

College of Saint Mary



Occupational Therapy Student Manual

2013-Revised



We congratulate and welcome you to Occupational Therapy (OT) Program at College of Saint Mary (CSM). Your success in the program is important to the University. The Occupational Therapy Student Manual was created for you to share important information about the OT program, your role as a student in the professional program, expectations of you and OT faculty concerning your education. The OT Student Manual is provided as a supplement to your College of Saint Mary Student Manual and the CSM Academic Catalog. Please read and refer to all three of these documents for policies and procedures that will guide you toward your best achievement and ultimately, graduation.

SIGN AND RETURN THIS SHEET

Yes, I have received and read the Occupational Therapy Student Manual, the CSM Student Manual, and the CSM Academic catalog.

NAME: _____

DATE: _____

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COLLEGE OF SAINT MARY

Mission Statement

Committed to the enduring concerns of the Sisters of Mercy, College of Saint Mary is a Catholic college dedicated to the education of women in an environment that calls forth potential and fosters leadership. This mission inspires us to:

- ◆ *Academic excellence, scholarship, and life-long learning*
- ◆ *Regard for the dignity of each person*
- ◆ *Attention to the development of mind, body, and spirit*
- ◆ *Compassionate service to others*

Vision Statement

A premier education environment for women

Demands state of art living/learning facilities and the recruitment and retention of excellent faculty.

A premier education environment for women

Necessitates sustained conversation among all constituencies about women's complex personal and public roles.

A premier education environment for women

Provides women the resources to expand and deepen their knowledge of life.

A premier education environment for women

Celebrates the history of women and the current contributions women make to civic, cultural and academic life.

Purpose Statement

The purpose of College of Saint Mary is to:

- *Educate women for professional careers and lifelong learning.*
- *Prepare women to assume leadership roles and to interact successfully in a diverse and global society.*
- *Create an awareness of ethical issues and encourage commitment to responsible social action for justice.*
- *Encourage the intellectual, physical and spiritual development of all members of the CSM community.*

OCCUPATIONAL THERAPY MISSION STATEMENT

The Occupational Therapy Program at the College of Saint Mary strives to provide a high quality educational environment and foster academic excellence and leadership among women. Graduates become occupational therapists who are prepared to integrate the spirit with the mind and body through occupation. The program prepares students to deliver quality occupational therapy services and respond to changes in the health care system. Graduates of the program are equipped with the knowledge and skills to promote quality of life that is expressed in meaningful doing or occupation. The Occupational Therapy Program emphasizes providing compassionate, ethical occupational therapy services to all individuals.

OCCUPATIONAL THERAPY PROGRAM PHILOSOPHY

Committed to the enduring concerns of the Sisters of Mercy, College of Saint Mary is a Catholic college dedicated to the education of women in an environment fostering individual potential and leadership. This mission inspires us to:

- Academic excellence, scholarship and life-long learning
- Regard for the dignity of each person
- Attention to the development of mind, body and spirit
- Compassionate service to others.

The faculty of the Occupational Therapy Program at College of Saint Mary views the student as an active person whose development is influenced by purposeful activity, personal choices and the contexts in which she functions. Students are encouraged to pursue academic excellence and a healthy balance in their life activities.

The student is encouraged to participate in the educational, physical, social and spiritual activities of the college for personal enrichment and the practice of a healthy lifestyle. In turn, it is anticipated the student can teach balance of life to her clients. Service learning is integrated throughout the curriculum to reinforce compassionate service and to expose oneself to cultural diversity.

Curriculum Design

The combined Bachelor/Master of Occupational Therapy Program at College of Saint Mary is designed as a bachelor-entry level master continuum. The conceptual framework for the Occupational Therapy Program at College of Saint Mary supports the holistic development of the student from foundational liberal arts education, to participation in the spectrum of college activities, and through professional preparation as an entry-level practitioner. The student participates as a collaborative and active partner in her educational journey. The new curriculum design as of 2013 utilizes the revised Blooms Taxonomy as an organizational structure. This framework is a more authentic tool to plan curriculum, is aimed at a broader audience and effectively aligns with the ACOTE Educational Standards effective July 31, 2013. The curriculum design is intentionally progressive with learning that is thoughtfully linked both horizontally and vertically across the 5 years. Several of the key features of the new curriculum design are: (a) core foundational courses in general education and basic sciences in the first two years, (b) occupational therapy theory courses and practice based courses with experiential components are located in Level III and throughout Level IV promoting application of knowledge and skill building, (c) explicit clinical reasoning courses at Level III, IV and V that provide critical check points of knowledge and skills, (d) courses including management, leadership, research and health care advocacy elevate students to a graduate level in Level V and (e) the integration of competency based Level I and Level II fieldwork in the last 3 years. Two main threads integrated throughout the curriculum are Theory Driven Practice and the Mercy Mission. The practice based courses reflect current as well as anticipated health care needs of society. Instructors demonstrate the Mercy Mission with a high level of support and nurturing of students through the program balanced with strong encouragement of academic excellence, ethical behavior and compassionate service to others. Students are shaped to be reflective, competent practitioners that value evidence based practice, are committed to lifelong learning, and endeavor to be creative problem solvers.

References:

- Anderson, L. W., & Krathwohl, D. R. (Eds.) (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman. (See page 104)
- Hogan, K., & Pressley, M. (1997). *Scaffolding student learning*. Cambridge, MA: Brookline Books.

EDUCATIONAL GOALS OF THE OCCUPATIONAL THERAPY BS/MOT PROGRAM

1. To prepare competent occupational therapists

Upon completion of the program, the graduate will be able to provide occupational therapy services that include:

- The assessment, treatment and education of, or consultation with the individual, family, or other professions;
- Interventions directed toward developing, improving, or restoring daily living skills, work and/or play capacities;
- Providing for the development, improvement, restoration, or compensation; motor skills, process skills and communication/interaction skills;
- Validating the effectiveness of occupational therapy strategies by objectively measuring their effects on the individual's occupational performance;
- The values and abilities to organize and manage specified occupational therapy services in traditional and non-traditional settings.

2. To foster an attitude of professionalism in Occupational Therapy students that will continue post-graduation

By graduation, the student will:

- Have a goal to engage in a lifelong process of learning that includes professional knowledge to remain competent and consistent with accepted practice standards;
- Explain uniqueness of the roles, functions, and outcomes of occupational therapy services to the public;
- Practice professional Code of Ethics;
- Comply with occupational therapy standards of practice;
- Be aware of professional role in recruiting and training occupational therapy students;
- Understanding important of state/national professional organizations;
- Be aware of community service needs.

3. To enhance the masters Occupational Therapy graduates' entry-level practice skills

By graduation, the student will:

- Demonstrate entry-level fieldwork reasoning skills;

- Understand demands and importance of an autonomous, self-directed professional;
- Display leadership skills.

4. **To provide students with a balanced curriculum of liberal arts, professional coursework appropriate co-curricular activities**

As part of the graduation requirements, the student will:

- Complete at least the minimum core curriculum requirements as listed by the College;
- Have had the opportunity to participate in campus co-curricular activities as a mechanism for learning and leadership.

OCCUPATIONAL THERAPY FACULTY

Dr. Cristy Daniel Associate Professor of Occupational Therapy B.S.O.T., Creighton University M.S., College of Saint Francis Ed. D., College of Saint Mary	Dr. Yolanda Griffiths Associate Professor of Occupational Therapy B.S.O.T., University of Puget Sound M.H.R., University of Oklahoma O.T.D., Creighton University
Dr. Kristin Haas Associate Professor of Occupational Therapy B.S., University of Nebraska-Lincoln M.O.T., Midwestern University O.T.D., University of Saint Augustine	Professor Maureen Hoppe Academic Fieldwork Coordinator and Instructor of Occupational Therapy B.S.O.T., Creighton University M.A., University of Nebraska-Omaha
Professor Melissa Kimmerling Instructor of Occupational Therapy B.G.S., College of Saint Mary M.O.T., College of Saint Mary	Professor Mary Smith Instructor of Occupational Therapy B.S.O.T., Creighton University
Dr. Callie Watson Associate Professor of Occupational Therapy B.A., Hastings College B.S.O.T., Creighton University O.T.D., Creighton University	

YOUR ROLE AS AN OCCUPATIONAL THERAPY STUDENT

Welcome to the Occupational Therapy Program! You have chosen a GREAT career field with numerous options and practice areas to choose from. In order for you to make the MOST of your studies and fieldwork experiences, a number of suggestions have been provided below for you to reflect upon. We wish you success and “smooth sailing” as you embark on your journey towards becoming an occupational therapist.

1. YOUR RESPONSIBILITY FOR LEARNING

One of the most important attributes you can acquire is an early appreciation for **your own responsibility for learning**. Your instructors are here to facilitate the learning process, but you alone can truly “learn.” In fact, your instructors are interested in seeing you *take the initiative* in the pursuit of knowledge because they realize that in your professional career you will often find it necessary to demonstrate initiative and responsibility in the development or improvement of health care provision.

In order that you may cultivate this important attribute, your instructors and fieldwork supervisors will work with you to problem solve rather than always directly answering your questions. This is part of the “development of critical thinking” theme that pervades our entire curriculum.

2. CULTIVATE CURIOSITY

You are encouraged to “wonder” and to **be curious** about all that you read in your references and about all that you do in your field experience. You should wonder why certain procedures are performed, you should reflect on their possible origin, and after you have both wondered and reflected, you should be curious and serious enough to initiate and promote discussion with your instructors and fieldwork personnel.

3. AWARENESS IN CLASS AND CLINIC

A good idea is to develop a spirit of “awareness” regarding your classmates, the staff of the OT Program, the personnel and clients at your fieldwork sites, the arrangement and location of materials within each department and the details of written procedures. Learn the names of the people in your classes and on your fieldwork. In other words, go out of your way to learn as much as possible about each environment and the people in it; otherwise you will become too narrow in your outlook and will miss many opportunities for growth and networking. Networking, as you will learn, is one of the best ways to secure yourself a place in the OT job market post-graduation. The more persons that know your name, the better!

4. POSITIVE ATTITUDE

A comfortable attitude to cultivate in this new phase of your education is one of willingness, cheerfulness, eagerness, and a firm sense of reality. One of the important secrets of the serene and mature adult is the ability to adjust readily to others, including instructors, classmates, health care facility personnel and the public, including a wide variety of clients. Therefore, do not allow yourself to be surprised, downcast, antagonistic or petty when your instructors and supervisors supply evaluation and constructive criticisms. It is much better to have taken opportunities to explore and to have made your mistakes in these areas and overcome them while you are a student, than to postpone the inevitable encounter to the time when you are actively engaged in your professional career.

In many ways your professional graduate curriculum will differ from any studies you have undertaken before, and you should not be surprised if some of you should experience occasional episodes of discouragement. You will be learning many new things all at once, and you might look upon each new bit of knowledge as a piece of mosaic which, apart from the complete picture, has very little meaning. However, after you have acquired many bits of information and have become adept at integrating your knowledge into a finished picture, you will find discouragement has become a thing of the past.

Practically speaking, most of the first courses may seem a bit overwhelming to you and you are encouraged to ask questions (provided you have first done your best to find answers!), to think about things for yourself, and especially to keep up your courage. For most students the pieces begin to fall into place along about the time you begin your field experience. You will gather momentum at the beginning of the second semester of field experience and will be able to use your newfound knowledge in many practical and worthwhile ways and in a manner you would never have thought possible in the early days of your professional curriculum.

5. ACTIVE PARTICIPATION

Participation in your occupational therapy curriculum is a direct preparation for your role as an active, interested health care provider in a busy facility, whether it be a hospital, a clinic, a research institution, a governmental agency, a nursing home, or an educational institution.

It will help you to recall that participation means to *“take part”* in what is going on. Participation means to show initiative, to demonstrate an active curiosity; it means to actually take hold of a problem or an activity and mold it in a creative fashion in the most perfect way possible.

In your role as an active participant in your own education, you are expected to coordinate your efforts with those of your classmates in studying the topics and subjects that will enrich your learning. You will be working with your instructors in deciding what phases of a particular subject should be studied; you will personally determine the relationship of the subject to your professional career as a whole.

You will review references, reflect on your reading, *and be able to discuss material* in a way that will reflect your knowledge and insight as well as your ability to integrate the various phases of your learning.

As your studies continue, you will develop an appreciation for what has been done in the past and what is now going on in the medical field as well as in your own profession. You should cultivate a desire to learn as much as possible during your school years as well as **after** graduation in order to advance the care of those in need and promote and maintain wellness through development and provision of the highest quality rehabilitation wherever you may be.

Your main job is to be a full time student. Therefore, any work hours outside your focus as a student should be limited to allow you to concentrate on school.

SERVICES FOR STUDENTS WITH DISABILITIES

College of Saint Mary supports the American with Disabilities Act (ADA) and is committed to providing programs and services for students with physical, psychological and cognitive disabilities to facilitate their pursuit of academic and career goals. The ADA defines disability as any long-term physical, psychological or cognitive impairment that SUBSTANTIALLY limits one or more major life activities. Short-term illness/disability such as broken limbs or pregnancy are not within the protected categories. Supportive services may include, but are not limited to, note-taking, reading assistance, special test arrangements, sign language interpretation and career counseling. Written documentation of disability is required before assistance can be provided. Advance notice of the need for services may be necessary for most accommodations. If you have a certifiable learning or physical disability and require special accommodations, please make an appointment with the Achievement Center. It is important the request for accommodations is received within the **first two weeks of the semester. Your request will be handled confidentially.** If accommodations are not documented with ADA coordinator, accommodations cannot be made on fieldwork or for the NBCOT exam. It is important to ensure success to have these accommodations documented.

DECLARATION OF OPEN DISCOURSE

In the spirit of intellectual inquiry, College of Saint Mary is committed to the exchange of diverse ideas and viewpoints. In this environment, honest discourse is valued; demeaning remarks are not tolerated. Each member of the campus community is encouraged to:

- Recognize the basis of her or his own assumptions and perspectives.
- Acknowledge the assumptions and perspectives of others,
- Promote understanding and respectful dissent.

FUNCTIONAL EXPECTATIONS FOR STUDENTS

Form adapted with permission from: Department of Occupational Therapy, College of Associated Health Professions, The University of Illinois at Chicago, Box 6998, Chicago, Illinois 60680

This form contains detailed information that outlines the expectations for students in the academic program to which you have been accepted for admission. This information is provided so you can be knowledgeable about areas of performance that are expected during your coursework and fieldwork, and also to allow you to determine whether accommodations may be needed due to a disabling condition. Review the form and complete the bottom section. Return it to the College of Saint Mary Occupational Program Director within two weeks of receiving this form.

Each student is expected to perform the following, with or without reasonable accommodation. Reasonable accommodation is defined as any change in the environment or in the way things are usually done that enables an individual with a disability to participate as fully as possible in the academic program. It may include modification of policies, practices and procedures or the provision of auxiliary aids for communication. Students must not pose a threat to the safety or wellbeing of therapy recipients, other students, staff, or themselves.

Occupational therapy students work with people in a variety of medical and non-medical settings. The use of the term “therapy recipient” encompasses patients, clients, children, adults or older adults.

1. **Observation:** The student must be able to observe demonstrations in the classroom, in laboratory settings, and while on fieldwork affiliation; use audiovisual materials. The student must be able to gather information through observation, to include facial expression, nonverbal communication, quality of movement, and performance of functional tasks.
2. **Communication:** The student must be able to elicit information through interviewing patients and be able to communicate effectively and sensitively with therapy recipients and their family members or care providers on an individual or group basis. The student must be able to communicate effectively and efficiently with all members of the health care or educational team.
3. **Motor:** The student must be able to elicit information from therapy recipients by palpation (feeling bony prominences, joint articulations, muscles, and tendons), movement of limbs, manipulation of testing equipment, and other assessment procedures. The student must be able to provide direct occupational therapy treatment and emergency treatment to individuals. Examples of direct occupational therapy treatment include transferring individuals to and from wheelchairs, fabricating splints, handling tools and materials associated with a variety of activities, and assisting patients in

activities of daily living. Examples of emergency treatment reasonably required of occupational therapists are cardiopulmonary resuscitation and application of pressure to stop bleeding. A student must be able to insure the safety of self and others in emergency situations such as fire and tornado.

