

College of Health and Human Services

**Department of Applied Medicine
and Rehabilitation**

Occupational Therapy Program



MS Student Handbook

2022-2023-2024

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Introductions:

Welcome to the Occupational Therapy Program at Indiana State University. We are delighted that you have chosen our institution to pursue your goals of becoming an occupational therapist. During your educational experience at ISU you will have the opportunity to meet individuals who can facilitate your success. We have provided contact information as well as a brief “snap shot” of those individuals dedicated to the program.

OT Program Personnel:

John Pommier, PhD	Applied Medicine and Rehabilitation Chair	237-4065	john.pommier@indstate.edu
Paula Jarrard OTD, OTR	Assistant Professor/ Program Director	237-2583	paula.jarrard@indstate.edu
Brandi Andreae, OTD, OTR	Assistant Professor	237-7367	brandi.andreae@indstate.edu
Meghan Steward, MS, OTR	Academic Fieldwork Coordinator	237-3962	meghan.steward@indstate.edu
Priya Bakshi, OTD, OTR, CHT	Assistant Professor	237-2238	priya.bakshi@indstate.edu
Steven McCaw, PhD	Instructor/Affiliated Faculty	237-2347	Steven.McCaw@indstate.edu
Bridget Roberts-Pittman, PhD	Affiliated Faculty, Applied Clinical and Educational Sciences	237-4593	bridget.roberts-pittman@indstate.edu
Sandra Durham, MS OTR	Instructor/Affiliated Faculty	237-2583	sandra.durham@indstate.edu
Christyna Kiesel, MS OTR	Instructor/Affiliated Faculty	237-2583	christyna.kiesel@indstate.edu
Krista Griffin, MS OTR	Instructor/Affiliated Faculty	237-2583	krista.griffin@indstate.edu
Kathryn Warfel	Student Support Services	237-2583	Kathryn.Warfel@indstate.edu
Kelly Hartzler	Student Services – Fieldwork	237-8850	kelly.hartzler@indstate.edu
Julie Dininger	AMR Administrative Assistant	237-8470	julie.dininger@indstate.edu

Support Staff:***Kathryn Warfel:***

Kathryn is your primary contact for all student services and documentation. She also assists with logistics of student organizations, special events and meetings. She is also the primary contact for admissions.

Kelly Hartzler:

Kelly is the behind-the-scenes person for fieldwork. She makes sure that your immunizations and all the important paperwork is up to date. She also maintains the department’s fieldwork contracts.

Julie Dininger:

Julie Dininger is the primary assistant to the Department Chair.

Full Time Faculty:***Dr. Paula Jarrard:***

Dr. Jarrard received a Bachelor of Science degree in OT from Indiana University and Masters in OT from University of Southern Indiana. She specialized in the Pediatric Track, earning a clinical doctorate of OT from Rocky Mountain University in 2008. Dr. Jarrard has 18 years of experience in school, acute care, outpatient, rehab, and home health care settings. She is passionate about her work and hopes to instill a love of lifelong learning in her students! Dr. Jarrard is interested in the impact of cognitive, mental health, and neurobiological conditions across diverse populations and has special interest in the role of vision in performance of everyday occupations. She continues to practice in collaboration with optometry and has served as clinical lecturer/educational consultant for the Binocular Vision/Pediatric Clinic at Indiana University School of Optometry for 14 years. Dr. Jarrard enjoys sharing a log cabin with her husband, dogs (mostly pugs), cats, horses, and chickens. She has three adult children and four grandchildren. She enjoys spending time with her family, outdoor activities, line dancing, and arts/crafting.

Dr. Brandi Andreae:

Dr. Andreae received her Bachelor of Science degree in Exercise Science (2005) and Master of Science in OT (2007) from IUPUI. More recently, she completed her post-professional doctorate in August 2019 from IUPUI. She has enjoyed working with the older adult population in west central Indiana for over 10 years with a background in acute care, acute medical rehab and home health. She is passionate about her work and hopes to instill a love of lifelong learning in her students. Her special interest includes occupational therapy in primary care setting. She volunteers her time in the Memory & Aging Clinic with Valley Professionals Community Health Center on Monday mornings while supervising OT students to perform home evaluations, in-clinic assessments and interventions, as well as driving screenings utilizing the driving simulator. She is also interested in the impact of physical and neurological conditions across diverse populations, as well as the use of the driver simulator with patients with neurocognitive disorders. She has been faculty for the ISU OT program in a variety of courses, such as Skills II & III, Reasoning & Complex Patients, Older Adults & Aging, and Academic Fieldwork Coordinator while continuing to practice in the home health arena in Vigo County to meet diverse needs of each patient in providing therapy to improve functional performance in collaboration with PT, SLP, nursing, and local physicians. She enjoys sharing her home with her husband and 3 children, Natalie, Aubrey, and Austin. Her leisure activities include spending time with family, photography, vacationing with friends and family, as well as volunteering at her church.

Dr. Priya Bakshi:

Priya Bakshi received her bachelor's degree in Occupational Therapy from New Delhi, India in 1996 and masters in health science from University of Indianapolis in 2009, specializing in the orthopedic track. She recently completed her clinical doctorate in Aug 2019 from IUPUI. She has experience in a variety of settings, including outpatient therapy, acute and subacute rehabilitation, long term care and early intervention. Priya has a special interest in Hand Therapy and became a certified hand therapist in 2012. She is on staff at the Indiana Hand to Shoulder Center and works closely with surgeons treating postoperative, traumatic and work related injuries. She is passionate about hand care and continues to challenge herself to improve patient outcomes. She hopes to help students develop a strong foundation on which they can continue to build their expertise. Priya enjoys running, gardening and playing tennis with family and friends. Her absolute favorite moments are time spent with her wonderful husband, exceptional son and eccentric black lab.

Ms. Meghan Steward:

Meghan Steward received her bachelor's degree in Occupational Therapy from The University of New Hampshire in 2007, and Masters of Occupational Therapy from UNH in 2008. Her background is primarily in home health care, both early intervention and adult populations, and she continues to work in the home health setting with Visiting Nurse Association of the Wabash Valley. She has additional work experience in hospital, school, and outpatient settings. Meghan is passionate about community based occupational therapy, and the collaboration between local programs and OT students. Meghan has been the Academic Fieldwork Coordinator at ISU since 2018, and has implemented a fully community-based fieldwork model by developing partnerships with local schools, behavioral health facilities, and adult day centers. She is the acting SOTA advisor, and enjoys collaborating with students to facilitate an enriching experience during their time in the ISU OT program. Meghan has worked as an Occupational therapist in Ohio, Texas, and Indiana, and is now living in Terre Haute where she is originally from. She lives with her husband, Matt, and two children, Jack and Lyla. Meghan loves being with her family and friends, traveling, and spending time outdoors.

Affiliated Faculty:***Dr. Steve McCaw:***

Dr. McCaw received a Bachelor of Physical and Health Education degree from Lakehead University in Thunder Bay, Canada and a Masters degree in Biomechanics from McGill University in Montreal, Canada. He earned a PhD in Biomechanics and Sports Medicine from the University of Oregon. Dr. McCaw brings to the OT faculty over 30 years of experience in biomechanics research related to performance and joint bracing, applied occupational biomechanics in the workplace, and forensic biomechanics related to the mechanism of overuse and traumatic injury. He teaches Advanced Anatomy, Applied Neuroscience, Biomechanics and Research Methods, courses providing the foundation for evidence-based practice in Occupational Therapy. Dr. McCaw resides in rural Illinois. The best part of his life is with his wonderful wife, 3 children and 2 grandchildren, as well as exploring the Pacific Northwest whenever they can.

