the ISU MOT program uses for fieldwork management including maintenance of active affiliation agreements (contracts). Students are encouraged to select sites with an active affiliation agreement, however if a student is interested in pursuing a fieldwork placement at a new site, they can request that the academic fieldwork team pursues contract negotiations with a new site or renew an inactive site. Students are encouraged to make such a request in writing detailing the name and location of the clinic. It will then be up to the academic fieldwork team to consider the student's requests; considering the feasibility of initiating negotiations and the ability of the site to provide the student with a good learning environment that is supportive of the MOT program's philosophy on OT education and fieldwork education. Students should be aware that the average length of time for contract negotiations is three to six months; however, some sites may take up to one year. Beginning negotiations with a particular site on behalf of a student request is not a guarantee that it will result in a finalized agreement for the student. Students are only allowed to request that the fieldwork team establishes one new affiliation agreement or re-activates an expired agreement one time during their time in the MOT program. Collaboration with the fieldwork team to ensure that a student is provided a well-rounded fieldwork experience may be beneficial. This collaboration can be done via phone, email, Zoom, or in-person.

Level II Fieldwork Site Selection Process

When it is time for students to select Level II fieldwork sites, they will do so using the EXXAT database. Students will make their fieldwork selection by providing the academic fieldwork team with their top four choices for each Level II fieldwork experience by the date established by the academic fieldwork team. Students can expect this process to begin nine to fifteen months in advance of the fieldwork experience.

Student fieldwork requests are fulfilled on a first-come first-serve basis. Students submit their fieldwork site requests using the EXXAT "Wish List" feature. All students are notified of when the wish list will open well in advance in order to prepare for its opening. This notification occurs via email from the academic fieldwork team and the process is reviewed during mandatory fieldwork meetings. Once students complete the wish list and the wish list is closed, the academic fieldwork team will begin to complete fieldwork requests in the order that students submitted their wish list.

On the occasion that the EXXAT wish list feature does not open correctly, students are instructed to email their wish list to the academic fieldwork team via the afwc@isu.edu email for a timestamp of their list. In addition to the time stamp, students must have current student information and health records completed and up to date in EXXAT to be placed in the wish list process. Students who do not have all records up to date will be placed at the end of the list when they have completed all of their required documentation.

The EXXAT wish list will open at a time that does not interfere with the student's regularly scheduled academic courses or Level I fieldwork experiences to allow for equal opportunities to log-into the wish list for all students.

As the academic fieldwork team works to place students in their desired fieldwork placements, they will contact each site to confirm its availability to work with the student(s). At this time, the academic fieldwork team will also confirm the status of the site contract. If the contract will be expiring before or during the student's fieldwork experience, the academic fieldwork team will begin the process of renewing the contract. As the academic fieldwork team works through this process, students will only be contacted if the team exhausts all options on the student's wish list, if a site requests an application and/or interview, or the requested setting differs from what the fieldwork site can offer. The academic fieldwork team will share placement information when the majority of the cohort is placed. They will not share individual placement information at the request of students or as students are placed. Students should expect placement notification no later than one month prior to the fieldwork experience.

The profession of occupational therapy is very dynamic and fieldwork staff at potential sites may change frequently. Such changes have the potential to alter the ability of a site to provide a good educational environment for students. The academic fieldwork team and the ISU MOT faculty feel it is better to change the student's fieldwork assignment than to hold a site responsible for a fieldwork that was agreed to under different staffing circumstances. Also, sites may cancel the assigned fieldwork due to a shift in management or ownership, staff availability during fieldwork dates, or other events that cannot be foreseen or controlled by the academic fieldwork team, the student coordinator at the site, or the fieldwork educator.

Student requests for a change of fieldwork sites will only be considered if the student has extenuating circumstances for the change to be made. In such cases, fieldwork site changes will be made at the discretion of the academic fieldwork coordinator and program director. They will not accept financial or family reasons for changing a scheduled fieldwork other than in unforeseen emergency situations, a disability related or Title IX accommodation, or military service. Each student is required to manage such situations in a professional manner and make sufficient arrangements ahead of time.