4. **Intellectual-Conceptual, Integrative, and Quantitative Abilities:** These intellectual abilities are required for problem solving and fieldwork reasoning, a critical skill of occupational therapists. The student must be able to measure, calculate, reason, analyze and synthesize data concerning patients, and develop an appropriate occupational therapy plan.
5. **Behavioral and Interpersonal Attributes:** The student must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of responsibilities required for the delivery of occupational therapy services, and the development of mature, sensitive, and effective relationships with therapy recipients, family members, and staff. Students must be able to learn to adapt to changing environments, to display flexibility, to take initiative, to be resourceful, and to learn to function in the face of uncertainties inherent in the fieldwork problems of many therapy recipients.
6. **Academic Performance:** The student must obtain information from lectures, labs, audiovisual materials and written materials. The student must take essay and/or multiple choice tests, complete papers, deliver presentations, and perform required lab practice.

A request for accommodation or modification is not cause for withdrawal of the offer of acceptance. If an accommodation is requested, the department may require additional documentation and information and will follow up with the student to discuss the specifics of the request and the appropriate plan of action.

I have reviewed the above information and understand what will be expected of me upon enrollment in the program to which I have been accepted.

Print Name: _____

Student's Signature: _____ Date _____

Occupational Therapy Code of Ethics and Ethics Standards (2010)

PREAMBLE

The American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards (2010) ("Code and Ethics Standards") is a public statement of principles used to promote and maintain high standards of conduct within the profession. Members of AOTA are committed to promoting inclusion, diversity, independence, and safety for all recipients in various stages of life, health, and illness and to empower all beneficiaries of occupational therapy. This commitment extends beyond service recipients to include professional colleagues, students, educators, businesses, and the community.

Fundamental to the mission of the occupational therapy profession is the therapeutic use of everyday life activities (occupations) with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings. "Occupational therapy addresses the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts to support engagement in everyday life activities that affect health, well-being, and quality of life" AOTA, 2004). Occupational therapy personnel have an ethical responsibility primarily to recipients of service and secondarily to society.

The Occupational Therapy Code of Ethics and Ethics Standards (2010) was tailored to address the most prevalent ethical concerns of the profession in education, research, and practice. The concerns of stakeholders including the public, consumers, students, colleagues, employers, research participants, researchers, educators, and practitioners were addressed in the creation of this document. A review of issues raised in ethics cases, member questions related to ethics, and content of other professional codes of ethics were utilized to ensure that the revised document is applicable to occupational therapists, occupational therapy assistants, and students in all roles.

The Occupational Therapy Code of Ethics and Ethics Standards (2010) is a guide to professional conduct when ethical issues arise. Ethical decision making is a process that includes awareness of how the outcome will impact occupational therapy clients in all spheres. Applications of Code and Ethics Standards Principles are considered situation-specific, and where a conflict exists, occupational therapy personnel will pursue responsible efforts for resolution. These Principles apply to occupational therapy personnel engaged in any professional role, including elected and volunteer leadership positions.

The specific purposes of the Occupational Therapy Code of Ethics and Ethics Standards (2010) are to

1. Identify and describe the principles supported by the occupational therapy profession.
2. Educate the general public and members regarding established principles to which occupational therapy personnel are accountable.
3. Socialize occupational therapy personnel to expected standards of conduct.

4. Assist occupational therapy personnel in recognition and resolution of ethical dilemmas.

The Occupational Therapy Code of Ethics and Ethics Standards (2010) define the set of principles that apply to occupational therapy personnel at all levels:

DEFINITIONS

Recipient of service: Individuals or groups receiving occupational therapy.

Student: A person who is enrolled in an accredited occupational therapy education program.

Research participant: A prospective participant or one who has agreed to participate in an approved research project.

Employee: A person who is hired by a business (facility or organization) to provide occupational therapy services.

Colleague: A person who provides services in the same or different business (facility or organization) to which a professional relationship exists or may exist.

Public: The community of people at large.

BENEFICENCE

Principle 1. Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.

Beneficence includes all forms of action intended to benefit other persons. The term beneficence connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2009). Forms of beneficence typically include altruism, love, and humanity. Beneficence requires taking action by helping others, in other words, by promoting good, by preventing harm, and by removing harm. Examples of beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, helping persons with disabilities, and rescuing persons in danger (Beauchamp & Childress, 2009).

Occupational therapy personnel shall

A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.

B. Provide appropriate evaluation and a plan of intervention for all recipients of occupational therapy services specific to their needs.

C. Reevaluate and reassess recipients of service in a timely manner to determine if goals are being achieved and whether intervention plans should be revised.

D. Avoid the inappropriate use of outdated or obsolete tests/assessments or data obtained from such tests in making intervention decisions or recommendations.

E. Provide occupational therapy services that are within each practitioner's level of competence and scope of practice (e.g., qualifications, experience, the law).

F. Use, to the extent possible, evaluation, planning, intervention techniques, and therapeutic equipment that are evidence-based and within the recognized scope of occupational therapy practice.

G. Take responsible steps (e.g., continuing education, research, supervision, training) and use careful judgment to ensure their own competence and weigh potential for client harm when generally recognized standards do not exist in emerging technology or areas of practice.

H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the needs and goals of the recipient have been met or when services no longer produce a measurable change or outcome.

I. Refer to other health care specialists solely on the basis of the needs of the client.

J. Provide occupational therapy education, continuing education, instruction, and training that are within the instructor's subject area of expertise and level of competence.

K. Provide students and employees with information about the Code and Ethics Standards, opportunities to discuss ethical conflicts, and procedures for reporting unresolved ethical conflicts.

L. Ensure that occupational therapy research is conducted in accordance with currently accepted ethical guidelines and standards for the protection of research participants and the dissemination of results.

M. Report to appropriate authorities any acts in practice, education, and research that appear unethical or illegal.

N. Take responsibility for promoting and practicing occupational therapy on the basis of current knowledge and research and for further developing the profession's body of knowledge.

NONMALEFICENCE

Principle 2. Occupational therapy personnel shall intentionally refrain from actions that cause harm.

Nonmaleficence imparts an obligation to refrain from harming others (Beauchamp & Childress, 2009). The principle of nonmaleficence is grounded in the practitioner's responsibility to refrain from causing harm, inflicting injury, or wronging others. While beneficence requires action to incur benefit, nonmaleficence requires non-action to avoid harm (Beauchamp & Childress, 2009). Nonmaleficence also includes an obligation to not impose risks of harm even if the potential risk is without malicious or harmful intent. This principle often is examined under the context of due care. If the standard of due care outweighs the benefit of treatment, then refraining from treatment provision would be ethically indicated (Beauchamp & Childress, 2009).

Occupational therapy personnel shall

A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.

B. Make every effort to ensure continuity of services or options for transition to appropriate services to avoid abandoning the service recipient if the current provider is unavailable due to medical or other absence or loss of employment.

C. Avoid relationships that exploit the recipient of services, students, research participants, or employees physically, emotionally, psychologically, financially, socially, or in any other manner that conflicts or interferes with professional judgment and objectivity.

- D. Avoid engaging in any sexual relationship or activity, whether consensual or nonconsensual, with any recipient of service, including family or significant other, student, research participant, or employee, while a relationship exists as an occupational therapy practitioner, educator, researcher, supervisor, or employer.
- E. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others.
- F. Avoid any undue influences, such as alcohol or drugs, that may compromise the provision of occupational therapy services, education, or research.
- G. Avoid situations in which a practitioner, educator, researcher, or employer is unable to maintain clear professional boundaries or objectivity to ensure the safety and well-being of recipients of service, students, research participants, and employees.
- H. Maintain awareness of and adherence to the Code and Ethics Standards when participating in volunteer roles.
- I. Avoid compromising client rights or well-being based on arbitrary administrative directives by exercising professional judgment and critical analysis.
- J. Avoid exploiting any relationship established as an occupational therapist or occupational therapy assistant to further one's own physical, emotional, financial, political, or business interests at the expense of the best interests of recipients of services, students, research participants, employees, or colleagues.
- K. Avoid participating in bartering for services because of the potential for exploitation and conflict of interest unless there are clearly no contraindications or bartering is a culturally appropriate custom.
- L. Determine the proportion of risk to benefit for participants in research prior to implementing a study.

AUTONOMY AND CONFIDENTIALITY

Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination.

The principle of autonomy and confidentiality expresses the concept that practitioners have a duty to treat the client according to the client's desires, within the bounds of accepted standards of care and to protect the client's confidential information. Often autonomy is referred to as the self-determination principle. However, respect for autonomy goes beyond acknowledging an individual as a mere agent and also acknowledges a "person's right to hold views, to make choices, and to take actions based on personal values and beliefs" (Beauchamp & Childress, 2009, p. 103). Autonomy has become a prominent principle in health care ethics; the right to make a determination regarding care decisions that directly impact the life of the service recipient should reside with that individual. The principle of autonomy and confidentiality also applies to students in an educational program, to participants in research studies, and to the public who seek information about occupational therapy services.

Occupational therapy personnel shall

- A. Establish a collaborative relationship with recipients of service including families, significant others, and caregivers in setting goals and priorities throughout the

intervention process. This includes full disclosure of the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention(s); and/or any reasonable alternatives to the proposed intervention.

B. Obtain consent before administering any occupational therapy service, including evaluation, and ensure that recipients of service (or their legal representatives) are kept informed of the progress in meeting goals specified in the plan of intervention/care. If the service recipient cannot give consent, the practitioner must be sure that consent has been obtained from the person who is legally responsible for that recipient.

C. Respect the recipient of service's right to refuse occupational therapy services temporarily or permanently without negative consequences.

D. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program/educational institution.

E. Obtain informed consent from participants involved in research activities, and ensure that they understand the benefits, risks, and potential outcomes as a result of their participation as research subjects.

F. Respect research participant's right to withdraw from a research study without consequences.

G. Ensure that confidentiality and the right to privacy are respected and maintained regarding all information obtained about recipients of service, students, research participants, colleagues, or employees. The only exceptions are when a practitioner or staff member believes that an individual is in serious foreseeable or imminent harm. Laws and regulations may require disclosure to appropriate authorities without consent.

H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and non-verbal communications, including compliance with HIPAA regulations.

I. Take appropriate steps to facilitate meaningful communication and comprehension in cases in which the recipient of service, student, or research participant has limited ability to communicate (e.g., aphasia or differences in language, literacy, culture).

J. Make every effort to facilitate open and collaborative dialogue with clients and/or responsible parties to facilitate comprehension of services and their potential risks/benefits.

SOCIAL JUSTICE

Principle 4. Occupational therapy personnel shall provide services in a fair and equitable manner.

Social justice, also called distributive justice, refers to the fair, equitable, and appropriate distribution of resources. The principle of social justice refers broadly to the distribution of all rights and responsibilities in society (Beauchamp & Childress, 2009). In general, the principle of social justice supports the concept of achieving justice in every aspect of society rather than merely the administration of law. The general idea is that individuals and groups should receive fair treatment and an impartial share of the benefits of society. Occupational therapy personnel have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009). While opinions differ regarding the

most ethical approach to addressing distribution of health care resources and reduction of health disparities, the issue of social justice continues to focus on limiting the impact of social inequality on health outcomes.

Occupational therapy personnel shall

- A. Uphold the profession's altruistic responsibilities to help ensure the common good.
- B. Take responsibility for educating the public and society about the value of occupational therapy services in promoting health and wellness and reducing the impact of disease and disability.
- C. Make every effort to promote activities that benefit the health status of the community.
- D. Advocate for just and fair treatment for all patients, clients, employees, and colleagues, and encourage employers and colleagues to abide by the highest standards of social justice and the ethical standards set forth by the occupational therapy profession.
- E. Make efforts to advocate for recipients of occupational therapy services to obtain needed services through available means.
- F. Provide services that reflect an understanding of how occupational therapy service delivery can be affected by factors such as economic status, age, ethnicity, race, geography, disability, marital status, sexual orientation, gender, gender identity, religion, culture, and political affiliation.
- G. Consider offering pro bono ("for the good") or reduced-fee occupational therapy services for selected individuals when consistent with guidelines of the employer, third-party payer, and/or government agency.

PROCEDURAL JUSTICE

Principle 5. Occupational therapy personnel shall comply with institutional rules, local, state, federal, and international laws and AOTA documents applicable to the profession of occupational therapy.

Procedural justice is concerned with making and implementing decisions according to fair processes that ensure "fair treatment" (Maiese, 2004). Rules must be impartially followed and consistently applied to generate an unbiased decision. The principle of procedural justice is based on the concept that procedures and processes are organized in a fair manner and that policies, regulations, and laws are followed. While the law and ethics are not synonymous terms, occupational therapy personnel have an ethical responsibility to uphold current reimbursement regulations and state/territorial laws governing the profession. In addition, occupational therapy personnel are ethically bound to be aware of organizational policies and practice guidelines set forth by regulatory agencies established to protect recipients of service, research participants, and the public.

Occupational therapy personnel shall

- A. Be familiar with and apply the Code and Ethics Standards to the work setting, and share them with employers, other employees, colleagues, students, and researchers.
- B. Be familiar with and seek to understand and abide by institutional rules, and when those rules conflict with ethical practice, take steps to resolve the conflict.
- C. Be familiar with revisions in those laws and AOTA policies that apply to the profession of occupational therapy and inform employers, employees, colleagues, students, and researchers of those changes.
- D. Be familiar with established policies and procedures for handling concerns about the Code and Ethics Standards, including familiarity with national, state, local, district, and territorial procedures for handling ethics complaints as well as policies and procedures created by AOTA and certification, licensing, and regulatory agencies.
- E. Hold appropriate national, state, or other requisite credentials for the occupational therapy services they provide.
- F. Take responsibility for maintaining high standards and continuing competence in practice, education, and research by participating in professional development and educational activities to improve and update knowledge and skills.
- G. Ensure that all duties assumed by or assigned to other occupational therapy personnel match credentials, qualifications, experience, and scope of practice.
- H. Provide appropriate supervision to individuals for whom they have supervisory responsibility in accordance with AOTA official documents and local, state, and federal or national laws, rules, regulations, policies, procedures, standards, and guidelines.
- I. Obtain all necessary approvals prior to initiating research activities.
- J. Report all gifts and remuneration from individuals, agencies, or companies in accordance with employer policies as well as state and federal guidelines.
- K. Use funds for intended purposes, and avoid misappropriation of funds.
- L. Take reasonable steps to ensure that employers are aware of occupational therapy's ethical obligations as set forth in this Code and Ethics Standards and of the implications of those obligations for occupational therapy practice, education, and research.
- M. Actively work with employers to prevent discrimination and unfair labor practices, and advocate for employees with disabilities to ensure the provision of reasonable accommodations.
- N. Actively participate with employers in the formulation of policies and procedures to ensure legal, regulatory, and ethical compliance.
- O. Collect fees legally. Fees shall be fair, reasonable, and commensurate with services delivered. Fee schedules must be available and equitable regardless of actual payer reimbursements/contracts.
- P. Maintain the ethical principles and standards of the profession when participating in a business arrangement as owner, stockholder, partner, or employee, and refrain from working for or doing business with organizations that engage in illegal or unethical business practices (e.g., fraudulent billing, providing occupational therapy services beyond the scope of occupational therapy practice).