Sandra Durham:

Sandra Durham received a Bachelor's degree in Occupational Therapy from the University of Illinois at Chicago and a post-professional Master's degree in Occupational Therapy from Texas Woman's University, with a specialization in administration/education. She has been happily engaged in occupational therapy practice for over 35 years, serving as a staff therapist, lead therapist, department director, consultant, and educator. Her practice areas have included school systems, community and residential developmental disabilities, orthopedic therapy interventions, acute mental health conditions, skilled nursing and rehabilitation, and home health. Ms. Durham has a special interest in teens and adults with autism, and serves as a consultant and advisory board member for the Autism Center at Eastern Illinois University. Ms. Durham is also interested in assistive technologies available to enable occupation and the exploration of environmental, organizational, and interpersonal factors influencing supervision of occupational therapy practitioners. She lives in Illinois with her husband and daughter, and enjoys traveling with family and friends, reading, flower gardening, collecting handmade pottery, and attending music events of all types.

Christyna Kiesel:

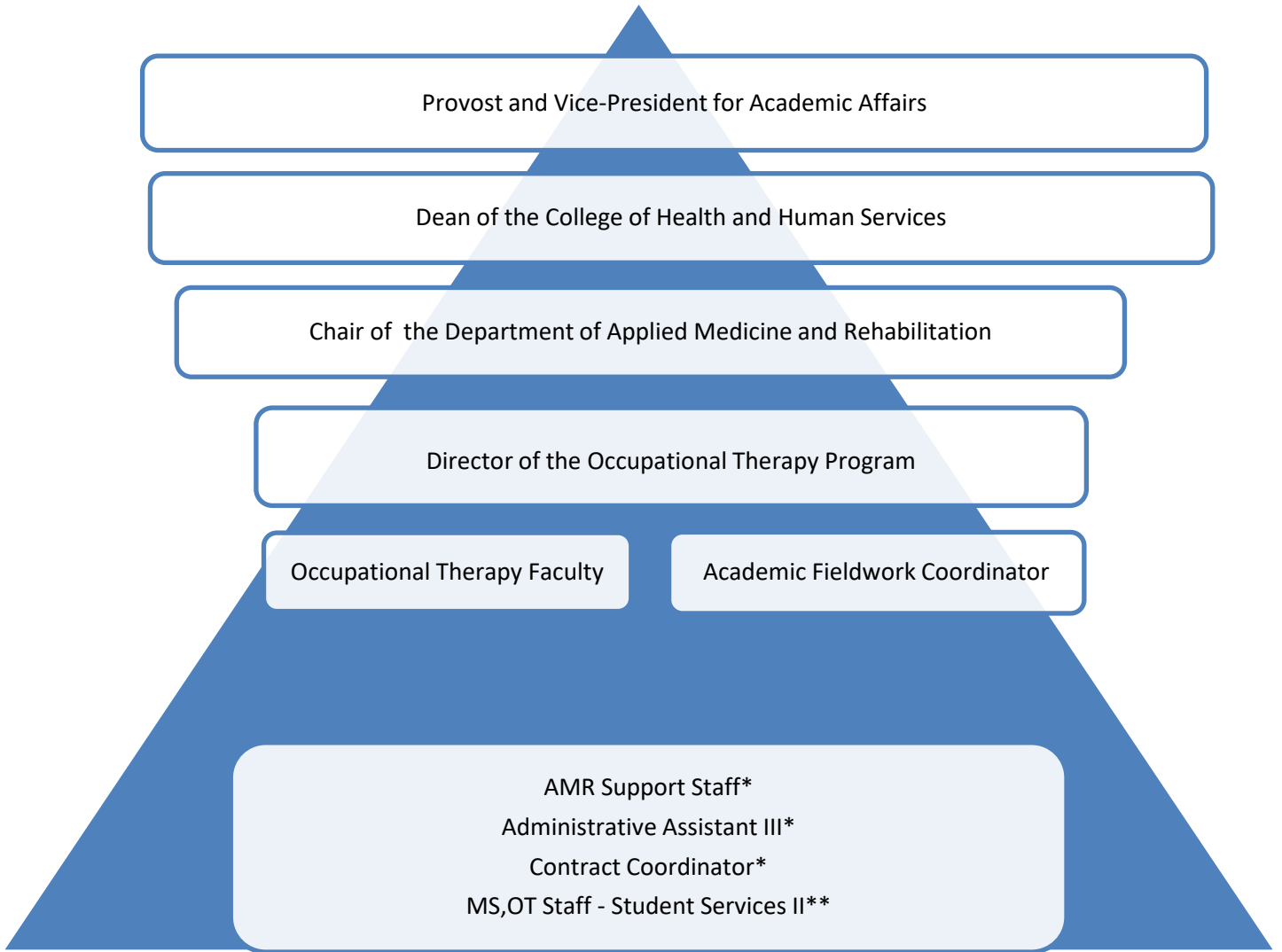
Christy Kiesel graduated in 2008 from the University of St. Augustine in St. Augustine, FL with a masters in occupational therapy. Prior to that she earned her bachelor's degree in exercise science from Indiana University where she was also a group exercise instructor and personal trainer. She has advanced training in pelvic floor dysfunction through the Herman & Wallace Pelvic Rehabilitation Institute. Christy brings vast clinical experience from working as a traveling therapist for several years. She has held an occupational therapy license in seven different states and worked in home health, acute care, outpatient, inpatient rehabilitation, and skilled nursing settings. Currently she works at Union Hospital in acute care and inpatient rehabilitation, and is the only therapist seeing patients on the Mother-Baby Unit for perinatal therapy services. She also owns a private practice for women's health where she sees patients through virtual and home-based visits. Christy is active in state and national occupational therapy associations and is currently the Secretary for the Indiana Occupational

Therapy Association. She holds active membership on the American Occupational Therapy Association's (AOTA) Women's Health Community of Practice and volunteers as a Critically Appraised Paper Reviewer for the AOTA Evidence Exchange. Christy teaches Lifespan Development and guest lectures on neurological conditions, pelvic conditions, and women's health topics intermittently. Christy lives with her husband, three children, and cat in Terre Haute. She loves snuggling with her kids and making them laugh. She also enjoys hiking with her husband, drinking good coffee, and visiting with her family and three friends from high school.

Krista Griffin:

Krista Griffin first earned her bachelor's degree in psychology from IU and then graduated in 2016 from Indiana State University with a master's of science in occupational therapy. Her graduate research was published in the *Open Journal of Occupational Therapy*, a project that she initially started researching as an undergraduate. She is a Certified Pediatric Massage Therapist, is Graston Technique certified, and is CarFit certified, while currently working towards CEU certifications in geriatric care and vision rehab. She has almost 2 years of experience in pediatric therapy and 5 years in acute inpatient, acute rehabilitation, and NICU settings. She currently works at Terre Haute Regional Hospital where she has been a clinical instructor for ISU since 2018. Krista is originally from Columbus, Indiana but lives in Terre Haute with her husband and 2 dogs. Her favorite activities include spending time with her family (including the dogs!), reading, being outdoors, & watching some of her favorite science fiction shows.

Organizational Chart for Academic Administration:



*AMR Support Staff report to the Chair of the Department of Applied Medicine and Rehabilitation and support programs in the Department in varying capacity (Athletic Training, Occupational Therapy, Physical Therapy, and Physician Assistant Programs).