Level II Fieldwork Where No OT Services Exist

Fieldwork experiences may occur in non-traditional settings or emergency areas of occupational therapy practice as well as traditional practice settings where no occupational therapy practitioner is available on site. In such a setting where no full-time occupational therapy practitioner is available to supervise a Level II fieldwork student, the following procedures will be implemented before the start of the experience:

1. A licensed occupational therapist with a minimum of three-years of experience will be assigned prior to the start date of the placement. This therapist must be willing to provide direct supervision of the student for a minimum of eight hours per week, each week of the fieldwork experience.
2. An occupational therapy supervisor will be available to the student and fieldwork site, via a variety of contact measures (cell phone, text, email, facility phone call, video call) during all working hours.
3. An on-site supervisor designee of another profession will be assigned and is responsible for supervision whenever the occupational therapy practitioner is off site. (Other disciplines may include physical therapy, speech language pathology, physician, nurse, recreation therapy, social work, etc.).

In addition to the Accreditation Council for Occupational Therapy Education (ACOTE) requirements, the ISU MOT program has developed the following procedures to ensure the experience is a meaningful experience for the student to truly apply didactic material and the scope of OT.

1. Three student meetings will be held throughout the experience between the OT student, the designated OT supervisor, the designated onsite supervisor, and a member of the academic fieldwork education team. These meetings may be a mix of in-person or virtual meetings. During these meetings the student's performance will be reviewed and the student will be asked to reflect on their fieldwork experience and the following themes or questions:
 - a. How the communication is working with the fieldwork educator and the non-OT supervisor.
 - b. Whether the student feels they are on track for meeting expectations of their performance.
 - c. Whether the student has any concerns.
 - d. Any problems or other information that the student feels should be shared with the academic fieldwork team or other faculty.
2. This type of Level II experience will occur on a case-by-case basis and must be located in cities/areas that are readily accessible to the academic fieldwork team members and in which they already hold current OT licensure to allow them the ability to assume responsibility of direct supervision in the event of an emergency.

International Fieldwork

International fieldwork is a viable option for Level II fieldwork when:

1. The experience is approved by the academic program.
2. Direct supervision of the OT student is provided by an occupational therapist who graduated from a program accredited by ACOTE, approved by the World Federation of Occupational Therapists (WFOT), or otherwise regulated in the country which the students are completing fieldwork.
3. The fieldwork educator has at least 1 year of experience in practice prior to the beginning of the experience.
4. There is no language barrier between the student, fieldwork educator, and client population.
5. Student's safety and rights are reasonably ensured.
- 6.

The ISU MOT Department supports students who would like to pursue an international Level II Fieldwork experience. This experience must be requested by the student and each request will be considered on a case-by-case basis after the following requirements are met.

1. In order to establish an affiliation agreement with a site, the following steps are taken
 - a. The student assumes the responsibility for making the initial contact with a potential international site and establishes a potential site for placement.
 - b. Once the student has identified a potential fieldwork site, the academic fieldwork team will contact the site to ensure it meets the criteria for Level II fieldwork as stated by ACOTE and the ISU MOT Department.
 - c. The academic fieldwork team will provide guidance to the student during the search process.
2. The student will submit a formal letter requesting to complete an international fieldwork experience. This letter should outline the reasons and objectives for the international Level II fieldwork request.

3. Before the international fieldwork experience is approved, the student must have consistently demonstrated excellence in academics, professional behaviors, and clinical reasoning as evidenced by being in good standing without probation during the academic program and exceptional scores on all Level I fieldwork experiences.

If a student meets the above criteria, permission is granted, the academic fieldwork team will meet with the student to further outline the additional responsibilities necessary to complete a Level II fieldwork experience at an international site and pertaining to the host country. Throughout the planning stages and the actual fieldwork experience, the student must comply with the expectations of the ISU Graduate School, the ISU College of Nursing, Rehabilitation, and Human Health, the Department of Human Performance and Rehabilitation Sciences, and the Masters of Occupational Therapy Program. The academic fieldwork team will ensure that a current Memorandum of Understanding or Affiliation agreement is in place before the start date of the fieldwork. The student is responsible for all costs associated with international travel and accommodations. This includes but is not limited to additional travel immunizations, visa requirements, airfare, lodging, transportation, and translation services.