VERACITY

Principle 6. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

Veracity is based on the virtues of truthfulness, candor, and honesty. The principle of veracity in health care refers to comprehensive, accurate, and objective transmission of information and includes fostering the client's understanding of such information (Beauchamp & Childress, 2009). Veracity is based on respect owed to others. In communicating with others, occupational therapy personnel implicitly promise to speak truthfully and not deceive the listener. By entering into a relationship in care or research, the recipient of service or research participant enters into a contract that includes a right to truthful information (Beauchamp & Childress, 2009). In addition, transmission of information is incomplete without also ensuring that the recipient or participant understands the information provided. Concepts of veracity must be carefully balanced with other potentially competing ethical principles, cultural beliefs, and organizational policies. Veracity ultimately is valued as a means to establish trust and strengthen professional relationships. Therefore, adherence to the Principle also requires thoughtful analysis of how full disclosure of information may impact outcomes.

Occupational therapy personnel shall

- A. Represent the credentials, qualifications, education, experience, training, roles, duties, competence, views, contributions, and findings accurately in all forms of communication about recipients of service, students, employees, research participants, and colleagues.
- B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.
- C. Record and report in an accurate and timely manner, and in accordance with applicable regulations, all information related to professional activities.
- D. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.
- E. Accept responsibility for any action that reduces the public's trust in occupational therapy.
- F. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, students, research participants, or the public.
- G. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.
- H. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.
- I. Give credit and recognition when using the work of others in written, oral, or electronic media.
- J. Not plagiarize the work of others.

FIDELITY

Principle 7. Occupational therapy personnel shall treat colleagues and other professionals with respect, fairness, discretion, and integrity.

The principle of fidelity comes from the Latin root *fidelis* meaning loyal. Fidelity refers to being faithful, which includes obligations of loyalty and the keeping of promises and commitments (Veatch & Flack, 1997). In the health professions, fidelity refers to maintaining good-faith relationships between various service providers and recipients. While respecting fidelity requires occupational therapy personnel to meet the client's reasonable expectations (Purtillo, 2005), Principle 7 specifically addresses fidelity as it relates to maintaining collegial and organizational relationships. Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike must consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision-making and professional practice.

Occupational therapy personnel shall

- A. Respect the traditions, practices, competencies, and responsibilities of their own and other professions, as well as those of the institutions and agencies that constitute the working environment.
- B. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated by national, state, or local laws or permission to disclose is given by the individual.
- C. Take adequate measures to discourage, prevent, expose, and correct any breaches of the Code and Ethics Standards and report any breaches of the former to the appropriate authorities.
- D. Attempt to resolve perceived institutional violations of the Code and Ethics Standards by utilizing internal resources first.
- E. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.
- F. Avoid using one's position (employee or volunteer) or knowledge gained from that position in such a manner that gives rise to real or perceived conflict of interest among the person, the employer, other Association members, and/or other organizations.
- G. Use conflict resolution and/or alternative dispute resolution resources to resolve organizational and interpersonal conflicts.
- H. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.

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Occupational Therapy General Policies and Procedures

COLLEGE OF SAINT MARY PROGRAM OF OCCUPATIONAL THERAPY POLICY ON PROFESSIONAL CONDUCT AND ETHICS

Inherent in the profession of Occupational Therapy are guiding principles or ideals, which are carried out through professional conduct. These principles are embodied within the Code of Ethics developed by the American Occupational Therapy Association. On the following pages, you have been provided with this document which is a public statement written to promote and maintain high standards of behavior in Occupational Therapy. Please secure this document, as you will need to refer to it throughout the professional curriculum.

These standards of professional behavior are also supported through the philosophy of College of Saint Mary as stated in the Academic Catalog and their Student Handbook. The student is expected to follow the “Code of Conduct” identified in the College Academic Catalog. They are as follows:

Code of Conduct

A student enrolled at College of Saint Mary assumes an obligation to conduct herself in a manner compatible with the College’s function as an educational institution. Misconduct, for which students are subject to discipline ranging from verbal reprimand to expulsion and referral for prosecution, include but are not limited to, the following:

1. Forgery, alteration or misuse of College documents, records, or identification;
2. Obstruction or disruption of teaching, research, administration, disciplinary procedures or other College activities including its public service functions or other authorized activities on College premises;
3. Abuse of any person on College-owned or College-controlled property, or at College-sponsored or supervised functions, or conduct which threatens or endangers the health or safety of any such person, including self;
4. Theft or unauthorized possession of, or damage to, property of the College or of a member of the College community or campus visitor;
5. Unauthorized entry or use of College facilities or unauthorized possession of College keys;

6. Violation of College policies or of campus regulations including, but not limited to, the provisions of the Student Handbook, other College publications and residence hall rules and regulations;
7. Use, possession or distribution of narcotics or dangerous drugs, weapons or explosives of any kind;
8. Violation of rules governing residence in College-owned or controlled property.
9. Disorderly conduct or lewd, indecent, or obscene conduct or expressions on College-owned or controlled property or at College-sponsored or supervised functions'
10. Failure to comply with directions of College officials acting in the performance of their duties;
11. Conduct which adversely affects the student's suitability as a member of the academic community;
12. Dishonesty, such as cheating, plagiarism or knowingly furnishing false academic information (see also Policy for Academic Honesty);
13. Unauthorized access, destruction of, or interference with computer programs, computer databases, computer files, or computerized information stored in College computer systems;
14. Intentionally and substantially interfering with others' freedom of expression;
15. Intentionally harassing any person in such a way as to interfere with that person's personal or academic pursuits; creating a hostile, abusive, coercive or intimidating environment; and/or slander or defaming another's character.

ADMINISTRATIVE POLICIES

POLICY FOR ACADEMIC HONESTY

In keeping with its mission, College of Saint Mary seeks to prepare its students to be knowledgeable, forthright and honest. It expects academic honesty from all its members. Academic honesty includes adherence to guidelines established by the instructor in a given course and prohibits, among other things, plagiarism, cheating, tampering with the work of other students or knowingly furnishing false information.

- **Plagiarism is the representation of another person's words or ideas as if they were one's own.** Examples of plagiarism include:
 - Submitting a paper in one's own name that is written by someone else and including in a paper sentences or ideas taken from a source without giving credit to that source.
- **Cheating is giving or receiving information or using materials on exams, assignments and projects when it is not allowed.** Examples of cheating include:
 - Copying from another person during an exam and submitting a laboratory or practicum report based on data not obtained by the student in the manner indicated by the instructor.

The occupational therapy program is a professional program that abides by the OT Code of Ethics and the CSM policy for Academic Dishonesty. This policy states:

"Academic dishonesty is a serious offense. It is a form of theft and will be treated as such. In keeping with its mission, College of Saint Mary seeks to prepare its students to be knowledgeable, forthright and honest. It expects academic honesty from all its members. Academic honesty includes adherence to guidelines established by the instructor in a given course and prohibits, among other things, plagiarism, cheating, tampering with the work of other students or knowingly furnishing information. Plagiarism is the representation of another person's words or ideas as if they were one's own. Examples of plagiarism include submitting a paper in one's own name that was written by someone else, including in a paper sentences or ideas taken from a source without giving credit to that source. Cheating is giving or receiving information or using materials in exams, assignments, and project which it is not allowed. Examples of cheating include copying from another person during an exam, and submitting a laboratory or practicum report based on data not obtained by the student in the manner indicated by the instructor. Collusion is working together with another person in the preparation of work that the instructor

expects to be accomplished by the student alone. The following procedure will be followed upon discovery of academic dishonesty: 1) Penalties for academic dishonesty will be imposed by the instructor and may include a grade of "F" on the work in question or for the entire course. 2) The instructor will fill out the Academic Dishonesty form and send a copy to the student and to the student's advisor and the Registrar for inclusion in the student's file. 3) Upon receipt of one or more Academic Dishonesty forms for the same student, the Registrar shall report the violation(s) to the Vice President for Academic Affairs. The Vice President for Academic Affairs may expel a student for repeated instances of academic dishonesty or upon the recommendation of the student's program director. A student penalized for academic dishonesty has the right to appeal a judgment the student believes to be in error. In making this appeal, the student should follow the steps outlined in the Academic Appeals Board procedure."

A copy of this procedure may be obtained from the Office of the Vice President for Academic Affairs.

The occupational therapy department faculty will deal with issues of academic dishonesty in accordance with this policy and have agreed to follow the above procedure. In regards to part 1 the penalty for the discovery of academic dishonesty will be a zero on the work in question.

This is in accordance with the occupational therapy Code of Ethics specifically

VERACITY

Principle 6. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

And

FIDELITY

Principle 7. Occupational therapy personnel shall treat colleagues and other professionals with respect, fairness, discretion, and integrity.

POLICY FOR TECHNOLOGY

The use of laptop computers (when used appropriately) is lending itself to new and creative ways for both teaching and learning. The use of a laptop in the classroom environment for educational purposes related to OT courses and activities related is permitted. Unacceptable use includes: instant messaging, face booking, e-mailing, unassigned internet browsing, game playing, and completion of homework for other classes. Violations of this policy will result in withdrawal of permission to use the laptop and may affect your grade in the course.

Cell phones are part of our daily lives. Please place your phone on vibrate or silent prior to class. If you are expecting an important phone call, please do not hesitate to communicate this with the instructor prior to the course beginning. In case of emergency and the need to take a call arises; please leave the classroom to do so. Constant text messaging is not appropriate either as it very distracting. Please do not keep your cell phone under the table or where it is not visible but place it on front of you on the desk or in a bag where you will not disturb it during formal class time.

Misuse of any technological may result you being asked to leave the class.

SOCIAL NETWORK USE POLICY

Policy: Addresses appropriate use of social network sites

Purpose: To provide guidelines regarding use of social network sites

Procedure:

One area of professionalism is how you present yourself in and out of the classroom and how you represent the Department of Occupational Therapy and the College of Saint Mary. We are aware that many students and faculty subscribe to online social media, such as Facebook, Twitter and MySpace. As a student, things you have written or pictures used in fun may have seemed innocent. Now that you are in a professional program, we encourage you to revisit sites for pictures and information that you have posted to determine if current content reflects appropriate professional content, particularly if you identify yourself as a student of the OT program.

The following guidelines should be considered:

1. All information should be accurate and up-to-date
2. Complaints regarding other persons, employers, teachers, worksites, peers, etc. should not be posted
3. Do not post anything in your profile that you would not want your instructors, family, colleagues, supervisors or future employers to see
4. Add applications, photos, friends and join groups selectively

5. Do not use foul, demeaning, threatening or discriminatory language
6. Confidential information of any kind should not be shared
 - a. Names of supervisors, comments or criticism about fieldwork sites or information about what is happening at sites are not appropriate for Facebook, Twitter, or other public social network sites.
 - b. It is a HIPPA violation if you mention a client/patient with enough information that the person might be identified, even if you avoid PHI.

ADMISSION TO THE OCCUPATIONAL THERAPY PROGRAM

Disclaimer: In the event that an applicant does not meet the designated entrance criteria; situations will be reviewed on a case-by-case basis by the Program Director and by the Occupational Therapy Policy Committee. This will result in the student being informed of status and steps to take in order to meet the criteria needed to be part of the program and being designated as a pre-OT student.

Policies

1. Students desiring admission to the Occupational Therapy program must apply through Enrollment Services and must meet the CSM admission criteria, which is articulated in the current Academic Catalog.
2. In addition to the general high school course requirements, Occupational Therapy applicants are required to have a satisfactory completion of one year of high school chemistry, one year of high school biology, and three years of high school math.
3. Application materials for the Occupational Therapy program are processed by Enrollment Services and then submitted to the Occupational Therapy Program Director for review.
4. Application are reviewed by the Program Director upon receipt of all of the following
 - a) Application form
 - b) Official copy of high school transcript or GED with appropriate signatures
 - c) Official school transcripts from all colleges attended
 - d) Official school of Occupational Therapy transcripts, if student has attended an Occupational Therapy program previously
 - e) Results of ACT scores
5. If the applicant meets the criteria for Occupational Therapy Program, she is notified of her acceptance in writing by Enrollment Services.
6. To participate in clinic/fieldwork courses, the student must have the following on file: a) CPR certificate, b) Fieldwork Agency Requirements, c) Health record, and d) to be able to meet Performance Standards. (See policy 1.8)
7. Transfer students must submit official college transcripts documenting the following as outline in admission criteria: (Biology credits more than 5 years old are not accepted)

Transfer students must complete the admissions process through the Enrollment Office.

Current College of Saint Mary students who would like to transfer into the Occupational Therapy Program can complete an internal application, found on the Registrar's site.

8. MOT applicant with no previous college credit and greater than or equal to five years post high school

If an applicant is not a recent high school graduate (greater than or equal to equal to five years), and has not attended college, the student must enroll in and successfully complete college courses as indicated in the "Applicant With College Transfer Credit" criteria found in the College's Academic Catalog.

9. In the event that the program would receive qualified applications in excess of the program's capacity, applicants will be notified of a possibility of a waitlist. Enrollment Services will inform prospective student of openings in the program as slots become available in the program.

MOT FIVE-YEAR TRACK CRITERIA- Applicant from high school, the following criteria will be used:

Criteria	Data Required
1. High school graduates with cumulative GPA of at least 3.0 or higher on a 4.0 Scale	1. Official high school transcript
2. ACT composite score of 21 or above recorded on official high school transcript. SAT report	2. ACT report form
3. Complete minimum one semester of high school biology, chemistry, and three years of math	3. Official high school transcript
4. Exemption from or successful completion Academic of the Mathematics Competency and the English Competency Examination.	4. Obtained by the Achievement Center

MOT FIVE-YEAR TRACK CRITERIA- Applicant with college transfer credit/or previously earned degree:

Criteria	Data Required
1. Completion of at least 12 credits required in the Occupational Therapy Program. Developmental courses cannot be counted towards fulfillment of this 12 hour requirement.	1. Official college transcript
2. One science course recommended to be completed and included in the above mentioned 12 hours.	2. Official college transcript
3. Cumulative college quality point average of 3.0 with a minimum grade of C required for successful transfer.	3. Official college transcript
4. Successful completion of English and Math requirements.	4. Official college Transcript, ACT scores, or placement exams scores

READMISSION TO THE OCCUPATIONAL THERAPY PROGRAM

Policies

1. When a student withdraws from the occupational therapy program as CSM, a recommendation will be made by the Occupational Therapy Policy Committee at the time of withdrawal about whether the student will be eligible for readmission. Documentation of this recommendation and reasons for leaving will be kept in the student's folder and in the minutes of the Occupational Therapy Policies Committee.
2. The student who has withdrawn from the occupational therapy program and wishes to be readmitted will be considered for readmission by the Program Director according to the following criteria:
 - a) The recommendation made by the Occupational Therapy Policy Committee and the advisor at the time the student withdrew
 - b) The amount of time elapsed between withdrawal from the MOT program to anticipate date of readmission
 - c) At this time, past transcripts will be reviewed and recommendations will be made about appropriate course work that is needed to maintain previous placement in the program if student can re-apply
3. If the Program Director desires additional information, the Occupational Therapy Policy Committee may review the student application and information.
4. Students are subject to Policy 1.7, Occupational Therapy Requirements
5. The student wishing to be readmitted to the Occupational Therapy Program must complete the application process through Enrollment Services according to Policy 1.1, admission to Occupational Therapy Programs.
6. A student who has been away from Occupational Therapy courses for more than one year will be required to reapply for admission. When student reapplies, she may be placed on a waiting list depending on current enrollment capacity of the program.
7. Students that are dismissed from the program due to not maintaining minimum academic standards or not passing a failed class a second time are **NOT** eligible for reapplication into the program unless an exception is considered by the OT Policy Committee for extraordinary circumstances.

WITHDRAWAL POLICY

Policies:

1. The student who withdraws from a course, the Occupational Therapy Program, and/or the College, and/or changes major of study follows the procedure described in the College Academic Catalog. Please refer to policy 1.7.
2. A student who voluntarily withdraws from Occupational Therapy Program is not assured of readmission. Any commitment to the student will be given in writing and will be pending space availability.