**MS, OT Staff reports to the Program Director and support only the MS, OT Program, with limited exceptions.

SECTION 1: Indiana State University and Occupational Therapy

The Occupational Therapy Program is located in the College of Nursing, Health and Human Services in the Department of Applied Health and Rehabilitation. Our history as well as our mission & vision statements provides a broader picture of who we are.

History:

The origins of Indiana State University date back to December 20, 1865, when Indiana State Normal School was created by the Indiana legislature. The primary mission was the “preparation of teachers for teaching in the common schools of Indiana.” The first bachelor’s degrees were awarded in 1908, the first master’s degrees in 1928, and the first doctorates in 1965. “University” status was achieved in 1965 and the name was changed to Indiana State University.

Today, Indiana State University (ISU) is a comprehensive, research intensive university that includes a College of Arts & Sciences, professional colleges of Business, Education, Technology, Nursing, Health & Human Services, and the School of Graduate Studies. Institutional accreditation has been achieved from 27 accrediting bodies. The current mission of the University is “to educate students to be productive citizens and enhance the quality of life of the citizens of Indiana by making the knowledge and expertise of its faculty available and accessible. These purposes are served when the University disseminates knowledge through instruction and extends and applies knowledge through research, creative and scholarly activities, and public service.”

The Occupational Therapy Program was developed in response to recommendations made by the Western Indiana Health Professions Task Force. The primary goal of this task force and the Rural Health Innovation Collaborative is to decentralize healthcare allowing for services in rural and underserved areas. The need for a profession such as occupational therapy was noted in the task force report. ISU supporting the goals of the Initiative began development of the occupational therapy program in 2010 by hiring a consultant and developing an OT advisory committee. In 2012, the Occupational Therapy Program hired a program director and an academic fieldwork coordinator. The program became accredited by the [Accreditation Council for Occupational Therapy Education](#) (ACOTE) of the [American Occupational Therapy Association](#) (AOTA).

Indiana State University Mission & Vision:

Vision: We will be the university of choice for students seeking a distinctive, high-quality education highlighted by challenging experiences that prepare our graduates to contribute to the economic vitality and civic and cultural development of their communities and the global society.

Mission: We transform the lives of students through a high-quality education infused with experiential learning, community engagement and career-readiness. Our students succeed within a culture of inclusion and support that provides the skills and knowledge to impact Indiana and beyond.

College of Health and Human Services:

Vision: To serve as a leader in developing health and human services professionals who will positively impact communities.

Mission:

The College fosters student excellence and develops productive citizens who function as skilled health and human services professionals to improve the health and wellbeing of the communities we serve. We exemplify teaching, scholarship, service, and community engagement through health initiatives, innovative thinking, and lifelong learning.

Department of Applied Medicine and Rehabilitation:

Mission: The mission of Department of Applied Medicine and Rehabilitation is to provide excellence in interprofessional preparation/practice and collaborative healthcare and wellness. The department supports the development of productive citizens through mentorship in the quest for new knowledge and research, community engagement, clinical experience, service learning, and progressive comprehensive health care

Occupational Therapy Program:

Vision: The Occupational Therapy program will be recognized for empowering individuals to become highly skilled occupation-based professionals that focus on interprofessional practice in multiple environments, emphasizing rural and underserved communities. The program will graduate individuals qualified to become OT practitioners respected in the community for their excellence in practice, professionalism in the therapeutic environment, and professional responsibility.

Mission:

The mission of the Occupational Therapy program is to provide competent health care providers who possess basic skills as a health care provider, consultant, educator, manager, researcher, and advocate for the profession and the consumer. In addition, the program seeks to improve patient access and quality care for rural and underserved populations through interprofessional education.

In achieving its mission, and that of the University, the School of Occupational Therapy will:

- Demonstrate the responsiveness of Indiana State University to the needs of the community (local, regional, national, international). The Western Indiana Health Professions Task Force identified the need for occupational therapy in the Wabash Valley and beyond. The ISU OT program will empower students to become the highly skilled evidence and occupation-based professionals.
- Reinforce the university's commitment to service. A facet of the curricular theme, professional responsibility facilitates the students' involvement with the needs of the community. The theme reinforces the attitudes of caring and respect that are consistent with the Code of Ethics and Standards of Practice for the American Occupational Therapy Association.
- Provide experiences in the classroom, laboratory, and therapeutic environments that provide exposure to traditional and emerging practice areas. Thus, expanding their knowledge and encouraging students to engage in creative and innovative thinking.
- In preparation for future practice, provide opportunities for interprofessional collaboration.

SECTION 2: Curriculum

Statement of Learning Philosophy:

The learning philosophy of the Indiana State University Occupational Therapy Program is consistent with the published philosophical base of the profession:

Occupational therapy education is grounded in the belief that humans are complex beings engaged in a dynamic process of interaction with the physical, social, temporal, cultural, psychological, spiritual, and virtual environments. Through active engagement within the internal and external environments, humans evolve, change, and adapt. Occupational therapy educators advocate the use of occupation to facilitate health promoting growth, change, and/or adaptation with the goal of participation in meaningful occupation that supports survival, self-actualization, occupational balance, and quality of life.

The profession of occupational therapy is unique and dynamic, grounded in core principles of occupation, and is influenced by emerging knowledge and technologies. Thus, the education of future occupational therapists and occupational therapy assistants must consistently reinforce the development of new knowledge supporting the use of occupation, the application of clinical reasoning based on evidence, the necessity for lifelong learning, and the improvement of professional knowledge and skills.

Occupational therapy education promotes competence through educational experiences that foster the occupational therapists' and occupational therapy assistants' practice potential and scholarship development. Occupational therapy educators use active learning that engages understanding through a collaborative process that builds on prior knowledge and experience and integrates professional academic knowledge, experiential learning, clinical reasoning, and self-reflection. Occupational therapy education promotes integration of philosophical and theoretical knowledge, values, beliefs, ethics, and technical skills for broad application to practice in order to improve human participation and quality of life for those individuals with and without impairments and limitations.

The occupational therapy education process emphasizes continuing critical inquiry in order that occupational therapists and occupational therapy assistants be well prepared to function and thrive in the dynamic environments of a diverse and multicultural society, using the power of occupation as the primary method of evaluation, intervention, and health promotion. (AOTA, 2007, p.511)

At Indiana State University, the occupation of learning is a complex adaptive response comprised of infinite interactions between student abilities and the context in which learning occurs. Students enrolled in the ISU OT program are viewed as occupational beings with a desire to master the requirements of becoming entry level occupational therapists. ISU OT Faculty is charged with developing learning environments that engage students in goal attainment. In meeting this charge, the ISU OT faculty must address the breadth of services (domain) as well as the processes of occupational therapy practice.