General Policies for Level II Fieldwork Site Selection

1. The academic fieldwork team reserves the right and responsibility to review the sites selected by each student and approve or disprove the selections based on individual educational factors, student's professional behaviors, and personality matches between the student and the fieldwork educator. Matches will be determined on fieldwork and academic grounds as well as knowledge of each student's professional behavior and performance.
2. Under no circumstances are students allowed to contact potential fieldwork sites in an attempt to arrange a fieldwork experience without the direction from the academic fieldwork team. Students who engage in this type of behavior will not be allowed to complete any fieldwork experience at a site they contacted without the academic fieldwork team's authorization.
3. Students will not be placed at a fieldwork site where there exists a potential conflict of interest. This may include, but is not limited to, a family relationship between the fieldwork student and the fieldwork educator or site manager/owner or prior employment of the student at the site within a therapy discipline. It is expected that students disclose such potential conflicts of interest to the academic fieldwork team before or during the selection process. If a student is placed at a site and the academic fieldwork team becomes aware of a prior relationship as described above, this will be considered a violation of the ISU Academic Honesty Policy, the program's professional behavior expectations, and the AOTA Code of Ethics. Such a violation may lead to the student being delayed in completing subsequent fieldwork as well as a potential delay in graduation and/or degree conferral.
4. When students have requested a new fieldwork site, it is expected that students provide the site name and contact information to the fieldwork team. Students or their contacts at the site are then not to reach out to the site to request placement consideration. If the academic fieldwork team learns that this is occurring, further discussion of that site for the student in question will be terminated and the student will be placed at a site with an existing contract.
5. Students may request up to four preferred sites for each clinical rotation. After those four have been exhausted, the student may be assigned a site based upon availability of sites, setting, and populations served. If this must occur, every effort is made by the academic fieldwork team to notify the student of the situation and provide options to the student.

Expectations of Students Related to Fieldwork

1. It is expected that students complete Level I and Level II fieldwork experiences as laid out in the MOT curriculum and as illustrated below. Please note, students may only complete one fieldwork experience per academic semester. Students should keep these timeframes in mind as they make future plans as it may not be reasonable or appropriate to make changes to fieldwork time frames. **Changes in fieldwork timeframes will likely result in a delay of a student's graduation and/or degree conferral.**

Fieldwork Experience	Year in Program	Semester	Length
Level I A	1	Summer	Varies by Experience- AFWC to provide additional details prior to experience
Level I B	1 or 2	Spring 1 or Fall 2	Full Semester
Level I C	1	Spring 1 or Fall 2	Full Semester
Level II A	2	Spring	Full Semester
Level II B	2	Summer	Full Semester

Changes to announced fieldwork schedules and/or dates will only be considered for the following reasons:

- Medical conditions requiring accommodations through the ISU Disability Services and/or Title IX Office
- Military Service
- Judicial Service
- Medical Emergencies
- Family Emergencies for Immediate Family (including bereavement)

Students who request changes to their scheduled fieldwork experiences and/or dates, must coordinate with the academic fieldwork team who will consult with the department faculty and leadership to review the request. These requests must be made in writing and the student will be asked to acknowledge that their request may delay their graduation and/or degree conferral.

2. Students are ambassadors of the ISU MOT Program and relationships with fieldwork sites and fieldwork educators must remain respectful and professional. Students will follow the rules of the facility for student/employee behavior, dress, and attendance.
3. Students will be responsible for arranging their own transportation, food, and lodging during their clinical affiliations, and the related costs incurred during the affiliation.
4. Students are responsible for updating their contact information through myISU and EXXAT, including temporary contact information while on fieldwork.
5. Students are responsible for completing, updating, and maintaining fieldwork specific requirements as outlined below. If these are not completed, updated, or maintained, it may result in a student not being placed for or able to complete a fieldwork experience which may delay the student's progress through the program including graduation and degree conferral.
 - a. Background Checks: Students must initiate and pay for the background check using <http://www.castlebranch.com>. The passcode to complete this is **id12**. Use of this code

ensures that the results will be delivered to the Master of Occupational Therapy program. The program requires a student's background check to be no greater than two years old however some fieldwork sites have more stringent policies that include the background check being no older than six months old, or a different and/or more thorough background check may be required. It is the student's responsibility to coordinate the timing of their background check so results can be obtained and up to date for the duration of all fieldwork experiences.

*If items are discovered on a background check, it is up to the fieldwork site whether they will accept the student for the fieldwork experience or not. If this is to occur, the student will be asked to acknowledge that fieldwork education sites have the right to reuse student placement which may lead to a delay in progress through the MOT program causing a delay or inability to graduate.