ACADEMIC EVALUATION

Policies

1. The scale for the percentage method of grading in the Occupational Therapy Programs is as follows

A+	100
A	94 -- 99
A-	92 – 93
B+	90 -- 91
B	85 -- 89
B-	83 – 84
C+	81 -- 82
C	74 – 80
C-	72 – 73
D+	70 – 71
D	63 – 69
D-	61 – 62
F	60 and below

A grade of B- or better is required to pass graduate level coursework in the occupational therapy program at College of Saint Mary.

A grade of C or better is required to pass undergraduate level coursework in the occupational therapy program at College of Saint Mary (A grade of C- would be considered failing).

***Note: A grade of a C- or below is failing in the Occupational Therapy Program. A grade of B or better is required for all graduate level coursework (level 500 and above)**

2. Each faculty may select their own method of grading providing they can document the validity and reliability of the method based on occupational therapy education and evaluation literature.
3. The course objectives derived from the level outcomes of the curriculum for the occupational therapy program are the criteria for evaluating student achievement in both the classroom and fieldwork practice and pertain to the criteria set by ACOTE.
4. A student may request an evaluation of progress whenever the need for additional guidance is desired. Student will submit a written request to advisor

outlining specific areas of concern. The advisor will then respond to students at their convenience, but within 7 working days.

5. Upon completion of fieldwork courses, the student's evaluation form will be placed in the student's fieldwork folder.

MINIMUM ACADEMIC STANDARDS FOR STUDENTS IN THE OCCUPATIONAL THERAPY PROGRAM

1. Students must achieve a “C” or better in science and occupational therapy core classes.
2. Fieldwork requires at least a “Satisfactory”.
3. Students must achieve a “B” or better in all graduate level coursework (level 500 and above).
4. Students must maintain a cumulative GPA of 3.0 or higher.
5. Subsequent courses cannot be taken until prerequisites are completed successfully (see Academic Catalog).
6. Students who fail to attain a grade of “C” or better in professional or science course will be placed on probation following the low grade.
7. Students can repeat only one required non occupational therapy course AND one occupational therapy course and can repeat that course only once and must obtain a grade of “C” or better.
8. If a class is failed and can be successfully made up before the next academic year, the student may maintain her place within her current occupational therapy class or drop back a year.
9. For those courses offered only once yearly, the probated student may need to drop back a year in order to retake the failed course. This will subsequently add an additional year to her academic stay and the student will not graduate with the current class. Students who fail a graduate level course may be required to take remedial coursework, OTH 640 Critical Thinking for OT and/or OTH 645 Written Communication for OT. The purpose of these courses is to allow students who have failed their first OT course at a graduate level, the opportunity to improve skill sets to be successful in continued coursework, fieldwork and the board exam. This course also allows students to continue part time in the OT program without having to take a year off.
10. Students who do not successfully pass the failed course on the second attempt will not be permitted to continue in the program.

11. Students who have been placed on probation, must achieve a 3.0 GPA in each subsequent semester for the remainder of her enrollment in the program. Students who do not achieve a 3.0 GPA in subsequent semesters will be dismissed from the program.

12. Students who are dismissed from the Occupational Therapy Program are **NOT** eligible for reapplication to the program.

Options for students not proceeding in the Master of Occupational Therapy program are available from your advisor and the Achievement Center staff.

PROBATION POLICY

In the event of a student not meeting the minimum academic standards as outlined in policy 1.5, the student will be reviewed by the Occupational Therapy Policies Committee and the following steps will take place:

1. The first semester with a cumulative GPA below 3.0, the student will receive a letter of concern from the Program Director outlining steps to be completed.
2. If student has another semester with a cumulative GPA below 3.0 or a failed course, the Occupational Therapy Policy Committee will meet and recommend probation. A probation letter from the Program Director will outline the steps to be completed.
3. If a student has a third semester of cumulative GPA below 3.0, the student will be recommended for dismissal from the Occupational Therapy program. The dismissal letter will be completed by the Division Chair of Health Professions and the Program Director of OT.
4. If a student is placed on academic probation by the Vice President of Academic Affairs office, the Occupational Therapy Program will also place the student on academic probation. (i.e. if a student falls below a 2.0 GPA)

*Note: This Probation Policy does not exclude the student from being placed on probation by College of Saint Mary's Academic Affairs Department. See CSM Academic Catalog for more information.

FAILING/ REPEATING COURSES AND GRADE APPEAL PROCEDURE

Policies:

1. A student is required to achieve a minimum grade of “C” in all OT undergraduate coursework.
<http://www.csm.edu/wfdata/files/Academics/AcademicCatalog/UnderGraduate/2012-2013.pdf>
A student is required to achieve a minimum grade of “B-” in all graduate coursework.
<http://www.csm.edu/wfdata/files/Academics/AcademicCatalog/Graduate/cataloggrad12-13finalx.pdf>
2. If a student fails an occupational therapy course, she is referred to the Occupational Therapy Policy Committee. Following, a recommendation is made by the Committee concerning the student’s progression in the program. This recommendation is sent to the Vice President of Academic Affairs (VPAA). A letter stating the final decision is sent to the student by the Program Director of OT. This may include dropping back a year or probation.
3. A student may repeat the same occupational therapy course only once. If the student receives a failing grade, the student is expected to make up the class on her on time, which may lead to losing a year in the program and not graduating with current class. If a student withdraws and wants to retake the class, the student is to inform the Program Director why she withdrew originally and why she wants to take it again, which needs to be submitted *in written form*. Repeated courses must be taken at the College of Saint Mary.
4. A student may withdraw, withdraw failing, and/or fail from only two occupational therapy classes in the MOT program. If a student continuously withdraws from non OT classes, she will be reviewed to the OT Policy Committee. If the student fails two occupational therapy courses, the Occupational Therapy Policy Committee will recommend dismissal. Withdrawals for reasons other than failing will be evaluated on an individual basis. Failure of a fieldwork experience will be included as a failure.
5. A student may appeal a failing grade, as outlined in Grievance Policy 1.10. The student must begin the appeal process no later than one month after the end of the semester, in which the decision was made.

This policy applies to all occupational therapy students, including those with ADA accommodations.

OCCUPATIONAL THERAPY PROGRAM REQUIREMENTS

Once the student is admitted to the MOT Program, she must complete the following requirements: a) CPR Certification; b) Fieldwork Agency Requirements; and c) Health Record. This will be done during the junior year of study, in conjunction with OTH 373. Students failing to complete the outlined requirements prior to fieldwork will be unable to participate. Ultimately, this may result in delay or cancellation of fieldwork and subsequently affect course of study.

A. CPR REQUIREMENT

Policies:

1. A current American Heart Association: Health Care Provider CPR card or Red Cross: Professional Rescuer CPR card is required.
2. Failure to maintain a current American Heart Association: Health Care Provider CPR card or Red Cross: Professional Rescuer CPR card will result in the student not being allowed in the fieldwork course and may ultimately delay the student's graduation. Expense incurred by the student in connection with the CPR requirement is the responsibility of the student.

B. FIELDWORK AGENCY REQUIREMENTS

1. Investigative Consumer Report (Background Check)
 - a) Students must complete a background check prior to Level I and Level II fieldwork experiences and are responsible for the associated costs. Students with any noted misdemeanors/felonies will have to meet with the Program Director of the occupational therapy department to determine course of action. Results of the background check may impact the student's ability to participate in fieldwork and ultimately future ability to obtain a professional license and employability.
 - b) If findings indicate a rational connection and/or pose a liability risk to occupational therapy program, the student may be revoked of admission status in the occupational therapy program.
 - c) Decisions for continuing in the program in no way can be construed as a guarantee that the State Board of Occupational Therapy will find the student eligible for licensure even when she graduates. The State Board of Occupational Therapy will make independent decisions on eligibility requirements as stated in the law.

- d) Any applicant or student who is found to have a criminal history of a felony arrest, charge, or conviction, including but not limited to a class A or class B felony, as defined by state law, or is found to be on one of the governmental sanction lists may not be eligible to continue enrollment in the CSM OT Program. Acceptance into and completion of the program does not guarantee licensure. In addition, a felony arrest, charge, or conviction may affect a student's ability to secure a clinical fieldwork site and a graduate's ability to sit for the NBCOT Certification Exam.

2. Drug Screening

Policies:

- a) Students entering the occupational therapy program will be required to undergo drug testing required by fieldwork contract(s). The cost of the drug screen is the responsibility of the student. Current students will be required to repeat drug screening for reasonable cause (probable cause) when faculty members believe that an occupational therapy student is impaired, as a result of the use or abuse of illegal drugs, controlled substance, and/or alcohol. Reasonable cause exists when:
 - i. Actions or appearance are out of the ordinary and unusual to the normal behavior patterns of an individual and could indicate the presence of an intoxicating substance
 - ii. Behavior is such that it presents a danger to the safety of other students, faculty, clients, staff, and/or members of the public
- b) Refusal to submit to a drug screen when there is reasonable cause is grounds for the Occupational Therapy Policy Committee to dismiss the student from the program.
- c) If the drug screen is positive, the individual will be given the opportunity to list all medications currently being taken and to name the prescribing physician. Also at that time, the results of the drug screening will be reviewed by the Occupational Therapy Policy Committee, who will make the final recommendation to the Program Director on whether or not the student is able to continue in the program.

C. HEALTH RECORD REQUIREMENTS

The following policies and procedures have been identified to meet health requirements of health care agencies. The student must be physically and mentally able to engage in fieldwork practice to ensure the safety of clients, self, peers, faculty, and staff. These requirements will facilitate maintenance of our health as professionals and that of our clients.

Policies:

1. Every student in the Division of Health Profession programs is required to have current health records on file with a designated health services office prior to the date of her first fieldwork experience. Students will not be allowed in the fieldwork courses on or off campus, until this requirement is met. The health record must be current to within six months of the date submitted.
2. Additional immunizations or health screening may be required, as needed to meet health care agency requirements.
3. The student is responsible for any expenses incurred in completing this process.
4. Upon receipt of the Alegent Health medical form, the designated health services office reviews it for completeness and content. Information that may affect the student's ability to function in the classroom or will be shared with appropriate fieldwork faculty.
5. All items on the Alegent Health medical form must be filled in for the record to be considered complete.
 - a) **Immunizations** must be current and the report must include the dates they were given, in order to meet fieldwork agency requirements. Students are to update immunizations when the Center for Disease Control and the Health Department require doing so.
 - b) **TB skin tests** and **influenza immunizations** must be updated annually. Records of current TB skin tests and influenza immunizations must be on file with the designated health services office. Students with positive TB skin tests will be referred for follow-up.
 - c) In order to comply with the adult immunization recommendation from the Center for Disease Control and OSHA guidelines required of the hospital settings utilized for fieldwork experience, the **Hepatitis B vaccine** is required prior to enrollment in fieldwork courses.
6. Students are responsible for updating their health records annually with the designated health service office.

7. Students are responsible for submitting a copy of health clearance card to the occupational therapy administrative assistant.

D. PERSONAL MEDICAL INSURANCE REQUIREMENT

1. All students must show proof of current personal medical insurance upon entrance to the university. You may be asked to show proof of medical insurance before fieldwork. You may be covered under your own policy or under a parent/guardian/spouse's policy. This medical insurance must be kept current while on fieldwork. Noncompliance will result in termination of your fieldwork assignment.

Procedures:

1. The designated health services office shall:
 - a) Review the form for content and completeness
 - b) Notify the student of any deficiencies
 - c) Issue a clearance card to the student which includes an expiration date
2. The Academic Fieldwork Coordinator or designate shall:
 - a) Inform prospective or new students of the necessity of meeting the health requirements
 - b) Notify advisors, instructors and/or students of any deficiencies or special needs
3. The Academic Fieldwork Coordinator (AFWC):
 - a) Schedule students for fieldwork experiences, with a valid health clearance card
 - b) Refer students without a clearance card back to the designated health services office and not allow students to come to fieldwork
 - c) Provide the information that the student is in compliance with CSM health requirements to health care agencies, as needed
4. The student shall:
 - a) Maintain a valid health clearance card
 - b) Show valid health clearance card at designated times
 - c) Maintain up to date health care insurance and be able to show documentation upon request.

UNIVERSAL PRECAUTIONS

All health care workers should use the following barriers. These barriers should be used in situations where contact with blood and body fluids is likely. These barriers include:

- 1) **GLOVES** – Gloves should be available at all times and should be worn when the possibility exists of coming into contact with blood and body fluids, or mucus membranes; when handling soiled items or surface. Gloves should be changed after direct contact with each patient. Gloves should be worn when cleaning up blood or body fluid accidents in the clinic.
- 2) **MASK AND PROTECTIVE EYE WEAR** – Usually not indicated. When doing an evaluation/treatment that is likely to generate droplets or splashes of blood or body fluids, both a mask and protective eye wear should be worn. In many instances, personal eyeglasses will provide adequate protection.
- 3) **GOWNS** – Usually not necessary, but should be worn when soiling of clothes with blood or body fluids is likely; for example, working with burn patients at which time the protective barrier would be an advantage to the patient and the therapist.
- 4) **SINGLE ROOMS** – Necessary for patients infected with airborne pathogens and for patients who represent a risk for environmental contamination, for example, patients who have poor personal hygiene or profuse bleeding. All occupational therapy procedures will be conducted in the patient's room with necessary precautions listed in 1-3 above.
- 5) **AIRWAYS** – Pocket masks and ventilator bags must be accessible for use with ALL patients.

IN ADDITION TO THE ABOVE BARRIER PRECAUTIONS, THE FOLLOWING SHOULD ALSO BE CONSIDERED AS PART OF UNIVERSAL PRECAUTIONS:

- 6) **PREGNANT WORKERS** – Require no special restrictions from patient care activities. No susceptible worker (pregnant or not) should care for patients with Varicella, Herpes zoster, or Rubella.
- 7) **INJURIES** – From sharps should be avoided. All sharp injuries occurring during evaluation/treatment requiring universal precautions should be reported immediately to Occupational Medical Services.
- 8) **EXPOSED EXUDATIVE LESIONS** – Weeping dermatitis occurring in a health care worker or Fieldwork II affiliating student should be evaluated by the Occupational Medical Service.
- 9) **EQUIPMENT HANDLING** – ALL testing/evaluation equipment, materials or non-expendable supplies that contact mucous membranes require disinfection with an agent registered by the EPA as a sterilant.*
- 10) **ENVIRONMENTAL CLEANING** – ALL workers must wear gloves for cleaning an area following use of universal precautions. Blood and body fluid spills require special cleaning. Visible material should be removed unless the spill is large (in

which case it is prudent to flood the spill with a germicide before removal). After removal, the area should be cleaned with a germicide.**

- 11) LAUNDRY – ALL linen soiled with blood or body fluids or from patients on isolation should be placed in water-soluble bag s and then yellow linen bags.
- 12) WASTE – ALL waste soiled with blood or body fluids as well as waste from patients in traditional isolation categories will be handled as medical pathological waste. ALL trash should be transported with care and handled with gloves.
- 13) DISHES – From patients on UNIVERSAL PRECAUTIONS do not require disposable food trays.
- 14) COMPLIANCE – With these guidelines, compliance will be monitored by supervisors. Employees or students identified as not being in compliance with these guidelines will be counseled and retrained. Employees or students who are repeatedly identified as failing to comply with these guidelines will be subject to disciplinary action.

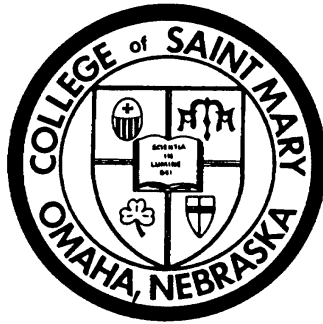
NOTE: * Bleach – 1.0 Bleach/Water Solution

** Betadine – 4 ppm; or 1 oz. to 20 gallons H₂O

Wescodine – 75 ppm; or 3 oz. to 5 gallons H₂O

Bleach solution is recommended for small spills and Wescodine for large spills in sink, tub, or floor.