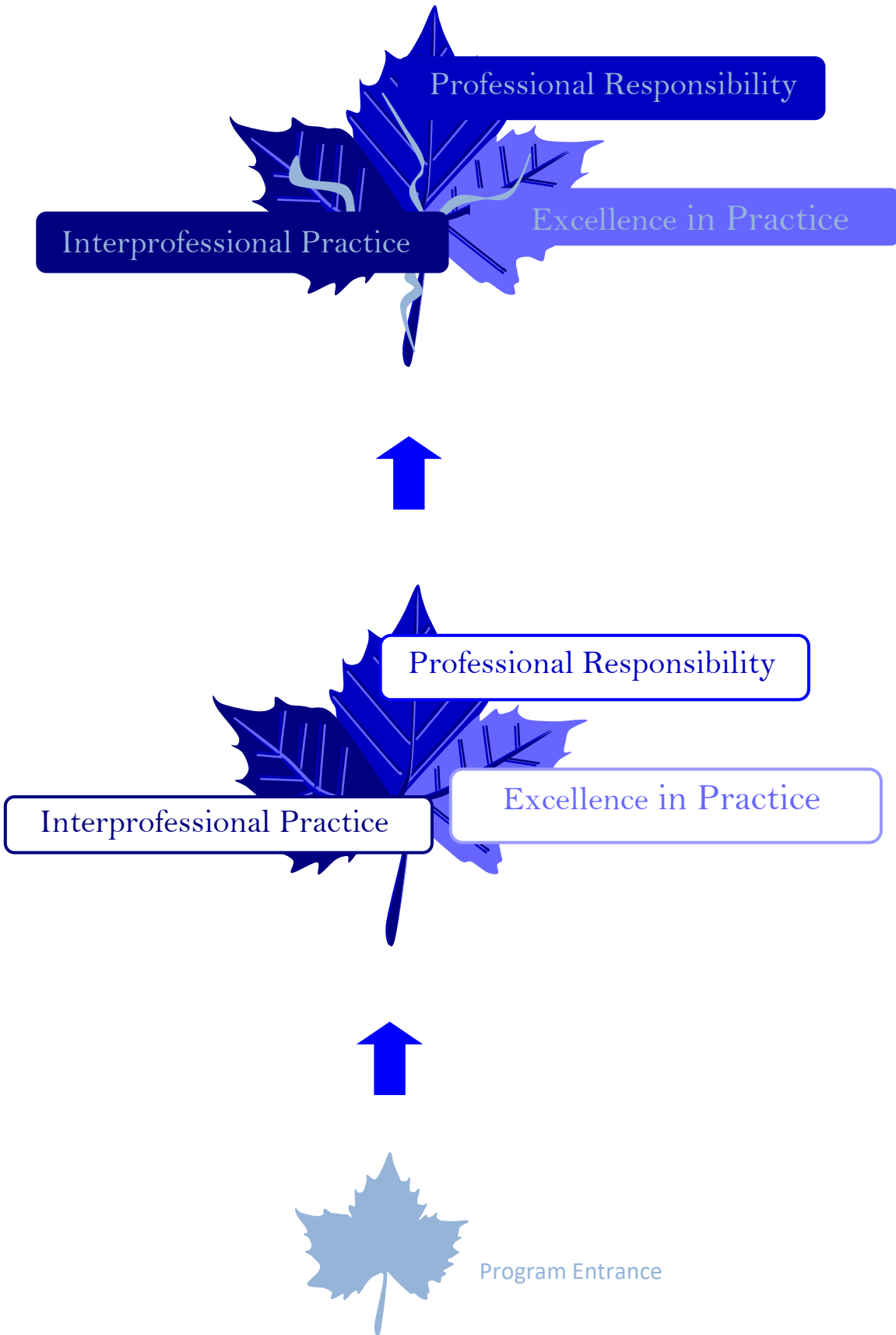
The ideal learning environment provides a graded contextual challenge that facilitates mastery as indicated by Bloom's Taxonomy. An environment consisting of the delivery of content and evaluation of knowledge is an important aspect of learning. However, solely relying on learning about occupational therapy is limiting. We believe that students become invested in the process when they are allowed to engage in opportunities. The ability to "do" facilitates the adaptive response and integration of what they have learned. Over time, a transformation in thinking and processing occurs with the accumulation of constructive learning opportunities.

ISU has incorporated a learning philosophy that uses Bloom's taxonomy as the basis for teaching foundational knowledge through high order thinking by addressing the cognitive, affective, and psychomotor domains. To accomplish this educational task, we have incorporated numerous learning theories to address Bloom's domains, as well as differing types of course content, learner focus and desired outcomes. Our objective in teaching is to empower students to become life-long learners and good citizens by enforcing educational accountability, learning to learn and how to access information. Students in our

classes are not passive learners and are required to engage in activities. Our teaching philosophy blends cognitive learning theories (Smith & Ragan) constructivist (Kolb), social cognitive (Bandura), cognitive dissonance (Bruner, Festinger) and cognitive flexibility (Spiro) theories.

In order to affect change or growth experiences and knowledge accrual, an emotional relationship must be present to connect the experience to the information (Behaviorist: Skinner, Watson and Thorndike). To provide those emotional relationships with information and knowledge we enact all the theories mentioned above to facilitate activities such as games (jeopardy, life, aggravation, monopoly etc...), group learning, hands-on experiences, real life case reports/study and experiences and student directed learning. Ready access to information via the web for today's millennial students means that creating a value for retaining information for immediate recall may be difficult. Combining real life situations with self-accountable classroom activities, such as using the lap top classroom to have students answer their own questions, provides a basis for student directed learning and resonance of information through an emotional connection. Student engagement and excitement in the classroom is a good barometer of educational awareness and knowledge transition. The desired outcome of the interactions between the learner and the deliberate learning environment is that ISU students attain their goal of becoming entry level occupational therapists. In the process of attaining their goals, students become professionals who are collaborative with individual's seeking services as well as with other professional disciplines who deliver care. Students/future professionals are intrinsically challenged to excel in therapeutic practice demonstrating the responsibilities associated with the emerging role of an occupational therapist.

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Curricular Themes:

Interprofessional Collaboration: *Collaboration with others strengthens the quality of our work.* The curriculum embeds collaboration with other professional students through engagement in common foundational coursework, case studies, shared intentional experiences, and research projects. This supports a common language as well as a common experience on which to build future professional relationships. Occupational therapy students will introduce and apply the concept of occupation as an intervention either as a means or an end during these interprofessional experiences.

Excellence in Practice: *From here to anywhere.* We view Excellence in Practice as a process that leads to success in any environment. First we instill the importance of inquiry, the student must possess the skills and knowledge to search for and understand evidence. Critical reasoning skills then determine the level of relevance and application of the evidence. The client's occupational profile combined with evidence force students to think holistically when developing innovative occupation-based and client-centered interventions. Finally, the student must consider their skills and the capacity of the environment to carry out interventions. This process prepares students for practice in diverse settings including the rural and underserved populations.

Professional Responsibility: *Taking care of self and others.* The privilege of entering into a therapeutic relationship is earned. Not only does one need to possess the knowledge and skills to provide therapeutic interventions they must act responsibly. Optimal performance in occupational therapy practice can only be gained when one is physically and emotionally healthy. Students learn self-discipline through a healthy lifestyle balance. Responsibility to the profession is also important with students learning how to apply regulatory as well as ethical principles to practice. Students also develop advocacy skills for the profession and those we serve. Engagement and an appreciation for the needs of the community is another form of responsibility. Students demonstrate this by engaging in population based activities. Professional responsibility includes being responsible to self by developing professional and healthy behaviors; becoming advocates for those in need of services, advocates for the profession; developing leadership skills; and participating in the profession as well as the geographic community.