- b. Health Records: Prior to beginning the MOT program, students will be asked to submit proof of immunizations. While this is not a requirement of the MOT program, it is a requirement of many of the fieldwork sites. For vaccinated students, the Technical Records Specialist will upload initial vaccination documentation into EXXAT for the student; however, the student will be required to review and requested to update vaccinations based on expiration periodically.
*For unvaccinated students, they will need to acknowledge that fieldwork education sites have the right to refuse student placement which may lead to a delay in progress through the MOT program causing a delay or inability to graduate.
- c. Proof of CPR Certification: Prior to beginning the MOT program, students will be asked to submit proof of Basic Life support (BLS) CPR certification. CPR certification must be obtained through The American Heart Association or American Red Cross and must include a hands-on skills assessment. The Technical Records Specialist will upload the initial certification in EXXAT for the student however it is the student's responsibility to maintain this certification and proof of active certification in EXXAT after the initial certification has expired. Students will not be allowed to begin or continue a fieldwork experience without a valid CPR certification. *This may lead to a delay in progress through the MOT program causing a delay or inability to graduate.
- d. Proof of health insurance: Students are encouraged to maintain medical health insurance throughout the program as they are not eligible for worker's compensation coverage or reimbursement if injured during fieldwork. All medical claims filed during a fieldwork experience must be made to the student's own medical insurance company. It is encouraged that students upload a copy of their health insurance card in EXXAT.
- e. HIPAA training is required to be completed annually. Due to federal regulations regarding the privacy of individually identifiable patient health information, students must complete this training each fall as assigned by the Academic Fieldwork Coordinator or Technical Records Specialist.
- f. Students are encouraged to sign a FERPA Release Authorization and include it in their EXXAT files. This allows the academic fieldwork team to discuss and/or send required student documents beyond those detailed in the MOU to the fieldwork site should a student make a request to do so. It also allows MOT faculty to discuss student status

with designees as needed (i.e.: student hospitalization and family requesting to speak with program regarding what to do next).

- g. Name Tags: ISU Occupational Therapy Student name tags are provided by the MOT program. Students obtain their name tags when instructed to do so during orientation. Individual sites may require a different type of name tag, in which case students will follow the requirements of the fieldwork site to obtain this name tag and then wear both the site-specific tag and the ISU tag. If a student requires an additional name tag because theirs has become lost or damaged, the student is responsible for purchasing their new name tag from ISU.

General Policies for Level I Fieldwork

1. All Level I fieldwork rotations must be successfully completed before beginning Level II Fieldwork.
2. The student is required to call or email the Academic Fieldwork Coordinator (AFWC) if they will be absent from the fieldwork at any time during the experience. It is expected that the student call before being absent from fieldwork unless in the case of an emergency at which point the student is expected to notify the AFWC when they can safely do so or when the emergency is resolved.
3. Students who are absent from fieldwork will work with the AFWC and their fieldwork educator to coordinate making up the days or experiences as needed.
4. ISU does not pay any expenses the student may incur during fieldwork or during the student's enrollment in the OT program.

Level I Fieldwork Student Performance Evaluation

Each level I student is evaluated using an evaluation tool as stated in the specific fieldwork experience course syllabus. Such tools may include but are not limited to the *AOTA Level I Fieldwork Competency Evaluation for OT and OTA Students* or the *Philadelphia Region Fieldwork Consortium Level I Fieldwork Student Evaluation (2nd ed)*. Successful completion of the fieldwork experience will be based on specific evaluation tool used as documented on the tool and/or in the course syllabus.

If a student does not successfully complete one of the Level I fieldwork experiences, they may not continue in the academic program until they have successfully repeated the experience and achieved a satisfactory score. As students are unable to complete two Level I fieldwork experiences in the same semester, this means that students will take a one-year leave of absence from the program until they can repeat the experience at the same point in the curricular sequence when it is offered again. This will delay graduation by one year. As explained in the remediation policy, students can only remediate one course in the program, including level I fieldwork experiences. If students do not successfully complete the repeated experience, they will be dismissed from the program.

General Policies for Level II Fieldwork

1. Level II fieldwork must be completed within three years from the time of entry into the ISU MOT program and within 12 months of completion of all academic work. Students not meeting this timeline for completion will not be eligible for graduation from the ISU MOT program.