College of Saint Mary



Occupational Therapy

Fieldwork Manual



The following *Occupational Therapy (OT) Student Fieldwork Manual* is provided as a supplement to your College of Saint Mary Student Handbook, the Academic Catalog, and the Occupational Therapy Program Student Manual.

Please sign this form and return it to the occupational therapy program's administrative assistant.

Yes, I have received and read the *Occupational Therapy (OT) Student Fieldwork Manual*. I understand that I should already have in my possession the OT Program Student Manual, the CSM Academic Catalog, and the CSM Student Handbook.

NAME: _____

SIGNATURE

DATE

INTRODUCTION TO FIELDWORK

Fieldwork experiences are integrated throughout the curriculum to allow the student an opportunity to observe and apply academic concepts to clinical situations. There are two main levels of fieldwork: Level I and Level II.

Level I fieldwork experiences each include approximately 40 hours of supervised observation at an assigned setting occurring throughout the curriculum that correlate with didactic course objectives. Level I fieldwork may be scheduled for part of a day or evening each week during the semester, for full days, or for full weeks or during the summertime. In addition to the fieldwork experience, Level I fieldwork also includes a classroom component to enhance student learning.

Level II fieldwork is scheduled after all of the academic coursework is completed. A minimum of 24 full-time weeks is required by the Accreditation Council of Occupational Therapy Education (ACOTE) which is completed in two, twelve week experiences. This may be completed on a full-time or part-time basis, but must be at least fifty percent of a full-time equivalent at that site (Adapted from ACOTE, 2011, C.1.13). The purpose of Level II fieldwork is to facilitate acquisition of entry level practice competencies under the supervision of a certified, licensed occupational therapist.

Students are required to provide their own transportation to and from fieldwork sites. Although a car is not required, it is essential to have access to reliable transportation during the period of time fieldwork is scheduled. The college provides professional liability insurance for all students during all levels of fieldwork. Students are required to provide their own health insurance coverage.

It is important that students understand that fieldwork will most likely be out of the Omaha metropolitan area and, likely, out of the state of Nebraska. Accordingly, students should include travel costs and living expenses in calculating academic expenses for the duration of the program. Students are encouraged to seek information on fieldwork sites near their hometowns that might provide a valuable learning experience.

FIELDWORK
POLICIES,
PROCEDURES &
REQUIREMENTS

FIELDWORK POLICIES & REQUIREMENTS PRIOR TO FIELDWORK ASSIGNMENT

Failure to complete these requirements by deadline will impact scheduling of fieldwork experiences. Students are responsible for associated costs with requirements for fieldwork experiences.

It is recommended that students complete the ***Checksheet for Fieldwork Preparation*** to verify that they have completed all the necessary requirements prior to attending their Level I fieldwork.

CHECKSHEET FOR FIELDWORK PREPARATION

Students will not be allowed on fieldwork of any level without completing the following checklist:

- _____ Academic preparation for current level of fieldwork completed.
- _____ Successfully completed Fieldwork Seminar 1.
- _____ Health Clearance Card from Alegent (copy on file)
- _____ Proof of current CPR status on file.
- _____ *Signature Sheet* (agreeing that student has read manuals and catalog) signed and on file.
- _____ Proof of current personal health insurance available upon request
- _____ *Personal Fieldwork Experience Data Sheet* updated and on file.
- _____ Background check.

Health Record

Every occupational therapy (OT) student is required to have a current health record on file with the CSM/Alegent Health Occupational Health Services Office located in Bergan Mercy Hospital (ATTENTION: Occupational Health, 7500 Mercy Road, Omaha, Nebraska 68124; 402-398-6581) prior to the date of their first fieldwork experience. Inform the staff at Occupational Health that you are an OT student at College of Saint Mary and that your records are to be held in the OT Student Files. The health record must be kept **current** for the duration of all fieldwork assignments. Failure to supply health records will impact the scheduling of student fieldwork experiences. A copy of the Health Clearance Card should be given to OT program administrative assistant. All student health records are maintained at Bergan Mercy Occupational Health.

Immunization Records

Immunization records must be current, recorded on the Health Record, and in compliance with general CSM and OT Program requirements. These immunizations include but are not limited to:

Diphtheria
Polio
Hepatitis B

Tetanus (within 10 years)
MMR

Students are to update immunizations when the Center for Disease Control and the Health Department update requirements. Immunizations can be obtained at the Alegent Student Health Services for a fee. Students are responsible for maintaining a copy of their immunization records.

- **Hepatitis B**

In order to comply with the adult immunization recommendations from the Center for Disease Control and the Occupational Safety and Health Administration (OSHA) required of the settings, the Hepatitis B vaccine is required prior to enrollment in fieldwork courses. To be adequately immunized against Hepatitis B, a series of three immunizations is needed. Proof of immunization should be documented on the Health Record. Hepatitis B vaccines may be obtained through Alegent Occupational Health Services for a fee or you may contact your private physician.

- **TB Skin Tests**

TB skin tests are required **ANNUALLY**. Records of current TB skin tests must be on file with the Alegent Occupational Health Services Office. Students with positive TB skin

tests will be given additional instructions. TB tests may be obtained through Alegent Occupational Health Services for a fee or you may contact your private physician.

Drug Screening

Students must complete a drug screen prior to beginning fieldwork and additionally per facility policies. Drug screens are obtained through Alegent Occupational Health Services for a fee. A student will not be allowed to participate in fieldwork experiences if she does not complete and pass a drug test as required and in addition may face sanctions including possible dismissal from the program.

Flu Shots

Although flu shots are **not** required by the OT Program, flu shots **may be** required by some agencies or the completion of a signed waiver declining the flu vaccination. Students must comply with agency requirements, which may include wearing a protective mask if the flu vaccination is declined.

<p>STUDENTS HAVE THE RESPONSIBILITY TO UPDATE THEIR HEALTH RECORD IN THE HEALTH SERVICES OFFICE ANNUALLY (or as often as is needed to remain in compliance with fieldwork requirements).</p>
--

CPR Certification Requirement

Current CPR certification is required of all OT students prior to the date of their first fieldwork. Proof of current CPR is to be provided to the administrative assistant of the OT Program and will be held in the student's individual fieldwork file. Failure to maintain current CPR certification for all fieldwork assignments will result in the student being disqualified for subsequent fieldwork assignments and may ultimately delay the student's progression in the program. Information on CPR courses will be posted on the occupational therapy fieldwork community page on mycsm.edu, local Red Cross, or American Heart Association offices in the Omaha or hometown communities.

Investigative Consumer Report (Background Check)

- e) Students must complete a background check prior to Level I and Level II fieldwork experiences and are responsible for the associated costs. Students with any noted misdemeanors/felonies will have to meet with the Program Director of the occupational therapy department to determine course of action. Results of the background check may impact the student's ability to participate in fieldwork and ultimately future ability to obtain a professional license and employability.
- f) If findings indicate a rational connection and/or pose a liability risk to occupational therapy program, the student may be revoked of admission status in the occupational therapy program.
- g) Decisions for continuing in the program in no way can be construed as a guarantee that the State Board of Occupational Therapy will find the student eligible for licensure even when she graduates. The State Board of Occupational Therapy will make independent decisions on eligibility requirements as stated in the law.
- h) Any applicant or student who is found to have a criminal history of a felony arrest, charge, or conviction, including but not limited to a class A or class B felony, as defined by state law, or is found to be on one of the governmental sanction lists may not be eligible to continue enrollment in the CSM OT Program. Acceptance into and completion of the program does not guarantee licensure. In addition, a felony arrest, charge, or conviction may affect a student's ability to secure a clinical fieldwork site and a graduate's ability to sit for the NBCOT Certification Exam.

Personal Medical Insurance Requirement

All students must be able to show proof of current personal medical insurance as a requirement for assignment to all levels of fieldwork. Students may be covered under own policy or a parent/guardian/spouse's policy. This medical insurance must be kept current while on fieldwork. Noncompliance will result in termination of your fieldwork assignment.

Professional Liability Insurance

Professional liability insurance is held by the College of Saint Mary for all enrolled occupational therapy students in good academic standing, who have fulfilled all preliminary fieldwork requirements.

Personal Data Sheet

All students **must** complete and electronically submit a **Personal Data Sheet** prior to Level IA fieldwork. This data form precedes the student to the fieldwork site and becomes the first personal contact with the fieldwork educator. The forms must be **updated prior** to each fieldwork experience and will be provided to the student's fieldwork educator. Failure to provide this document may impact the scheduling of the student's fieldwork experiences.

A copy of the Personal Data Sheet can be found in the lessons section of the fieldwork course on Angel. Students should enter your information, save it, and submit an electronic copy according to the established deadline dates.

Requirements for Fieldwork Progression

All academic preparation for each Level of fieldwork must be complete before subsequent fieldwork assignments can be made. All requirements for previous fieldwork must be satisfied before progressing to the next level. **ALL** academic coursework must be completed before a student may proceed with Level II Fieldwork. **All Level II fieldwork must completed within 18 months of completing didactic courses.**

Students who fail Fieldwork Level I or II are subject to the OT Program's academic policies.

ATTENDANCE AT FIELDWORK SITES

Students are responsible to be on time and attend all scheduled classes and fieldwork experiences. If a student must miss a class or fieldwork, is tardy, or leaves early, the student assumes responsibility for this action as outlined in the course syllabus or per fieldwork site policy and is subject to the stipulations of this policy. The student will be responsible for contacting the instructor and fieldwork educator and will be subject to the written policy of the course syllabus and fieldwork site. Exceptions to this policy will be allowed in the case of extreme personal emergency or tragedy.

Fieldwork Absences

- a. The student should contact the fieldwork supervisor as soon as possible to inform her/him of an absence. Student absence may affect the student's ability to meet the objectives by the end of the course. The student is required to makeup missed fieldwork times. When indicated and in accordance with College of Saint Mary policy, an Incomplete may be possible. Arrangements will be determined at the time that the decision is made.
- b. Availability of fieldwork make up time cannot be guaranteed. The fieldwork supervisor and AFWC will determine availability. In the event that time is not available student will be notified and receive an Unsatisfactory grade in the course.
- c. If student has to retake fieldwork, the student is responsible for the associated tuition, fees and expenses.

STUDENT EVALUATION OF FIELDWORK SITES

Following **EVERY** Level I and Level II assignment, each student must complete an evaluation of the fieldwork site. These forms are part of the overall program evaluation process and assist the Academic Fieldwork Coordinator in determining those sites that best serve the students. A copy of this form is retained by each facility as well. Level I and II student evaluation forms are due per course syllabus.

SAMPLE FORM FOR LEVEL 1

STUDENT EVALUATION OF FIELDWORK EXPERIENCE LEVEL I _____

In an effort to develop the best learning opportunities, please complete this form, review it with your Fieldwork Supervisor before the last day of your scheduled fieldwork experience, and turn it in to the Academic Fieldwork Coordinator with your assignments. (Due per course syllabus)

1. How was this fieldwork experience beneficial to you?
2. What did you observe about clients/patients which surprised you?
3. What initial fears did you have about this experience?
4. What would have made you more comfortable in this fieldwork experience?
5. What coursework content was **MOST** helpful to you in this fieldwork application experience?
6. Identify the strengths of this fieldwork experience (both for you and the center).
7. Identify the weaknesses of this fieldwork experience (both for you and the center).
8. On your Personal Data Sheet, you identified general learning expectations for Level I fieldwork. Did this fieldwork experience meet those expectations?

If not, what changes could be implemented either for you or the center?
9. How could College of Saint Mary have made the experience more positive?

SAMPLE FORM FOR LEVEL II

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Purpose:

This evaluation serves as a tool for fieldwork sites, academic programs, and students. The main objectives of this evaluation are to:

- Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to the supervisor and fieldwork setting;
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs;
- Ensure that all aspects of the fieldwork program reflect the sequence, depth, focus, and scope of content of the curriculum design;
- Provide objective information to students who are selecting sites for future Level II fieldwork; and
- Provide a means of evaluation to ensure that fieldwork is performed in settings that provide educational experiences applicable to the academic program.

This form is designed to offer each program the opportunity to gather meaningful and useful information. Sections outlined with thick black double borders are designed to be customized by your program as needed. Pages involving evaluation of individual fieldwork educators have been positioned at the end of the form to allow academic programs to easily remove these pages before making them available for student review, if they choose to do so.

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Instructions to the Student:

Complete this STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE) form before your final meeting with your fieldwork supervisor(s). It is imperative that you review the form with your supervisor and that both parties sign on page 1. Copy the form so that a copy remains at the site and a copy is forwarded to your Academic Fieldwork Coordinator at your educational program. This information may be reviewed by future students as well. The evaluation of the student (FWPE) should be reviewed first, followed by the student's evaluation of the fieldwork experience (SEFWE), allowing the student to be honest and constructive.

Fieldwork Site _____ Site Code _____

Address _____

Placement Dates: from _____ to _____

Order of Placement: [] First [] Second [] Third [] Fourth

Living Accommodations: *(include type, cost, location, condition)*

Public transportation in the area:

Please write your e-mail address here if you don't mind future students contacting you to ask you about your experience at this site: _____

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

Student's Signature

FW Educator's Signature

Student's Name *(Please Print)*

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

FW Educator's years of experience _____

ORIENTATION

Indicate your view of the orientation by *checking* "Satisfactory" (S) or "Needs Improvement" (I) regarding the three factors of adequacy, organization, and timeliness.

TOPIC	Adequate		Organized		Timely		NA
	S	I	S	I	S	I	
1. Site-specific fieldwork objectives							
2. Student supervision process							
3. Requirements/assignments for students							
4. Student schedule (daily/weekly/monthly)							
5. Staff introductions							
6. Overview of physical facilities							
7. Agency/Department mission							
8. Overview of organizational structure							
9. Services provided by the agency							
10. Agency/Department policies and procedures							
11. Role of other team members							
12. Documentation procedures							
13. Safety and emergency procedures							
14. Confidentiality/HIPAA							
15. OSHA—Standard precautions							
16. Community resources for service recipients							
17. Department model of practice							
18. Role of occupational therapy services							
19. Methods for evaluating OT services							
20. Other							

Comments or suggestions regarding your orientation to this fieldwork placement:

CASELOAD

List approximate number of each age category in your caseload.

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

List approximate number of each primary condition/problem/diagnosis in your caseload

Condition/Problem	Number

OCCUPATIONAL THERAPY PROCESS

Indicate the approximate number of screenings/evaluations you did; also indicate their value to your learning experience by *circling* the appropriate number with #1 being least valuable and #5 being the most valuable.

	REQUIRED		HOW MANY	EDUCATIONAL VALUE				
	Yes	No		1	2	3	4	5
1. Client/patient screening				1	2	3	4	5
2. Client/patient evaluations (Use specific names of evaluations)								
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
3. Written treatment/care plans				1	2	3	4	5
4. Discharge summary				1	2	3	4	5

List major therapeutic interventions frequently used and indicate whether it was provided in group, individually, Co-Treatment, or consultation. List other professionals involved.