OT Educational Outcomes:

1. Utilize critical thinking with the knowledge derived from the biological, behavioral, and clinical sciences for clinical decision-making. (*Excellence in Practice and Interprofessional Collaboration*)
2. Demonstrate ethical behavior consistent with professional and legal standards. (*Professional Responsibility*)
3. Provide guidance and interventions to promote wellness, health promotion and enhance the physical performance of persons in the community. (*Interprofessional Collaboration, Excellence in Practice, and Professional Responsibility*)
4. Provide safe and effective standards of care for a diverse client population. (*Excellence in Practice and Professional Responsibility*)
5. Communicate effectively with clients, families, colleagues, other health care workers, and the general public orally and in writing. (*Excellence in Practice and Professional Responsibility*)
6. Plan and execute research, disseminate research findings, and critically evaluate the professional literature to promote evidence-based practice. (*Interprofessional Collaboration, Excellence in Practice and Professional Responsibility*)
7. Demonstrate continuing personal and professional growth to maintain professional competence, advance career development, and contribute to the development of the profession. (*Excellence in practice and Professional Responsibility*)
8. Analyze trends in health care and advocate for community-based initiatives related to health and well-being. (*Excellence in practice and Professional Responsibility*)

Curriculum Design Scope:

The breadth and depth of the program is based on AOTA's *Vision 2025* and the *Occupational Therapy Practice Framework: Domain & Process – 4th Edition*.

Vision 2025 encompasses four pillars of accessible, collaborative, effective, and leaders to share tenets of stakeholders of occupational therapy practice in working with persons, groups, and populations. Practice areas to support needs of increasing participation in occupations include mental health, productive aging, children and youth, health and wellness, work and industry, and rehabilitation, disability and participation. The ISU program has developed courses devoted to these areas. Clinical reasoning and use of the occupational therapy process, as described in the *Occupational Therapy Practice Framework: Domain and Process-4th Edition*, support curricular design in developing excellence in practice, interprofessional education engagement, and demonstration of evidence-based practice.

Relationship of Fieldwork to Curricular Design:

At Indiana State University we view the Fieldwork experience as a complex learning environment requiring the student to make adaptive responses to master the environment. The Level I FW component begins during the second year of the program after the student has mastered foundational coursework and competencies and is beginning to put together isolated skills in application to case studies. Students view fieldwork as the next step towards their goal. The students have been preparing for this next level of mastery through interprofessional contacts with students of other disciplines, community engagement, and graded challenges within the classroom. Students are now ready to begin developing **constructive learning opportunities** reaching a capstone during Level II Fieldwork Experiences. The ability to “do” facilitates the **adaptive response** and integration of what they have learned.

Professional responsibility empowers our students to become life-long learners by enforcing educational accountability, learning to learn and how to access information. Fieldwork allows our students the opportunity to be actively engaged in the OT process with first person and when appropriate hands on experiences. Students/future professionals are intrinsically challenged to excel in therapeutic practice demonstrating the responsibilities associated with the emerging role of an occupational therapist.

American Occupational Therapy Association. (2020). Occupational Therapy Practice Framework: Domain and process (4th ed.) *American Journal of Occupational Therapy*, 2020, Vol. 74(Supplement_2), 7412410010p1–7412410010p87. <https://doi.org/10.5014/ajot.2020.74S2001>

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Indiana State University Occupational Therapy Masters (MSOT) Program of Study Class of 2022					
Year 1 AMENDED PER COVID-19 TRANSITION (Summer and Fall, 2020 semesters)					
SUMMER SESSION		FALL SEMESTER		SPRING SEMESTER	
Number	Course Title	Number	Course Title	Number	Course Title
Credits		Credits		Credits	
PHTH 606 (3)	Applied Neuroscience	PHTH 601 (8)	Adv. Human Anatomy	PE 685 (3)	Biomechanics
OCTH 600 (2)	Occupational Therapy Intro	OCTH 612 (2)	Skills I	OCTH 622 (2)	Skills II
ATTR 691 (3)	Research Methods in AMR	OCTH 611 (3)	OT Process and Theory	OCTH 743 (2)	Participatory Outcome/Research
				OCTH 624 (4)	OT Rehab
				PHTH 623 (3)	Lifespan Development
	Term Total		Term Total		Term Total
8		13		14	
			Running Total		Running Total
		21		35	
Year 2					
SUMMER SESSION II		FALL SEMESTER		SPRING SEMESTER	
Number	Course Title	Number	Course Title	Number	Course Title
Credits		Credits		Credits	
OCTH 770 (1)	FW I A	OCTH 731 (3)	Older Adults & Aging	OCTH 750 (3)	Reasoning & Complex Clients
OCTH 740 (4)	OT Mental Health Advocacy	OCTH 741 (5)	OT with Children and Youth	OCTH 798 (3)	Research Project
OCTH 623 (2)	Assistive Technology	OCTH 742 (2)	Skills III	OCTH 751 (3)	Management and Leadership
		OCTH 771 (1)	FW I B	OCTH 772 (1)	FW I C
		OCTH 625 (2)	OT Work & Industry	OCTH 752 (3)	Adv Upper Extremity Conditions
		OCTH 743 (1)	Participatory Outcome/Research		
	Total		Total Term		Total
Term 7		14		Term 13	
	Running Total		Running Total		Running
42		56		Total 69	
Year 3					
SUMMER SESSION III		FALL SEMESTER			
Number	Course Title	Number	Course Title		
Credits		Credits			
OCTH 773 6	Level II FW June, July, August	OCTH 774 6	Level II FW Sept, Oct, Nov		
	Total Term		Total Term		
6		6			
	Running Total		Running Total		
75		81			

Indiana State University Occupational Therapy Masters (MSOT) Program Study Class of 2023					
Year 1					
Summer Session		Fall Semester		Spring Semester	
Number	Course title	Number	Course title	Number	Course title
Credits		Credits		Credits	
PHTH 601	Adv. Human Anatomy (8)	ATTR 691	Research Methods in AMR (3)	PE 685	Biomechanics (3)
OCTH 600	Occupational Therapy Intro (2)	PHTH 606	Applied Neuroscience (3)	OCTH 622	Skills 2 (2)
		OCTH 611	OT Process and Theory (3)	OCTH 743	Participatory Outcome/Research (2)
		OCTH 612	Skills 1 (2)	OCTH 624	OT Rehab (4)
				PHTH 623	Lifespan Development (3)
Term Total 10		Term Total 11		Term Total 14	
		Running Total 21		Running Total 35	
Year 2					
Summer Session		Fall Semester		Spring Semester	
Number	Course title	Number	Course title	Number	Course title
Credits		Credits		Credits	
OCTH 770	Fieldwork 1A (1)	OCTH 625	Work and Industry (2)	OCTH 750	Reasoning & Complex Clients (3)
OCTH 740	OT Mental Health (4)	OCTH 731	Older Adults & Aging (3)	OCTH 798	Research Project (3)
OCTH 623	Assistive Technology (2)	OCTH 741	OT with Children & Youth (4)	OCTH 751	Management and Leadership (3)
		OCTH 742	Skills 3 (2)	OCTH 772	Fieldwork 1C (1)
		OCTH 771	Fieldwork 1B (1)	OCTH 752	Adv. Upper Extremity Conditions (4)
		OCTH 743	Participatory Outcome/Research (1)		
Term Total 7		Term Total 13		Term Total 14	
Running Total 42		Running Total 55		Running Total 69	
Year 3					
Summer Session 3		Fall Semester			
Number	Course title	Number	Course title		
Credits		Credits			
OCTH 773	Fieldwork 2A (6)	OCTH 774	Fieldwork 2B (6)		
Term Total 6		Term Total 6			
Running Total 75		Running Total 81			