2. Students are expected to 'work' the same hours (including, but not limited to, early mornings, evenings, weekends, and holidays) as their fieldwork educator or normal operations of the facility.
3. If a student must miss a day of fieldwork, they **must** notify the academic fieldwork team of the days absent with an outlined plan to make-up missed days. It is expected that the student call before being absent from fieldwork unless in the case of an emergency at which point the student is expected to notify the AFWC when they can safely do so or when the emergency is resolved.
4. Students who are absent from fieldwork will work with the AFWC and the fieldwork educator to coordinate making up the days or experiences as needed.
5. Students are not permitted to take time off (a few hours, a full day, a week, etc.) during the fieldwork experience for any reason. If a student has extenuating circumstances, they are to work with the Academic Fieldwork Coordinator who may refer them to the Disability Services office or Title IX for accommodations. In the event that a student needs to miss fieldwork for illness or non-routine medical care, they may be allowed to miss a small number of days without making them up at the discretion of the academic fieldwork team. When making decisions regarding make-up days, the fieldwork team may contact the fieldwork educator to review progress and professionalism at the site to ensure the student is on track to pass the experience with or without such days.
6. As the ISU MOT curriculum design is a "lock-step" model, any student must have the written approval of the academic fieldwork team, in consultation with the department faculty and leadership, if they request to deviate from the general progression of the program in order to meet the Level I and Level II fieldwork requirements.
 - a. Only requests that do not significantly alter the course sequence and relationship between academic and fieldwork education will be accepted.
 - b. Students must demonstrate a need for the request such as accommodations through Disability Services or Title IX, military service, or unforeseen family emergency.
 - c. Students who are called to provide military service will be allowed to do so with adjustments made accordingly.
7. Advanced Level II fieldwork in a specialty clinic (like hand therapy, emerging practice areas, or where no fieldwork educator exists) will be considered on a case-by-case basis and only for the second Level II fieldwork experience.
8. Students are highly encouraged and may be required to complete a fieldwork rotation in a rural area and/or out of the state of Idaho. This allows for students to experience a well-rounded fieldwork education in a variety of experiences serving a variety of populations.
9. Idaho State University and the Occupational Therapy program does not pay any expenses the student may incur due to fieldwork.

Level II Fieldwork Objectives

Students will establish specific learning objectives for each fieldwork experience. The student's objectives must be approved by the academic fieldwork team including the site fieldwork educator, prior to the start of the fieldwork experience. Once fieldwork objectives are approved by the academic fieldwork team, the student is required to send them to their fieldwork educator to be refined and approved before the fieldwork experience begins. This is tracked by the academic fieldwork team using the EXXAT database. At a minimum, fieldwork objectives should include the following:

1. The student will demonstrate professional behavior in all aspects of personal appearance, work responsibilities, interaction with professionals and support personnel, and during client care in accordance with the facilities mission, policies and standards, supervisory and departmental standards, policies, and expectations, the Standards of Practice for Occupational Therapy (AOTA, 2021) and the Occupational Therapy Code of Ethics (AOTA, 2025).
2. The student will discuss either an observed or hypothetical ethical issue with the fieldwork educator, site supervisor or the academic fieldwork team.
3. The student will describe a psychosocial factor that impacts at least two client's functional performance and provide an intervention strategy to address the issue with the client's functional performance deficits. The student will complete this activity by discussing their observations with the fieldwork educator as well as completing a written summary and submitting it to the academic fieldwork team via EXXAT.
4. The student will participate in the supervision of an occupational therapy assistant (OTA) and/or aide if applicable. If an OTA or aide is not employed, the student will then discuss the supervisory roles with the fieldwork educator.
5. The student will familiarize the fieldwork site staff with a current assessment, treatment technique or intervention, or AOTA practice guidelines formally or informally.
6. The student will provide an example of evidence-based practice for at least three clients or diagnoses.
7. The student will complete additional site-specific objectives, outlining the expectations of the student if required by the fieldwork site or educator.

Level II Fieldwork Supervision

The Fieldwork Educator or supervisor at each fieldwork site is an integral part of the fieldwork education process. The fieldwork educator carries out their responsibilities in the context of a fieldwork education model, of which there are many to choose. For example, a student may be assigned to one or more fieldwork educators during a fieldwork. In contrast, a single fieldwork educator may be assigned to one or more students. In all models of fieldwork education, open, ongoing communication between the fieldwork educator, student, and academic fieldwork team is essential. During Level II fieldwork the fieldwork educator must be a licensed occupational therapist with a minimum of one-year of full-time practice experience (or the part-time equivalent) and must also meet state regulations regarding OT practice.