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

THEORY—FRAMES OF REFERENCE—MODELS OF PRACTICE

Indicate frequency of theory/frames of reference used

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

Motor Learning Frame of Reference				
Other (list)				

FIELDWORK ASSIGNMENTS

List the types of assignments required of you at this placement (check all that apply), and indicate their educational value (1 = not valuable ----- 5 = very valuable)

Case study applying the Practice Framework	1	2	3	4	5	N/A
Evidence-based practice presentation:	1	2	3	4	5	N/A
Topic:						
Revision of site-specific fieldwork objectives	1	2	3	4	5	N/A
Program development	1	2	3	4	5	N/A
Topic:						
In-service/presentation	1	2	3	4	5	N/A
Topic:						
Research	1	2	3	4	5	N/A
Topic:						
Other (list)	1	2	3	4	5	

ASPECTS OF THE ENVIRONMENT

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

	1	2	3	4
Staff and administration demonstrated cultural sensitivity				
The Practice Framework was integrated into practice				
Student work area/supplies/equipment were adequate				
Opportunities to collaborate with and/or supervise OTs, OTAs, and/or aides				
Opportunities to network with other professionals				
Opportunities to interact with other OT students				
Opportunities to interact with students from other disciplines				
Staff used a team approach to care				
Opportunities to observe role modeling of therapeutic relationships				
Opportunities to expand knowledge of community resources				
Opportunities to participate in research				
Additional educational opportunities (<i>specify</i>):				
How would you describe the pace of this setting? (circle one)	Slow	Med	Fast	
Types of documentation used in this setting:				
Ending student caseload expectation: _____ # of clients per week or day				

Ending student productivity expectation: _____ % per day (direct care)

SUPERVISION

What was the primary model of supervision used? (check one)

- ☐ one supervisor : one student
☐ one supervisor : group of students
☐ two supervisors : one student
☐ one supervisor : two students
☐ distant supervision (primarily off-site)
☐ three or more supervisors : one student (count person as supervisor if supervision occurred at least weekly)

List fieldwork educators who participated in your learning experience.

Name	Credentials	Frequency	Individual	Group
1.				
2.				
3.				
4.				
5.				

SUMMARY

1 = Strongly disagree
 2 = Disagree
 3 = No Opinion
 4 = Agree
 5 = Strongly agree

	1	2	3	4	5
Expectations of fieldwork experience were clearly defined					
Expectations were challenging but not overwhelming					
Experiences supported student's professional development					
Experiences matched student's expectations					

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

What advice do you have for future students who wish to prepare for this placement?

- Study the following evaluations:

- Study the following intervention methods:

- Read up on the following in advance:

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

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

Indicate the number that seems descriptive of each fieldwork educator. Please make a copy of this page for each individual.

FIELDWORK EDUCATOR

NAME: _____

FIELDWORK EDUCATOR YEARS OF EXPERIENCE: _____

1 = Strongly Disagree 2 = Disagree 3 = No opinion 4 = Agree 5 = Strongly agree				
1	2	3	4	5

Provided ongoing positive feedback in a timely manner					
Provided ongoing constructive feedback in a timely manner					
Reviewed written work in a timely manner					
Made specific suggestions to student to improve performance					
Provided clear performance expectations					
Sequenced learning experiences to grade progression					
Used a variety of instructional strategies					
Taught knowledge and skills to facilitate learning and challenge student					
Identified resources to promote student development					
Presented clear explanations					
Facilitated student's clinical reasoning					
Used a variety of supervisory approaches to facilitate student performance					
Elicited and responded to student feedback and concerns					
Adjusted responsibilities to facilitate student's growth					
Supervision changed as fieldwork progressed					
Provided a positive role model of professional behavior in practice					
Modeled and encouraged occupation-based practice					
Modeled and encouraged client-centered practice					
Modeled and encouraged evidence-based practice					

Frequency of meetings/types of meetings with supervisor (value/frequency):

General comments on supervision: _____

ACADEMIC PREPARATION

Rate the relevance and adequacy of your academic coursework relative to the needs of **THIS** fieldwork placement, *circling* the appropriate number. (Note: may attach own course number)

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

What were the strongest aspects of your academic program relevant to preparing you for THIS Level II fieldwork experience? Indicate your top 5.

<input type="checkbox"/> Informatics	<input type="checkbox"/> Occ. as Life Org	<input type="checkbox"/> A & K	<input type="checkbox"/> Foundations	<input type="checkbox"/> Level I FW
<input type="checkbox"/> Pathology	<input type="checkbox"/> Neuro	<input type="checkbox"/> Administration	<input type="checkbox"/> Theory	<input type="checkbox"/> Peds electives
<input type="checkbox"/> Env. Competence	<input type="checkbox"/> Research courses	<input type="checkbox"/> Prog design/eval	<input type="checkbox"/> Consult/collab	<input type="checkbox"/> Older adult elect.
<input type="checkbox"/> Interventions	<input type="checkbox"/> Evaluations	<input type="checkbox"/> Adapting Env	<input type="checkbox"/> Human comp.	<input type="checkbox"/> Community elect.
<input type="checkbox"/> Social Roles	<input type="checkbox"/> History	<input type="checkbox"/> Occupational Sci	<input type="checkbox"/> Other:	

What changes would you recommend in your academic program relative to the needs of **THIS** Level II fieldwork experience?

FIELDWORK OPPORTUNITIES & CANCELLATIONS

A primary purpose of fieldwork is to allow students the opportunity to have a variety of experiences. It will be beneficial for students to complete fieldwork in different regions and practice settings as this provides the best variety of learning experiences for the student.

Level II Fieldwork

Every attempt will be made to accommodate one of each student's first three choices for a type of fieldwork setting. Prior to the deadline for requests, the Academic Fieldwork Coordinator is available to counsel and explore fieldwork options with the student. To expedite these proceedings, Fieldwork Facility Files are available for the student to peruse, to learn more about available sites

Every effort will be made to accommodate individual student needs. However, because of legal and ethical constraints, all students need to be considered equally. A student may submit a letter of undue hardship to be considered by the OT Policy Committee if a student has special needs to be considered, but there is no guarantee that it will result in a local fieldwork placement. If all else fails and a student MUST stay in the Omaha metropolitan area, the option to sit out a rotation always exists for the benefit of the student.

Cancellations

Fieldwork sites may find it necessary to cancel a fieldwork despite a long-term reservation, because of unpredictable circumstances (i.e., unexpected staff shortage, staff illness or pregnancy, corporate mergers, etc.). When fieldwork placements are cancelled it is important for students to maintain a sense of flexibility and optimism. The Academic Fieldwork Coordinator will make every effort to reschedule the student quickly in a fieldwork site that is of interest to the student, meets the student's educational needs, and causes the least possible inconvenience in relocating. In addition, many sites now require students to interview, which may result in changes in assignments. Regardless of the circumstance surrounding the cancellation, the AFWC will work with the student to ensure a smooth transition.

Developing New Sites

Students interested in developing a new fieldwork site for the program, must submit a written request on a new site development form to the AFWC. This will be forwarded to the OT Policy committee as needed to determine if site is congruent with CSM OT program curriculum. Students should not personally contact these sites without permission from the AFWC. Students should be aware that developing new sites is time intensive and that only a limited number of new sites will be developed per year.

LEVEL IIC FIELDWORK OPTIONS

Students have the option to take a third Level II Fieldwork to further develop entry-level skills or to train in a specialty practice area. This third Level II rotation may be 6, 8 or 12 weeks in length depending on student's objectives. The student must declare whether a Level IIC assignment is desired at the time of Spring registration. The student must register for the optional Level IIC fieldwork when she registers for Level IIA and IIB. Additional tuition may be required. Since only two Level II rotations are actually required for graduation and by AOTA, the student is eligible for graduation in May of their fourth year of the OT Program and may sit for the next NBCOT exam. An Incomplete will remain on their transcript until the optional fieldwork is completed. See the Academic Fieldwork Coordinator for further details.

Students must register for Level IIC Fieldwork during Fall pre-registration or the regular Spring registration week. If a student registers for a IIC assignment it will be considered a professional commitment. Should a crisis occur so that the student would be unable to accept the assignment or should the AFWC be unable to find a satisfactory site, then the student would be exempt from any consequences.

LEVEL II FIELDWORK CLEARANCE

- _____ Has completed all requirements for Level IA, IB, IC
- _____ Has health clearance (copy of Alegent Health clearance card on file)
- _____ Has current CPR certification on file
- _____ Has current proof of insurance available upon request
- _____ Has cleared background check
- _____ Has updated personal data sheet and self-appraisal form on file

FUNCTIONAL EXPECTATIONS FOR STUDENTS

Form adapted with permission from: Department of Occupational Therapy, College of Associated Health Professions,
The University of Illinois at Chicago, Box 6998, Chicago, Illinois 60680

This form contains detailed information that outlines the expectations for students in the academic program to which you have been accepted for admission. This information is provided so you can be knowledgeable about areas of performance that are expected during your coursework and fieldwork, and also to allow you to determine whether accommodations may be needed due to a disabling condition. Review the form and complete the bottom section. Return it to the College of Saint Mary Occupational Program Director within two weeks of receiving this form.

Each student is expected to perform the following, with or without reasonable accommodation. Reasonable accommodation is defined as any change in the environment or in the way things are usually done that enables an individual with a disability to participate as fully as possible in the academic program. It may include modification of policies, practices and procedures or the provision of auxiliary aids for communication. Students must not pose a threat to the safety or wellbeing of therapy recipients, other students, staff, or themselves.

Occupational therapy students work with people in a variety of medical and non-medical settings. The use of the term "therapy recipient" encompasses patients, clients, children, adults or older adults.

7. **Observation:** The student must be able to observe demonstrations in the classroom, in laboratory settings, and while on fieldwork affiliation; use audiovisual materials. The student must be able to gather information through observation, to include facial expression, nonverbal communication, quality of movement, and performance of functional tasks.
8. **Communication:** The student must be able to elicit information through interviewing patients and be able to communicate effectively and sensitively with therapy recipients and their family members or care providers on an individual or group basis. The student must be able to communicate effectively and efficiently with all members of the health care or educational team.
9. **Motor:** The student must be able to elicit information from therapy recipients by palpation (feeling bony prominences, joint articulations, muscles, and tendons), movement of limbs, manipulation of testing equipment, and other assessment procedures. The student must be able to provide direct occupational therapy treatment and emergency treatment to individuals. Examples of direct occupational therapy treatment include transferring individuals to and from wheelchairs, fabricating splints, handling tools and materials associated with a variety of activities, and assisting patients in activities of daily living. Examples of emergency treatment reasonably required of occupational therapists are cardiopulmonary resuscitation and application of pressure to stop bleeding. A student must be able to insure the safety of self and others in emergency situations such as fire and tornado.
10. **Intellectual-Conceptual, Integrative, and Quantitative Abilities:** These intellectual abilities are required for problem solving and fieldwork reasoning, a critical skill of occupational therapists. The student must be able to measure, calculate, reason, analyze and synthesize data concerning patients, and develop an appropriate occupational therapy plan.

11. **Behavioral and Interpersonal Attributes:** The student must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of responsibilities required for the delivery of occupational therapy services, and the development of mature, sensitive, and effective relationships with therapy recipients, family members, and staff. Students must be able to learn to adapt to changing environments, to display flexibility, to take initiative, to be resourceful, and to learn to function in the face of uncertainties inherent in the fieldwork problems of many therapy recipients.
12. **Academic Performance:** The student must obtain information from lectures, labs, audiovisual materials and written materials. The student must take essay and/or multiple choice tests, complete papers, deliver presentations, and perform required lab practice.

A request for accommodation or modification is not cause for withdrawal of the offer of acceptance. If an accommodation is requested, the department may require additional documentation and information and will follow up with the student to discuss the specifics of the request and the appropriate plan of action.

I have reviewed the above information and understand what will be expected of me upon enrollment in the program to which I have been accepted.

Print Name: _____

Student's Signature: _____ Date _____

**FIELDWORK PERFORMANCE EVALUATION AND GRADING
POLICIES/PROCEDURES USED BY
FIELDWORK EDUCATORS**

Fieldwork Performance Evaluation Grading Policy

1. Level I students receive a satisfactory/ unsatisfactory grade that is computed according to their performance on the following components of their course (see course syllabi):
 - clinical performance
 - written assignments
 - seminar attendance and participation
 - punctuality of preliminary requirements (e.g., timely submission of paperwork, physical exam and immunization/CPR/insurance records current)
2. Level II students will receive midterm scores on the FWPE. Midterm grades will be communicated to the Academic Fieldwork Coordinator by the end of week 7. However, if at **ANY TIME**, a student is perceived to be performing less than satisfactorily on her fieldwork, a phone call from the student and/or fieldwork educator to the Academic Fieldwork Coordinator is requested. Level II fieldwork is graded on a satisfactory/ unsatisfactory basis.
3. Final grades for Level II

Final grades for Level II are graded as:

Overall Midterm Score:

Satisfactory Performance	90 and above
Unsatisfactory Performance	89 and below

Overall Final Score:

Pass	122 and above
No Pass	121 and below

The Fieldwork Performance Evaluation (FWPE) with the final score is due to the Academic Fieldwork Coordinator within 2 weeks of the completion of a fieldwork rotation.

STUDENT DOCUMENT OF UNDERSTANDING FOR FIELDWORK PLACEMENT

Students must sign the following verification stating their understanding that while enrolled in the Occupational Therapy Program at College of Saint Mary, they should expect placement at fieldwork sites **OUTSIDE** of the Omaha Metropolitan area. In addition, the student must be prepared to meet **ALL** financial obligations related to fieldwork, including travel expenses, living accommodations, insurance expenses, and day-to-day personal expenses. The student must understand that transportation to and from fieldwork rotations is the student's responsibility. Finally, the student must understand that all fieldwork must be completed within 18 months following completion of academic preparation to ensure continuity in application of academic concepts.

In addition, to meet the health requirements of the clinical agencies responsible for student training, it is necessary for every student to have current physical exam records on file, and documentation of CPR certification, adequate immunization including Hepatitis B series and an annual TB skin test. All students born in 1957 or later must provide proof to the Health Service Office that they have received an MMR vaccine within the last five years. Students are also responsible for complying with any additional site specific requirements including associated financial obligations. The student also will be responsible to show proof of current health insurance and be able to present upon request a copy of current immunization records.

Students must sign below to show that they have read the above statements, understand them, and will abide by them. This signed verification will be maintained in the Occupational Therapy Department. Failure to sign this agreement may be cause for dismissal from the Occupational Therapy Program.

If there are other parties who are responsible for, or share in, the responsibility for the financial expense of your college education including fieldwork, it is the student's sole responsibility to inform them of these additional costs. To assist you with this expectation, duplicate copies of this form and the previous pages on fieldwork are available in the Program Director's office.

I, the undersigned, a student in the College of Saint Mary Occupational Therapy Program, do hereby sign that I have read the above statements, understand them, and will abide by them.

Signature _____
Printed Name _____

CHANGING ADVISOR POLICY

Upon entering the Occupational Therapy Program, new students will be assigned an advisor to which the student can come to with any questions or concerns. If a student decides that she can benefit or feels more comfortable with another Occupational Therapy Faculty Member, the student may change advisor after completing the following objectives.

1. Student is to complete a one-page summary detailing reasons of why they feel that an advisor change is necessary.
2. The summary is then submitted to current advisor and the Occupational Therapy Program Director. If for some reason you do not feel comfortable approaching current advisor, set up a meeting with the Program Director to plan an appropriate course of action.
3. Within one week of submission, the Program Director will contact the student by letter with his/her final decision regarding the request. If the change is deemed necessary, the letter will contain the new contact information for the student's new advisor.
4. All decisions made by the Program Director concerning the advisor change are final.
5. Student and advisor will complete form from Express Center.

GRIEVANCE PROCEDURE FOR MOT PROGRAM

Grievances include complaints, dissatisfactions, and perceived injustices. It is an important professional behavior how an individual handles a grievance. Outcomes can depend on how one addresses a grievance. The following procedure has been established to facilitate resolution of grievances in a concise, reasonable, and fair manner.

1. The student with a grievance is expected to seek resolution by discussing the problem clearly and in-depth with **the involved instructor**. If these two individuals address the issue in a sufficient detail, but are unable to arrive at a reasonable resolution, the issue may be addressed by making appointment with the following individuals in the order listed:
 - a) Advisor
 - b) Program Director
 - c) Division of Health Profession
 - d) OT Policy Committee
 - e) Academic Appeals Board (as addressed in CSM Catalog)
 - f) Vice President Academic Affairs
 - g) President, College of Saint Mary

HUMAN SUBJECT RESEARCH POLICY

Before attempting, human subject research, occupational therapy students must demonstrate competency by successfully completing the ethics course required by Institutional Review Board (IRB). Please refer to the current IRB guidebook. In addition, all human subject research is subject to IRB approval before being completed.