Indiana State University Occupational Therapy Masters (MSOT)		
PROGRAM OF STUDY - Class of 2024		
Year 1		
SUMMER SESSION	FALL SEMESTER	SPRING SEMESTER
Number/Course Title Credits	Number/Course Title Credits	Number/Course Title Credits
PHTH 606 Applied Neuroscience (3)	PHTH 601 Adv. Human Anatomy (8)	PE685 Biomechanics (3)
OCTH 600 Occupational Therapy Intro (2)	OCTH 612 Skills I (2)	OCTH 622 Skills II (2)
ATTR 691 Research Methods in AMR (3)	OCTH 611 OT Process & Theory (3)	OCTH 743 Participatory Research (2)
		OCTH 624 OT Rehab (4)
		PHTH 623 Lifespan Development (3)
Term Total 8	Term Total 13	Term Total 14
Running Total 8	Running Total 21	Running Total 35
Year 2		
SUMMER SESSION II	FALL SEMESTER	SPRING SEMESTER
Number/Course Title Credits	Number/Course Title Credits	Number/Course Title Credits
OCTH 770 FW I-A (1)	OCTH 731 Older Adults & Aging (3)	OCTH 750 Reasoning & Complex Clients (3)
OCTH 740 OT Mental Health Advocacy (4)	OCTH 741 OT with Children and Youth (4)	OCTH 798 Research Project (3)
OCTH 623 Assistive Technology (2)	OCTH 742 Skills III III (2)	OCTH 751 Management and Leadership (3)
	OCTH 771 FW I-B (1)	OCTH 772 FW I-C (1)
	OCTH 625 OT Work & Industry (2)	OCTH 752 Adv Upper Extrem Conditions (4)
	OCTH 743 Participatory Outcome/Research (1)	
Total Term 7	Total Term 13	Total Term 14
Running Total 42	Running Total 55	Running Total 69
Year 3		
SUMMER SESSION III	FALL SEMESTER	
Number/Course Title Credits	Number/Course Title Credits	
OCTH 773 Level II-A FW (6) June, July, August	OCTH 774 Level II-B FW (6) Sept, Oct, Nov	
Total Term 6	Total Term 6	
Running Total 75	Running Total 81	

Required OT Course Descriptions:

ATTR 691 - Research Methods in Applied Medicine and Rehabilitation (3 Credits):

Evaluation of the quantitative and clinical approaches to research in applied medical fields, including identifying problems, and designing, conducting, and reporting research.

OCTH 600 - Occupational Therapy Intro (2 Credits):

Introduction to the profession of occupational therapy, covering the history, philosophy, practice settings, and emerging trends in occupational therapy. The students are introduced to what it means to be a professional, including therapeutic sense of self, understanding the professional code of ethics, and communicating as a professional.

OCTH 611 - OT Process and Theory (3 Credits):

Introduction to critical thinking skills used in the OT process for individuals and groups. Skills in activity analysis, synthesis and reasoning are developed through the examination of activity demands, performance patterns, client factors, performance skills and contextual differences. The teaching and learning process as it relates to OT intervention examined.

OCTH 612 - Skills I (2 Credits):

This is the first of three Skills courses which provides hands-on experience with identified psychomotor skills needed to become an occupational therapy practitioner. Goniometry, gross manual muscle testing, individual manual muscle testing, transfers and lifting are addressed.

OCTH 622 - Skills II (2 Credits):

This is the second of three Skills courses which provides hands-on experience with identified psychomotor skills needed to become a competent occupational therapy practitioner. Positioning, wheelchair mobility, wheelchair positioning and measuring, ergonomic assessments, and home modifications are addressed in this course.

OCTH 623 - Assistive Technology (2 Credits):

This course introduces the evidenced-based theories and frames of references used in the provision of assistive technology. Documentation and reimbursement of assistive technology will be explored. Students gain hands-on experience in the fabrication of low and high technology solutions to problems encountered in daily life activities.

OCTH 624 - OT Rehab Disability Participation (4 Credits):

This course is the first in the series of intervention courses. This course introduces the evidenced-based theories and frames of references used in adult and older adult physical rehabilitation. Particular emphasis on interventions that enable individuals with disability to participate in the occupations of their choice.

OCTH 625 - OT in Work and Industry (2 Credits):

The course introduces the theories and frames of references used in work and industry with particular emphasis on interventions that enable individuals with disability to participate in the occupations of their choice. Practice settings that affect the delivery of OT services are explored including service in rural farming areas.

OCTH 731 - Older Adults & Aging (3 Credits):

This course introduces the theories and frames of references used with older adults across the continuum of care. Students analyze the impact that normal aging, disease, and disability have on this population and learn assessments and intervention to promote productive aging.

OCTH 740 - OT Mental Health & Advocacy (4 Credits):

This course is one of six of the intervention courses. This course addresses the OT process from the referral to discontinuation of services for persons with mental illness. A particular focus of this course is on advocacy for persons with mental illness in the community, particularly in rural areas.

OCTH 741 - OT with Children and Youth (5 Credits):

This course introduces the theories and frames of references used in pediatric occupational therapy. The OT process from the referral, assessment, intervention to discontinuation of services is addressed. Practice settings that affect the delivery of pediatric OT are explored including the service in rural and underserved areas.

OCTH 742 - Skills III (2 Credits):

This is the third of three Skills courses which provides hands-on experience with identified psychomotor skills needed to become a competent occupational therapy practitioner. Activities of daily living, instrumental activities of daily living, leisure activities, driving; and use of preparatory physical agent modalities are addressed in this course.

OCTH 743 - Participatory Outcome/Research (3 Credits):

The student begins the research process including identification of a topic and methodology, literature search, institutional and facility approval and complete a manuscript including title page, abstract, statement of purpose, literature review, method: sample, instrumentation, procedures, and references. This is the first of a two-part research series.

OCTH 750 - Reasoning & Complex Clients (3 Credits):

This capstone course requires clinical reasoning to identify critical issues in the delivery of occupational therapy services with the complex client. This course consists of analysis and discussion of clinical reasoning forms, ethical decision-making processes, methods for facilitating change, and methods of collaborating with other health care personnel.

OCTH 751 - Management and Leadership (3 Credits):

The student develops skills required to become a manager of an occupational therapy service as well as a leader and change agent in the occupational therapy profession. The MSOT student develops knowledge of health care trends and legal issues and models of service delivery and program management.

OCTH 752 - Advanced Upper Extremity Conditions (3 Credits):

The course explores common upper extremity and hand injuries and the role of Occupational Therapy to address the needs of this population. Study includes clinical evaluation of the UE/hand and treatment interventions as appropriate to each injury.

OCTH 770 - Fieldwork IA (1 Credit):

Students are placed in occupational therapy settings that focus on rehabilitation and work. The students will observe and interact with individuals and with groups. In the didactic portion of this class, students will reflect and synthesize their experiences.

OCTH 771 - Fieldwork IB (1 Credit):

Students are placed in occupational therapy settings that focus on the client in pediatric and mental health settings. The students will observe and interact with individuals and with groups. Students will reflect and synthesize their experiences.

OCTH 772 - Fieldwork IC (1 Credit):

Students are placed in occupational therapy settings that focus on older adults and community settings. The students will observe and interact with individuals and with groups. Students will reflect and synthesize their experiences.

OCTH 773 - Fieldwork IIA (6 Credits):

This is the first Fieldwork II experience which enables the student to impact the health of clients through the application of purposeful and meaningful occupation, research, administration, and management of OT services. The student is expected to demonstrate entry-level competency as an occupational therapy practitioner upon completion.