The fieldwork educator is responsible for supervising the student throughout the fieldwork and appropriately role modeling occupational therapy practice. The fieldwork educator is strongly encouraged to discuss supervisory concerns with the academic fieldwork team at any time. Idaho State University's Master of Occupational Therapy program has many resources to help those new to student supervision. Throughout the fieldwork experience, the fieldwork educator should supervise directly, then decrease to less direct supervision, based on the student's needs and abilities, the appropriateness of the setting, and the severity of the client's condition. The fieldwork educator should not delegate responsibilities that are outside of the scope of the student's skills. It is the responsibility of the fieldwork educator to determine the student's readiness to perform a given task in a safe and effective manner. This is accomplished through assistance, observation, and open and ongoing communication with the student.

Level II Fieldwork Evaluation

Evaluation of the Student

The AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE) is the primary fieldwork evaluation tool used by the ISU OT Program to judge student performance in Level II fieldwork. The Fieldwork Performance Evaluation provides a uniform means of documenting the fieldwork experiences, the student's performance of the occupational therapy process, and professional behavior of the occupational therapy student. The Fieldwork Performance Evaluation evaluates student skill performance in the following sub-categories: fundamentals of practice, basic tenets of occupational therapy, screening and evaluation, intervention, management of OT services, and communication and professional behaviors. At midterm and end of the fieldwork, the student self-evaluates each task in the Fieldwork Performance Evaluation by completing the self-assessment using EXXAT. The student requests the fieldwork educator to complete a formal written assessment summary of his or her performance at midterm and end of fieldwork using the Fieldwork Performance Evaluation. This evaluation is distributed to and completed by students and educators using EXXAT. The student and fieldwork educator review the student's self-assessment with the fieldwork assessment providing the student with feedback regarding their self-reflection as well as current performance. The student and fieldwork educator e-sign the Fieldwork Performance Evaluation.

The Fieldwork Performance review is developed and reviewed periodically by AOTA. The newest version for use was recently released with some changes that may be unfamiliar to educators. Currently the scoring at evaluation does not have a target score that is used at mid-term as a check-point to see if the student is on track to complete the experience successfully. This data is currently being gathered and analyzed by AOTA. For a student to be considered to have had a successful fieldwork experience, they must score 111 at the final. In addition, they must earn a score of three or greater in sections one and two of the evaluation and they must not earn a score of one on any item.

The ISU MOT Program reserves the right to supplement or replace these evaluation tools with another assessment tool in order to reflect the diversity of opportunities presented to students at different facilities, particularly those offered in emerging practice areas. In the event of a replacement evaluation tool, the student and fieldwork educator will be notified in a timely manner. Fieldwork supervisors and fieldwork educators are encouraged to contact the ISU academic fieldwork team with questions, concerns, and issues regarding the use of any assessment instrument.

Fieldwork Remediation

Occasionally, a student will not perform at the expected skill level for a developing entry level occupational therapy practitioner or behave in a manner inconsistent with professional behavior expectations. In such a case, the fieldwork educator will discuss the concerns with the student to get their input first. The fieldwork educator will then call a member for the academic fieldwork team to report on this discussion. Together, the student, educator, and academic fieldwork team will develop a remediation plan to address the concerns.

The AFWC, and NOT the fieldwork educator or site supervisor, is responsible for assigning the student's final grade for each fieldwork experience.

Evaluation of the Fieldwork Site

The Student Evaluation of the Fieldwork Experience (SEFWE) is a tool that is used to evaluate fieldwork sites, academic programs, and students. The main objectives of this evaluation are to:

1. Enable the Level II fieldwork student who is completing the placement at the site to evaluate and provide feedback to the fieldwork educator(s) and the fieldwork setting.
2. Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs.
3. Provide objective information to students who are selecting sites for future Level II fieldwork.

The student will complete the Student Evaluation of the Fieldwork Experience before they review their final Fieldwork Performance Evaluation with their fieldwork educator. After reviewing the student's final Fieldwork Performance Evaluation and this evaluation has been signed by the student and the educator, the student should review the Student Evaluation of the Fieldwork Experience with their fieldwork educator and/or site coordinator.

This evaluation tool will be distributed to students through the use of EXXAT by the academic fieldwork team.