OCCUPATIONAL THERAPY PROGRAM STUDENT POLICIES

ATTENDANCE POLICY

Students are responsible to be on time and attend all scheduled classes and fieldwork experiences. If a student chooses to miss a class or fieldwork, is tardy, or leaves early, the student assumes responsibility for this action as outlined in the course syllabus or per fieldwork site policy and is subject to the stipulations of this policy. The student will be responsible for contacting the instructor or fieldwork educator contacting peers to make up work and will be subject to the written policy of the course syllabus. Exceptions to this policy will be allowed in the case of extreme personal emergency or tragedy.

Fieldwork Absences:

- a. The student should contact the fieldwork supervisor as soon as possible to inform her/him of an absence. Student absence may affect the student's ability to meet the objectives by the end of the course. The student is required to makeup missed fieldwork times. When indicated and in accordance with College of Saint Mary policy, an Incomplete may be possible. Arrangements will be determined at the time that the decision is made.
- b. Availability of fieldwork make up time cannot be guaranteed. The fieldwork supervisor and AFWC will determine availability. In the event that time is not available student will be notified and receive an Unsatisfactory grade in the course.
- c. If student has to retake fieldwork, the student is responsible for the associated tuition, fees and expenses.

PROFESSIONAL IMAGE AND PERSONAL APPEARANCE

In community or fieldwork settings, occupational therapy students are required to be well groomed and dressed to reflect a professional image. Student identification must be visible and worn at all times. A fieldwork educator or instructor may send a student home that does not meet these requirements to change or for the day.

1. Hair- shall be neatly combed in such a way that it is out of the face and does not fall forward while providing patient care. No hair color that is out of the ordinary is allowed.
2. Nails- should be filed to a moderate length and clean. Bright colored polish is distracting and at times unprofessional. **Artificial nails are not allowed.**
3. Jewelry- the only acceptable jewelry to be worn to fieldwork will be wristwatches, a ring, and plain post-type pierced earrings (non-dangling). No visible piercing or the like, allowed elsewhere on the body.
4. Tattoos- no visible tattoos will be allowed.
5. Make-up- should be applied in a manner that reflects a professional appearance.
6. Uniforms--Student uniforms will consist of preselected black polo shirt with white CSM embroidered crest, and khaki pants. White long sleeved shirts may be worn under the polo shirt. Uniforms are required to be worn for all practicum experiences, selected lab sessions, tours and/or observational experiences, and Level I fieldwork unless otherwise indicated.
7. Shoes- any **closed toed shoe** is acceptable, but must be clean and polished. The style of shoes selected for fieldwork should be suitable for the facility.
8. The above policies will be enforced as long as they are congruent with each clinical agency's policies. Students and instructors are responsible for following and supporting agency policies regarding student dress code. Students will be asked to leave the clinical/practicum area if their appearance does not meet the guidelines for professional image and personal appearance. Students who need to adjust uniform requirements for cultural or religious reasons need to contact the program director to see if this is feasible, prior to enrollment in clinical/practicum courses. Students who need maternity uniforms should consult with the program director.

PROGRESSION AND GRADUATION

Policies

1. All MOT students are required to achieve a minimum grade of C in all science and occupational therapy core classes to graduate.
2. Students must maintain a GPA of 2.5 each semester and maintain an overall 3.0 GPA while in the Occupational Therapy Program.
3. All academic preparation for each level of fieldwork must be completed before being assigned to a fieldwork site. All requirements for previous fieldwork must be completed before progressing to the next fieldwork.
4. All required Level II Fieldwork must be completed within 18 months of completion of the academic program.
5. Students who fail Fieldwork Level I or II will repeat the experience.
6. Each candidate for graduation must complete the required credit hours outlined in the Academic Catalog.
7. Participate in a scholarly event in the fall of the fifth year in the academic program.
8. To participate in Commencement, a candidate must fill out an application for degree form available from the Registrar's Office by deadline indicated.

SMOKING POLICY

1. The buildings/campus at College of Saint Mary are smoke and tobacco-free.
2. Students must follow fieldwork and community agency policies regarding smoking and tobacco use.

OPTIONS FOR STUDENTS NOT PROCEEDING INTO THE MOT PROGRAM

There are seven options for students not proceeding in the BS/MOT program at College of Saint Mary. The bachelor degree options for these students include:

- Bachelor of Arts in Psychology
- Bachelor of Arts in Psychology and Human Services
- Bachelor of Arts in Human Services
- Bachelor of Science in Psychology
- Bachelor of General Studies

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PROFESSIONALISM

You have chosen a profession and part of the responsibility of a professional person is to participate in organizations designed to assist in networking and growth.

You are encouraged to become a member of the Nebraska Occupational Therapy Association (NOTA), American Occupational Therapy Association (AOTA), and join and PARTICIPATE in the CSM Student Organization of Occupational Therapy (SOTA). Meetings take place on Wednesday's each month. Please make every effort to come.



MASTER IN OCCUPATIONAL THERAPY

PROGRAM SEQUENCE



First Semester			Second Semester		
Hrs	Course #	Course Name	Hrs	Course #	Course Name
3	SOC 101	Introduction to Sociology	3	PSY 101	General Psychology
1	FYS 101	First Year Seminar	3	COM 101	Oral Communication Skills/Public Speaking *
3	*MTH 112	*Intermediate Algebra	5	CHM 100	Chemistry (Lect, Recit, and Lab)
3	ENG 101	English Composition	3	ENG	Except for ENG 262, 320, 322 & 495
3	Fine Arts	Any Art, Music or Theatre	3	Quantitative Reasoning	MTH 114, PHL 105 or BIS 140
3	History	Any History class			
16	(Total credit hours this semester)		17	(Total credit hours this semester)	

***MTH 112: students who do not receive a 24 on ACT must pass the math placement exam or take MTH 112 in order to take MTH 242 Statistics. Intermediate Algebra is a pre-requisite for Chemistry and MTH 242 Statistics.**

First Semester			Second Semester		
Hrs	Course #	Course Name	Hrs	Course #	Course Name
3	BIO 200	Anatomy & Physiology I	3	BIO 202	Anatomy & Physiology II
1	BIO 201	Anatomy & Physiology I Lab	1	BIO 203	Anatomy & Physiology II Lab
3	PHL 200	Moral Reasoning	3	THL	Any Theology class
3	PSY 220	Lifespan Development	3	OTH 101	Introduction to Occupational Therapy
3	GCD/ELA	Global Culture and Diversity or Experience of the Liberal Arts	3	PSY 410	Abnormal Psychology
3	THL	Any Theology class	3	MTH 242	Statistics
16	(Total credit hours this semester)		16	(Total credit hours this semester)	

Note: OTH 101 offered summer for transfer students or any late admissions to the program

First Semester			Second Semester		
Hrs	Course #	Course Name	Hrs	Course #	Course Name
3	OTH 365	Neuroscience	4	OTH 362	Principles of Kinesiology
3	OTH 200	Therapeutic Use of Self	2	OTH 350	Evaluation and the Occupational Therapy Process
2	OTH 201	Fundamentals of Health Care and Occupational Therapy	1	OTH 373	Introduction to Level I Fieldwork
3	OTH 301	The Nature of Occupation	3	OTH 355	Principles of Health Promotion and Education
2	OTH 303	Introduction to Theories of Practice	2	OTH 364	Vision, Cognition and Perception in Occupational Therapy
3	PHL 350	Health Care Ethics	2	OTH 360	Clinical Reasoning I
			3	BIO 366	Pathophysiology
16	(Total credit hours this semester)		17	(Total credit hours this semester)	

Summer semester: OTH 375 Level IA fieldwork = 1 credit



MASTER IN OCCUPATIONAL THERAPY PROGRAM SEQUENCE



First Semester			Second Semester		
Hrs	Course #	Course Name	Hrs	Course #	Course Name
4	OTH 414	Occupational Therapy in Pediatrics I	4	OTH 434	Occupational Therapy in Pediatrics II
4	OTH 424	Occupational Therapy in Physical Rehabilitation I	4	OTH 444	Occupational Therapy in Physical Rehabilitation II
3	OTH 428	Occupational Therapy in Upper Extremity Rehabilitation	3	OTH 490	Principles of Occupational Therapy Research I
4	OTH 433	Occupational Therapy in Mental Health	2	OTH 452	Principles of Neuro-Rehabilitation I
1	OTH 475	Level IB Fieldwork	2	OTH 460	Clinical Reasoning II
			1	OTH 476	Level IC Fieldwork
16	(Total credit hours this semester)		16	(Total credit hours this semester)	

BS in rehabilitation studies with concentration in occupation would be awarded after this term, which leads to matriculation into graduate level of the combined MOT program.

Summer Semester

Hrs	Course #	Course Name
3	OTH 590	Principles of Occupational Therapy Research II
2	OTH 555	Occupational Therapy Management
3	OTH 540	Community Based Occupational Therapy
8	(Total credit hours this semester)	

Fall Semester

Spring Semester

Hrs	Course #	Course Name	Hrs	Course #	Course Name
3	OTH 560	Clinical Reasoning III	6	OTH 674	Fieldwork IIA Jan – Mar
2	OTH 593	Principles of Occupational Therapy Research III	6	OTH 675	Fieldwork IIB April – June
2	OTH 561	Occupational Therapy Leadership and Advocacy			
2	OTH 552	Principles of Neuro-Rehabilitation II	3 – 6	OTH 676	Fieldwork IIC (optional)
2	OTH 568	Physical Agent Modalities			
1	OTH 573	Transition to Level II Fieldwork			
12	(Total credit hours this semester)		12	(Total credit hours this semester)	

Occupational Therapy Courses Bulletin Descriptions and Pre-requisites

In case of a discrepancy between the College catalog and other publications or academic information provided by any faculty or staff member other than the Vice President for Academic Affairs, the catalog takes precedence.

The College reserves the right to terminate or modify program requirements, content and sequence of courses, and program offerings.

Level II Course:

OTH 101 Introduction to Occupational Therapy (3)

This course is designed as an introduction to occupational therapy. Students will gain knowledge of the history of occupational therapy and professional organizations related to occupational therapy. Students will develop a basic understanding of the occupational therapy terminology, practice settings, and professional documents.

Pre-Requisite: Admission to the OT program

Level III Courses:

OTH 200 Therapeutic Use of Self (3)

This course focuses on fundamental interpersonal skills of developing the person as an effective agent of change. Students will learn skills to build a therapeutic relationship with diverse clients across multiple settings emphasizing professional communication, rapport building and empathy. Students also will be introduced to concepts of task analysis and group dynamics.

Pre-Requisites: OTH 101 and PSY 101

OTH 201 Fundamentals of Health Care and Occupational Therapy (2)

This course is designed to instruct occupational therapy students' basic knowledge concerning health care system and delivery. Students will have an introduction to health records, ICF, WHO; understand health care team members and roles. Students will also learn reimbursement mechanisms within health care related services, gain knowledge regarding health disparities, advocacy, and global health initiatives.

Pre-Requisites: OTH 101 and SOC 101

OTH 301 The Nature of Occupation (2)

This course introduces students to the concept of occupational science as a discipline that studies the correlation between daily occupations, health and well-being. The power and importance of occupation is emphasized through a thorough investigation into the complex nature of occupation. Students will build on the work from OTH 101 to develop and enhance their understanding of occupation.

Pre-Requisite: OTH 101

OTH 303 Introduction to Theories of Practice (2)

This course examines select theories, models of practice, and frames of reference that have been developed and used in the practice of occupational therapy. In addition, the Occupational Therapy Practice Framework is used as the basis for teaching OT practice

and process. This course establishes the foundation for occupational therapy practice and the development of critical thinking and clinical reasoning skills.

Pre-Requisite: OTH 101

OTH 350 Evaluation and the Occupational Therapy Process (2)

This course is designed to teach the process of screening, evaluation, and referral to determine the need for occupational therapy intervention. Students will understand how to select and administer appropriate assessments, interpret the evaluation data, and document evaluation results.

Pre-Requisites: OTH 200 and OTH 303

OTH 355 Principles of Health Promotion and Education (3)

This course provides the foundation for systematically designing, implementing, and evaluating learning experiences used in the education of clients, caregivers, family members, and self. Education on instructional design, methods, skills, media, and evaluation will be applied to wellness and prevention education with community partners. Occupational therapy's role in the promotion of health and wellness will be emphasized.

Pre-Requisites: OTH 201 and OTH 303

OTH 360 Clinical Reasoning I (2)

This course is the first in a three-part progression preparing students to be critical thinkers. This introductory course establishes critical thinking as a method and concept for the student to develop, examines how theory and practice are linked, and incorporates knowledge for all level III OT coursework.

Pre-Requisites: OTH 200 and OTH 201

OTH 362 Principles of Kinesiology (4)

This course focuses on the study of the musculoskeletal system and the principles of human motion. A experiential learning component is integrated into this course and students will learn goniometric and manual muscle testing assessment.

Pre-Requisites: BIO 202 and BIO 203

OTH 364 Vision, Perception, and Cognition in Occupational Therapy (2)

This course will examine the impact of visual, perceptual, and cognitive deficits on occupational performance. Evaluation and intervention methods will be examined based on client context utilizing theoretical constructs.

Pre-Requisites: OTH 303 and OTH 365

OTH 373 Introduction to Level I Fieldwork (1)

This course utilizes a seminar format to discuss aspects of Level I fieldwork experiences, reinforce professional behaviors and prepare students for transition to Level I Fieldwork.

Pre-Requisite: OTH 201

OTH 375 Level IA Fieldwork (1)

This course is designed to enrich student learning through participation in selected aspects of the occupational therapy process during an approximately 40 hour fieldwork experience. A classroom component is incorporated to prepare student for the fieldwork experience as well as to offer the opportunity for reflection. The Level IA fieldwork will focus on the integration and application of the Occupational Therapy Practice Framework to occupational therapy practice.

Pre-Requisite: OTH 373

Level IV Courses:**OTH 414 Occupational Therapy in Pediatrics I (4)**

This is the first of a two course sequence focused on occupational therapy pediatric practice. This course explores the development of normal occupations across the age continuum from infancy to adolescence. There is an emphasis on how major developmental theories and occupational therapy frames of references related to pediatric practice guide the selection of assessment tools and in designing client centered interventions. Students will analyze the influence of parenting and family systems as well as genetic and environmental factors on occupational performance.

Pre-Requisites: PSY 220 and OTH 303

OTH 424 Occupational Therapy in Physical Rehabilitation I (4)

This course focuses on the evaluation and treatment of individuals with physical disabilities. Theoretical approaches to OT intervention will be practiced and analyzed. Remedial, compensatory, and adaptive performance approaches will be integrated through intervention education.

Pre-Requisites: BIO 366 and OTH 362

OTH 428 Occupational Therapy for Upper Extremity Rehabilitation (3)

This course targets the designing, selecting and fabricating of orthotic devices to enhance occupational performance and engagement or re-engagement with meaningful and significant occupations. The course will include a review of upper extremity anatomy as it relates to the correct application and fitting of orthotics. The course will also introduce the use of prosthetic devices. Development of sound clinical reasoning and use of scientific evidence for the use of orthotic and prosthetic devices is emphasized.

Pre-Requisites: OTH 362 and OTH 365

OTH 433 Occupational Therapy in Mental Health (4)

This course focuses on the development of theory driven clinical reasoning in selecting evaluation methods and designing interventions for mental health practice in a variety of settings. Students will demonstrate application of group theory and group facilitation skills with clients in a community or hospital setting. Students will examine current mental health issues and learn advocacy skills to promote positive client centered outcomes.