OCTH 774 - Fieldwork IIB (6 Credits):

This is the second Fieldwork II experience which enables the student to impact the health of clients through the application of purposeful and meaningful occupation, research, administration, and management of OT services. The student is expected to demonstrate entry-level competency as an occupational therapy practitioner upon completion.

OCTH 798 - Research Project (3 Credits):

This course focuses on creating a scholarly project using evidence-based independent clinical practice model. Students work with an advisor to complete the scholarly project.

PE 685 - Biomechanics of Sports Techniques (3 Credits):

An analysis of the internal and external forces which act on a human body and the effects produced by these forces.

PHTH 601 - Advanced Human Anatomy (8 Credits):

This course introduces the student to advanced concepts of human anatomy and physiology of the body systems in preparation for clinical practice as a physical therapist. Included are theory and laboratory components.

PHTH 606 - Applied Neuroscience I (3 Credits):

This course focuses on the study of the structure, organization, and function of the nervous system. Emphasis is on the sensory and motor systems involved in motor control and on the basic knowledge required for clinical practice as a physical therapist.

PHTH 623 – Life Span Development (3 Credits):

This course covers physiological, neurological and psychological factors contributing to development of performance skills related to basic and instrumental activities of daily living and transitions over the life span. Typical and atypical development are compared.

Occupational Therapy Program Skills, Competencies, Attitudes:

The Occupational Therapy program remaining consistent with our curricular design has developed learning opportunities in the following categories: Professional Responsibility, Excellence in Practice, and Interprofessional Collaboration. Instructional learning activities have been designed to have overlapping themes. For example, Values and Ethics Competencies listed under Interprofessional Collaboration could also fall under Professional Responsibility and Excellence in Practice.

Professional Responsibility:

- Community Service
- Credentialing
 - CPR, First Aid, Immunization Records, Personal Health Insurance,
- Development of Professional Behaviors
 - Communication
 - In Person, Electronic, Written
 - Dependability
 - Professional Demeanor
 - Confidentiality
 - Initiative
 - Empathy
 - Collaboration
 - Truthfulness
 - Organization
 - Responsiveness
 - Supervisory Process
 - Prudence
 - Work Life Balance

Excellence in Practice:

- Information Technology / Computer Literacy
 - Social Media
 - Evidence-based Practice
 - Portable
 - Telehealth
- Evidence-based Research Reviews
- Activity / Task Analysis
- Cultural Competency
 - Rural / Underserved
- Group Design and Leadership
- Prescription, Administration, and Interpretation of Assessments
- Intervention Strategies (Case Studies)
 - Infant, Children, and Youth
 - Work and Industry
 - Wellness and Prevention
 - Older Adults
 - Mental Health
- Assistive Technology
- Advocacy and Leadership

Interprofessional Collaboration Competencies (ISU College of Health and Human Services)

Values/Ethics for Interprofessional Practice:

- Place the interests of patients and populations at the center of interprofessional health care delivery.
- Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care.
- Accept and embrace the cultural and individual differences that characterize patients, population, and the health care team.
- Recognize and respect the unique cultures, values, roles / responsibilities, and expertise of other health professions.
- Work in cooperation with those who receive care, those who provide care, and those who contribute to or support the delivery of prevention and health care services.
- Develop a trusting relationship with patients, families, and other team members.
- Demonstrate high standards of ethical conduct and quality of care in one's contributions to team-based care.
- Manage ethical dilemmas specific to interprofessional patient/population-centered care situations.
- Act with honesty and integrity in relationships with patients, families and other team members.
- Maintain competence in one's own profession appropriate to scope of practice.

Roles / Responsibilities for Collaborative Practice:

- Communicate one's roles and responsibilities clearly to patients, families, and other professionals.
- Recognize one's limitations in skills, knowledge, and abilities and engage others when appropriate.
- Engage diverse health care professional who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs.
- Explain the roles and responsibilities of other care providers and how the team works together to provide care.
- Use the full scope of knowledge, skills, and abilities of available health professionals and health care workers to provide safe, timely, efficient, and effective, and equitable care.
- Communicate with team members to clarify each member's responsibilities in executing components of a treatment plan or public health intervention.
- Forge interdependent relationships with other professions to improve care and advance learning.
- Engage in continuous professional and interprofessional development to enhance team performance.
- Use the unique and complementary abilities of all team members to optimize patient care.

Interprofessional Communication:

- Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function.
- Organize and communicate information and patients, families, and health care team members in a form and format that is understandable, avoiding discipline-specific terminology when possible.
- Express one's knowledge and opinions to team members involved in patient care with confidence, clarity, and respect, and work to ensure common understanding of information, treatment, and care decisions.
- Give timely, sensitive, instructive feedback to others about their performance on the team, and respond respectfully as a team member to feedback from others.
- Use respectful language appropriate for a given difficult situation, crucial conversation, or interprofessional conflict.
- Recognize how one's own uniqueness, including experience level, expertise, culture, power, and hierarchy within the health care team, contributes to effective communication, conflict resolution and positive interprofessional working relationships.
- Communicate consistently the importance of teamwork in community and patient-centered care.

Interprofessional Teamwork and Team-Based Care:

- Describe the process of team development and the roles and practices of effective teams.
- Develop consensus on the ethical principles to guide all aspects of patient care and teamwork.
- Engage other health professionals – appropriate to the specific care situation – in shared patient-centered problem solving.
- Integrate the knowledge and experience of other professions – appropriate to the specific care situation – to inform care decisions, while respecting patient and community values and priorities / preferences for care.
- Apply leadership practice that support collaboration and team effectiveness.
- Actively engage self and others to identify and constructively manage disagreements about values, roles, goals, and actions that arise among health care professionals and with patients and families.
- Share accountability appropriately with other professions, patients, and communities for outcomes relative to prevention and health care.
- Reflect on both individual and team performance improvement.
- Use process improvement strategies to increase the effectiveness of interprofessional teamwork and team-based care.
- Use available evidence to inform effective teamwork and team-based practices.
- Perform effectively on teams and in different team roles in a variety of team settings.

Pinning Ceremony:

The Pinning ceremony is an event held by many Occupational Therapy Programs. The ceremony celebrates the accomplishments that have been achieved during the didactic phase of the program and marks the beginning of the fieldwork phase. This gathering allows a time for the entire class to be together as a whole; a time for farewells and a time for well wishes.

Outstanding Student Award:

Each year a graduating OT student is honored for personal attributes that they demonstrated while attending ISU. The recipient of the award is nominated by fellow classmates and chosen by the OT Faculty. Criterion for the selection of this award includes: Professional Responsibility, Excellence in Practice, and Interprofessional Collaboration.

Graduation and Educational Requirements:

Graduation is dependent upon the successful completion of all required courses (81 hours) and OT Program requirements (knowledge, skills, competencies, attitudes, and service). The OT Program and Registrar will review all student records prior to verifying that Graduation Requirements have been met. **Successful completion the ISU**

Occupational Therapy Program entails:

- Successful Completion of Didactic Coursework
- Successful Completion of Level I and Level II Fieldwork
- Successful Completion of Competencies
- Successful Completion of Service Requirements

Fieldwork :

Fieldwork is an integral part of the educational program at ISU. Please refer to the ISU Occupational Therapy Program Fieldwork Manual for specific details regarding this learning experience. There are two levels of fieldwork, Level I and Level II. Students must complete one experience in an underserved or rural area.