Master of Occupational Therapy

Acknowledgement of Receipt and Review of Program Handbook and Other Vital Information

PERMISSION FOR RELEASE OF INFORMATION & PHOTO AND VIDEO RELEASE

Student Name: _____

I, the undersigned, acknowledge that I am entering this program on my own free will. I understand that as an accredited program, the program will address all standards of the 2023 Accreditation Council for Occupational Therapy Education. In addition, the Idaho State University is committed to adhering to the values articulated by the Idaho State Board of Education Policy III.B. I will respect the dignity of others, acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus as an institution.

I also acknowledge that I have access to an electronic copy of the Program Handbook for the Master of Occupational Therapy Program via my official Idaho State University email address. I have been informed of the departmental, college, and university policies and procedures, as outlined and referred to herein. I agree to abide by these policies and procedures while I am enrolled as a student in the master of occupational therapy program at Idaho State University.

I am aware that a signed copy of this statement will be retained in my permanent file. I have received a copy of this statement for my personal records.

Signature: _____ Date: _____

Acknowledgement of Technical Standards for Occupational Therapy and Occupational Therapy Assistant Education

I understand and acknowledge that I am able to meet with or without reasonable and appropriate accommodations, the technical standards for occupational therapy education. I also understand and acknowledge that it is my responsibility to initiate the accommodations process through the Disability Services office should I require reasonable and appropriate accommodations to meet the technical standards of this educational program. I further acknowledge that inaccurately representing my abilities to meet these technical standards throughout my time in the program may result in dismissal from the program.

I am aware that a signed copy of this statement will be retained in my permanent file. I have received a copy of this statement for my personal records.

Signature: _____ Date: _____

Acknowledgement of Professional Behaviors

I understand and acknowledge that I have received, reviewed, and understand the Professional Behavior Expectations and the Professional Behaviour Rubric (PBR) and Guide (MacKenzie et al., 2020) utilized by the Idaho State University Master of Occupational Therapy (MOT) program.

Specifically, I acknowledge and agree to the following:

1. Receipt and Access: I have received information regarding the PBR and know how to access the full rubric and guide at any time during my enrollment.
2. Professional Standards and Adherence: I understand that developing professional behaviors, specifically within the domains of *Professional Interactions and Responsibility* and *Communication*, is an essential requirement of the MOT curriculum. I agree to uphold these standards in all academic, clinical, community, and digital settings associated with the program.
3. Application and Growth: I understand that the PBR will be used throughout the program by myself for self-reflection, and by faculty, academic advisors, and the Academic Fieldwork Coordinator to evaluate my progress, assess fieldwork readiness, and guide my professional development.
4. Accountability and Remediation: I understand that demonstrating acceptable professional behavior is required for successful progression in the MOT program. I acknowledge that failure to meet these expectations or persistent behavior concerns may result in targeted advisement, formal remediation plan, or action by the MOT faculty.
5. Questions and Orientation: I confirm that I have received instruction regarding the PBR in my OT Profession 1 course, and I understand that I may consult with my course instructor, academic advisor, or faculty members at any time if I have further questions regarding these expectations.

I am aware that a signed copy of this statement will be retained in my permanent file. I have received a copy of this statement for my personal records.

Signature:

Date:

Permission for Release of Information

I further give permission to the faculty and chairperson of the department to release to any appropriate individual or entity information that could influence my practice as a student therapist, including academic and performance information relating to the safety and protection of any patient, clinical instructor, or site that is affiliated with the program.

I am aware that a signed copy of this statement will be retained in my permanent file. I have received a copy of this statement for my personal records.

Signature: _____ Date: _____

Photo and Video Release

I, the undersigned, hereby grant Idaho State University the absolute and irrevocable right and permission, with respect to photographs and videos taken of me, and/or comments made by me, or in which I may be included with others, to copyright the same; to use, reuse and publish the same, in whole or in part, in any and all media, including but not limited to use on the internet, now or hereafter, and for any purpose whatever for illustration, promotion, art, advertising, news, and trade, and if appropriate, to use my name and pertinent education and/or biographical facts as ISU chooses. I hereby release and discharge ISU from any and all claims and demands arising out of, or in connection with, the use of photographs, videos, and/or comments, including without limitation, any and all claims for libel or invasion of privacy. I am of full age and have the right to contract in my own name. I have read the foregoing and fully understand its contents. This release shall be binding on me and my heirs, legal representatives, and assigns.

I am aware that a signed copy of this statement will be retained in my permanent file. I have received a copy of this statement for my personal records.

Signature: _____ Date: _____

Signature: _____ Date: _____