Pre-Requisites: OTH 200 and PSY 410

OTH 434 Occupational Therapy in Pediatrics II (4)

This course is the second of a two course series focused on occupational therapy pediatric practice. Commonly encountered diagnoses that affect children prenatally through adolescence will be examined to understand how these conditions affect occupational performance. Conceptual models for prevention, intervention, and team management are utilized.

Pre-Requisites: OTH 360 and OTH 414

OTH 444 Occupational Therapy and Physical Rehabilitation II (4)

This course is the second course in a sequence and is designed to teach evaluation and intervention for complex physical dysfunction including neurological diseases processes and deficits. Students will learn entry level skills necessary to practice in the area of physical rehabilitation.

Pre-Requisite: OTH 424

OTH 452 Principles of Neuro-Rehabilitation I (2)

This course is the first in a two semester sequence where students learn traditional and contemporary models of practice and evidence-based interventions used in neurorehabilitation. A lab component will be utilized so that students can implement the skills discussed in class.

Pre-Requisites: OTH 362 and OTH 365

OTH 460 Clinical Reasoning II (2)

This course is the second in a three-part progression preparing students to be critical thinkers in practice. This course builds on all OT coursework assisting the student to develop as a critical thinker, reflective practitioner, and evidence based practitioner. Application and analysis of case studies across the lifespan and practice areas will be utilized to integrate theory, core OT concepts, therapeutic use of self and the OT process.

Pre-Requisites: OTH 360 and OTH 414

OTH 475 Level IB Fieldwork (1)

This course is designed to enrich student learning through participation in selected aspects of the occupational therapy process during an approximately 40 hour fieldwork experience. A classroom component is incorporated to prepare student for the fieldwork experience as well as to offer the opportunity for reflection. The Level IB fieldwork will focus on the consideration of psychosocial factors that may affect the occupational therapy process

Pre-Requisite: OTH 375

OTH 476 Level IC Fieldwork (1)

This course is designed to enrich student learning through participation in selective aspects of the occupational therapy process during an approximately 40 hour fieldwork experience in an occupational therapy practice setting. Preparation and reflection of fieldwork experiences will be discussed in a seminar format. The Level IC fieldwork experience will emphasize evidence based practice to support therapeutic interventions.

Pre-Requisites: OTH 475

OTH 490 Principles of Occupational Therapy Research I (3)

This course is the first in a three-part progression that prepares students to use research effectively and enact research ethically. Students will begin to critically analyze current research in becoming a good consumer of research. Students will examine both quantitative and qualitative design focusing on methodology, data analysis and critical discussion of both types of research.

Pre-Requisite: MTH 242 and PHL 350

Graduate Level Courses:

OTH 540 Community Based Occupational Therapy (3)

This course gives students the opportunity to design and provide services to address unmet needs for individuals, groups, or populations in community settings. Students will explore occupation in the context of community in applying components of program development and grant writing.

Pre-Requisites: OTH 301 and OTH 355

OTH 552 Principles of Neuro-Rehabilitation II (2)

This course is the second in a two semester sequence where students learn traditional and contemporary models of practice and evidence-based interventions used in neuro-rehabilitation. An experiential learning component will be utilized so that students can implement the skills discussed in class.

Pre-Requisite: OTH 452

OTH 555 Occupational Therapy Management (2)

This course is offered in the graduate year of the occupational therapy curriculum. In this course students implement the skills necessary for an occupational therapist to provide competent managerial services as a health care practitioner in a changing healthcare environment.

Pre-Requisites: OTH 201 and OTH 460

OTH 560 Clinical Reasoning III (3)

This course is the last in the three-part progression preparing students to be critical thinkers. The course is designed to integrate theory and the knowledge of pathologies and intervention strategies with an understanding of the OT process. The focus is on developing the student's ability to evaluate and synthesize information from complex situations and practice setting involving individuals and populations.

Pre-Requisites: OTH 460 and OTH 540

OTH 561 Occupational Therapy Leadership and Advocacy (2)

This course will explore various theories of leadership for enacting positive change and develop leadership skills for advocacy and client centered practice. Students will explore how sociopolitical factors impact health care policy and occupational therapy. Students will examine personal and professional values as well as positive

characteristics of leaders in occupational therapy in articulating their own leadership style.

Pre-Requisites: OTH 360 and OTH 414

OTH 568 Physical Agent Modalities (2)

This course provides instruction in the safe and effective application of superficial thermal and mechanical modalities. Students will explore limitations, contraindications and benefits for the use of physical agent modalities to improve occupational performance or alleviate pain.

Pre-Requisites: OTH 424 and OTH 444

OTH 573 Transition to Level II Fieldwork (1)

This course is designed to prepare students for transition to Level II fieldwork experiences and entry level practice, as well as ensure compliance with fieldwork site requirements.

Pre-Requisite: OTH 476

OTH 590 Principles of Occupational Therapy Research II (3)

This is the second course in the three-part research progression. Students will practice interpreting basic descriptive quantitative statistics, as well as code, and synthesize qualitative data to develop meaningful conclusions. Students utilize selected topics of interest to initiate a literature review in developing their scholarship skills. The Institutional Review Board process will be discussed as part of this course.

Pre-Requisite: OTH 490

OTH 593 Principles of Occupational Therapy Research III (2)

This final course in the research continuum focuses on scholarly dissemination of research. Students will complete the literature review initiated in Principles of Occupational Therapy Research II to create a scholarly project and plan a mock research proposal. The research series will conclude with a scholarly presentation based on occupational therapy research.

Pre-Requisite: OTH 590

OTH 674 Level IIA Fieldwork (6)

This course is designed to provide students the opportunity to engage in all aspects of the occupational therapy process during a twelve week fieldwork experience in an occupational therapy practice setting. This course promotes the student's development of competent, entry level practice skills.

Pre-Requisite: OTH 573

OTH 675 Level IIB Fieldwork (6)

This course is designed to provide students the opportunity to engage in all aspects of the occupational therapy process during a twelve week fieldwork experience in an occupational therapy practice setting. This course promotes the student's development of competent, entry level practice skills.

Pre-Requisite: OTH 674

Upon graduation, Bachelors in Rehabilitation Studies (with concentration in occupation), and a Master in Occupational Therapy will be earned.

Students who have previously earned a bachelor's degree **can be** eligible to earn the Bachelor in Rehabilitation Studies at College of Saint Mary. Students will complete requirements for their BRS by the end of their 4th year and graduate with that degree during the May graduation ceremony. Students will be eligible for academic honors related to this coursework. Students will then graduate with their Master in Occupational Therapy in May of the 5th year. The Program Director and Division of Health Professions will hood students on stage. Actual finish date for students is the end of June. After all academic requirements have been completed, grades for level II fieldwork will be entered and the registrar's office will be able to issue student transcripts. When applying for jobs and temporary licenses, please be aware of the time it may take to get these items in order.

SAFETY AND SECURITY

Services on Campus

Security is provided 24 hours a day. If you have any concerns at any time, call 402-670-8848 (dial “1” if on campus). The phone is answered 24 hours a day.

If you desire an escort from a building after dark, call 402- 670-8848.

A campus security report is compiled on a yearly basis and is available through Student Services.

For safety and security policies, refer to the front of your College of Saint Mary student handbook, where the most up-to-date information and instruction is located.

OCCUPATIONAL THERAPY LAB SAFETY

The OT Lab is a community-learning environment for all OT students and faculty. One might compare it to an OT Clinic. Please take care to maintain:

- The safe, operating condition of all tools and machines
- The inventory of supplies
- The clean organized storage of supplies and tools
- An environment, which can nurture learning
- Cleanliness of the lab

If there are difficulties with any of the above, please notify the OT Faculty immediately so that privileges are not lost for any individuals not involved with the noted infractions.

Remember Safety First:

- A fire alarm and an A/B/C – type fire extinguisher are located in the hallway immediately outside of the south OT Lab doorway.
- Heat guns used to spot mold splints are hot enough to cause severe burns... take care when using this tool. Do not wear loose sleeves or leave hair unbound when using the heating guns
- When using utility knives, never cut towards yourself.
- When clipping outrigger wire, take care that clipped ends do not fly off unrestrained. There is usually enough force to injure, particularly if someone catches the excess piece in her or his eye.
- Be careful of all solvents... some are flammable and some may cause contact dermatitis or burning sensations.
- Use stockinet, if needed when molding splints to avoid burning your “client” or classmates.
- Practice good body mechanics at all times.
- Pick up after yourself... if everyone leaves “just a little” scrap on the floor and counter think of the mess!
- Report any needs for repair on the “Repairs Needed” sign-up sheet

- Notice if supplies are getting low, mark items on “Supplies Needed” sign-up sheet
- Put supplies and equipment in their correct storage place. Remind others, if needed.
- Keep supplies in an organized, logical order.

In cases of minor cuts, burns and other minor ailments:

All incidents, no matter how insignificant you might think it is, must be reported to the instructor.

Heat Gun

As part of your splint making activities, you may be required to use a heat gun to heat plastic and modify splints. Do not be fooled by this piece of equipment... although it looks like a hair dryer, it is able to reach temperatures of 700°F. This portable, lightweight heat gun is so quiet that there is a safety light to tell you when the gun is on. Please use extreme caution with this equipment. Only run it on hot when you are directly using it; get in the habit of turning it to “cool” or “off” when you are working on other parts of your splint. Look to the safety of everyone. Don’t place the gun so that you must reach across it. Students should not use the heat gun and splinting equipment before they have received instruction.

Occupations are the actions we perform that enable us to occupy the time and the space of our daily lives. We get dressed, prepare and eat meals, work, study, play, and relax. When what we do is meaningful, we occupy time and space with a sense of satisfaction. Meaning also comes from the importance that we place on being able to do those actions that enable us to live in our homes, perform in our work places and participate in leisure. The focus of occupational therapy is to enable people to do the actions that they need and want to do to be able to meaningfully occupy the time and space of their lives.

~ Ann Fisher, 1995

Student Resources

Key Information Sources

For specific information concerning the College, write or call one of the following:

Academic Affairs	Walsh Administration Building	402-399-2693
Achievement Center	Hixson-Lied Commons	402-399-2490
Athletics	Lied Fitness Center	402-399-2451
Campus Life	Hixson-Lied Commons	402-399-2320
Campus Ministry & Liturgy	Walsh Administration Building	402-399-2389
Campus Store	Mercy Hall	402-399-2462
Copy Center	Walsh Administration Building	402-399-2473
Enrollment	Mercy Hall	402-399-2355
Express Center	Walsh Administration Building	402-399-2429
Financial Aid	Walsh Administration Building	402-399-2362
Information Center	Mercy Hall	402-399-2400
Institutional Advancement	Walsh Administration Building	402-399-2330
Institutional Technology	Walsh Administration Building	402-399-5300
Library	Hixson-Lied Commons	402-399-2471
Maintenance	Maintenance Building	402-399-2600
Registrar's Office	Walsh Administration Building	402-399-2443
Security	Hixson-Lied Commons	402-670-8848
Student Senate	Hixson-Lied Commons	402-399-2445
Treat America	Mercy Hall	

Professional Behaviors Self-Assessment

Scale

- | | |
|---|--|
| 1. do not demonstrate even when situation/ opportunity arises
2. demonstrate behavior 26%-50% of the time
3. demonstrate behavior 51%-75% of the time | 4. demonstrates 75%-95% of the time
5. demonstrate behavior 96%-100% of the time
NA- not applicable to the situation/setting |
|---|--|

	1. DEPENDIBILITY:
	a. Reliable.
	b. Prompt- being on time for class, fieldwork, assignments & commitments.
	c. Responsible.
	2. INITIATIVE:
	a. Energetic, positive, & motivating attitude/ self starting projects, tasks, & programs including satisfactorily making up missed assignments.
	b. Pursues identified areas of needed study, without assistance or urging from others.
	c. Taking initiative to direct own learning.
	3. EMPATHY:
	a. Culturally sensitive.
	b. Managing personal emotions maturely.
	c. Being sensitive & responding to the feelings & behaviors of others, listening to & considering the idea & opinions of others.
	4. PROFESSIONALISM:
	a. Flexible/responsive: maturely adjusts to changes/demands of a situation and/or in response to feedback>demonstrates ability to be flexible in unexpected situations.
	b. Polite, able to judge timing of when to add input.
	c. Able to establish rapport.
	d. Nonjudgmental.
	e. Present to others with a professional demeanor: confident body posture, gestures and eye contact.
	f. Suitably dress for an intended environment and the related tasks/activities; both classroom & fieldwork.
	g. Demonstrate knowledge of AOTA's Standards of Practice and Code of Ethics.
	h. Can modify behavior according to demands of a situation.
	i. Identify areas in which additional information/learning is needed.
	j. Able to use professional terminology verbally and in writing.
	k. Display a positive attitude towards becoming a professional.
	l. Displaying integrity in academic & professional matters.
	5. COOPERATION:
	a. Showing consideration for the needs of the group.
	b. Developing group cohesiveness by assisting in the development of the knowledge and awareness of others.
	6. ORGANIZATION:
	a. Managing time and materials to meet program requirements.
	b. Can manage time efficiently: remain productive during down times.
	c. Can manage materials and resources effectively both personally and work related.
	7. FIELDWORK REASONING:
	a. Using an inquiring or questioning approach in class or clinic.
	b. Giving alternative solutions to complex issues and situations.

	c. Seeks resources to address personal growth needs.
	d. Able to identify ideas/theories/or frames of reference that guide your reasoning.
	8. SUPERVISORY PROCESS:
	a. Giving and receiving constructive feedback.
	b. Modifying performance in response to meaningful feedback.
	c. Respectful of others.
	d. Seek feedback.
	9. COMMUNICATION:
	a. Verbalizing opposing opinions with constructive results.
	b. Communicating ideas and opinions clearly and concisely in writing papers, notes and reports.
	c. Communicating complex subject matter clearly and concisely in writing, using correct punctuation and grammar.
	d. Contributes consistently in class, meetings, and in response to supervision.
	e. Able to constructively share concerns/feelings, regarding experiences with supervisor.
	f. Consider impact of interactions: verbal and nonverbal.
	g. Able to make observations and interpret cues effectively.
Comments: (Comment on every score below 3, with goals to improve the area of Professional behavior. Other comments are also appreciated.):	
Goals for Professionalism	

Student Signature: _____ Date: _____

AOTA Centennial Vision

“By the year 2017.....

We envision that occupational therapy is a powerful, widely recognized, science-driven, and evidence-based profession with a globally connected and diverse workforce meeting society’s occupational needs.”

To be and become powerful, occupational therapy practitioners will need to:

- Hold leadership roles in health care delivery systems
- Be active in policymaking
- Utilize technology to provide services
- Influence change to benefit society
- Mitigate reimbursement for our services

To be widely recognized, we need to:

- Have a simple, clear, compelling public image
- Use consumer friendly language to answer the frequently-asked question: “What is occupational therapy?”
- Communicate the value of our service
- Establish a widespread understanding of what occupational therapy is, coupled with society’s recognition of the value of occupation to health and wellness, which will result in increased consumer-demand for occupational therapy

To be science-driven entails:

- Fostering the growth of occupational science and recruiting occupational scientists
- Acknowledging the unique perspective that occupational scientists bring to the table and specifically seek them out to engage in research
- Increasing our research capacity and productivity
- Being equipped to use science-based knowledge guided by our time-honored values to demonstrate our power in meeting societal needs

To be evidence-based it is imperative to:

- Be justified through evidence
- Confirm the efficacy of occupational therapy be widely available
- As a result, payers will be more likely to reimburse occupational therapy services because it is a proven, cost-effective treatment that improves health and quality of life.

Clark, F. AOTAs centennial vision: What it is, why it’s right (annotated presentation). Retrieved from <http://www.aota.org/News/Centennial/Updates.aspx>

Good Luck
&
Congratulations on your
Acceptance into
the Occupational Therapy Program
at College of Saint Mary!