Level I Fieldwork: Three courses designed to provide observation and hands-on practical experience for students in an authentic environment. Level I experiences are scheduled during the second year of the program and are designed to provide opportunities that reinforce or extend content gained in the classroom setting. Professionals from varying backgrounds may serve as Level I Fieldwork supervisors reinforcing the theme of *Interprofessional Collaboration*. Time commitments for Level I Fieldwork vary with some experiences requiring an emersion in the environment whereas

others may involve brief exposure scheduled over a longer period of time. While completing Level I Fieldwork the student will also complete assignments designed to enhance the experience. The Fieldwork Educator may dismiss the student at any time during the experience for professional behavior infractions, misconduct, or substandard performance. Level I Fieldwork grades will take into consideration the students' performance on site and assignments. Students will be provided with constructive criticism regarding their performance from the Fieldwork educator in the form of an evaluation. Students will provide feedback to the Academic Fieldwork Coordinator regarding their experience. Students that have **difficulties with Fieldwork will be required to meet with their Academic Advisor and the Academic Fieldwork Coordinator to develop a remediation plan.** Students who **fail a Level I FW experience will be dismissed** from the program. Student may apply for reinstatement to the program (please refer to ISU OT Student Handbook policy).

Level I Fieldwork cannot be substituted for Level II Fieldwork requirements:

Level II Fieldwork: are carefully crafted opportunities for the student to practice in an authentic OT environment while supervised by an Occupational Therapist with at least one year of professional experience at the Fieldwork Site. Students are scheduled in different contexts and service delivery systems to provide a broad educational experience. The Academic Fieldwork Coordinator works with students to meet personal and educational needs while at the same time meeting the needs of the Fieldwork Site and the standards set forth by the Accrediting Council for Occupational Therapy Education. Students begin Level II Fieldwork upon completion of didactic coursework and **must complete the Level II Fieldwork within 12 months.** The Fieldwork Educator will evaluate Fieldwork Performance (FWPE) and provide constructive criticism to the student. The Student will also provide constructive criticism to the site by completing the Student Evaluation of Fieldwork Experience (SEFWE). The Fieldwork Educator may dismiss the student at any time during the experience for professional behavior infractions, misconduct, or substandard performance. Student can appeal for review by the AFWC/OT faculty upon dismissal from the site. If a student is dismissed from a fieldwork site at the request of a fieldwork educator and in agreement of the AFWC/OT faculty, student is **dismissed from the OT program. Students who fail a Level II FW experience will be dismissed from the Program.** If dismissed, the student then follows the Dismissal policy stated in this handbook.

Students must [apply for graduation](#) to the College of Graduate and Professional Studies. Students will plan to graduate in December requiring an October 1 application deadline.

Length of Study:

The length of study and course hour distribution is reviewed on an annual basis by the OT faculty. Course evaluations, student comments, and faculty reflection on the course contribute to identify changes to the program. If changes are indicated, the OT faculty will follow the process outlined by the College of Health and Human Services.

SECTION 3: Accreditation & Regulatory Requirements

Indiana State University is accredited by The [Higher Learning Commission of North Central Association of Colleges and Schools](#), located at 30 N. LaSalle Street, Suite 2400, Chicago, IL 606602-2504. North Central Association may be contacted by phone at (800) 621-7440 by [email](#). Indiana State was last accredited in 2011 and scheduled for routine comprehensive evaluation in 2020-2021.

The Occupational Therapy Program is an accredited program at the Masters Entry level by the [Accreditation Council for Occupational Therapy Education \(ACOTE\)](#) of the [American Occupational Therapy Association \(AOTA\)](#).

ACOTE
c/o Accreditation Department
American Occupational Therapy Association (AOTA)
6116 Executive Blvd., Suite 200
North Bethesda, MD 20852-4929

ACOTA may be contacted via a link on the [AOTA website](#) or by one of the following: phone: 301-652-6611 or [email sent via the website](#).

National Certification Exam:

Graduates of this program will be eligible to take the national certification examination for the occupational therapist. This examination is administered by the [National Board for Certification in Occupational Therapy \(NBCOT\)](#). After successful completion of this examination, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure to practice, and state licenses are usually based on the results of the NBCOT Certification Examination. Please note that in order to take the national certification examination the following questions will be asked:

1. *Have you ever been charged with or convicted of a felony? (NOTE: Applicants must answer affirmatively if records, charges, or convictions have been pardoned, expunged, released or sealed.)*
2. *Have you ever had any professional license, registration, or certification revoked, suspended or subject to probationary conditions by a regulatory authority or certification board?*
3. *Have you ever been found by any court, administrative, or disciplinary proceeding to have committed negligence, malpractice, recklessness, or willful or intentional misconduct which resulted in harm to another?*
4. *Have you ever been suspended and/or expelled from a college or university?*

As an applicant to this program, you were required to complete a background check. You received a positive (good) report in order to matriculate into the program. Or, you completed the Early Determination Review and provide documentation that you are eligible to take the NBCOT examination. Additional Background Checks may be required by the Program and /or by Fieldwork Sites.

State Regulation:

Most states regulate the practice of occupational therapy. Legislation regarding scope of practice varies from state to state. Therefore, it is important that you become aware of state laws addressing occupational therapy. For example, some states may require additional certifications in order to use physical agent modalities. Application procedures also vary; however, most states require successful completion of an accredited academic program in occupational therapy and the NBCOT examination. The [Professional Licensing Agency](#) is the regulatory body for the State of Indiana with [Indiana Occupational Therapy Law available online](#). State Occupational Therapy Associations also provide information regarding practice regulations. The [Indiana State Occupational Therapy Association website](#) includes information for Indiana Occupational Therapists.

Credentials

Credential	Occupational Therapist (OT) or Occupational Therapy Assistant (OTA)?	Successful completion of NBCOT Exam? (yes / no)	Maintenance of national registration with NBCOT? (yes / no)	Licensed to practice in the state? (yes / no)	Enrolled in an ACOTE recognized occupational therapy program (yes / no)
OTR or OTR/L	OT Registered	Yes	Yes	Yes	
OT or OT/L	OT	Yes	No	Yes	
COTA or COTA/L	Certified OTA	Yes	Yes	Yes	
OTA or OTA/L	OTA	Yes	No	Yes	
OTD S	Student	No	No	No	Doctorate
MS OTS	Student	No	No	No	Entry Level Masters
OTA S	Student	No	No	No	Entry Level Associate

*States vary regarding the use of "L" to indicate licensure.

SECTION 4: Expenses & Financial Aid

Expenses:

The following is a list of projected expenses the student will incur while enrolled in the Occupational Therapy Program.

All expenses are subject to change without notice.

Academic Fees (tuition):

[Information regarding graduate fees](#)

Additional Fees:

One time seat fee to enter the program \$500

Parking Permit is approximately \$125 per year

Distance Education fee is \$30 per course

Recreational Center Fee \$100 per semester

Student Health & Wellness fee, \$40 Fall/Spring and \$20 Summer semester fee

Department of Applied Medicine and Rehabilitation OT Program Fees are \$1,000 per semester

All Fees are non-refundable and subject to change.

Membership Requirements:

Students are required to be Members of the [American Occupational Therapy Association](#) and the [Indiana Occupational Therapy Association](#). Membership dues information can be found on the organizations' websites.

Other Expenses: (costs vary depending on the provider):

CPR / First Aid (annual)-A course is planned during the Fall semester of the 1st year of the program

Immunizations

Tuberculosis (most sites are now requiring two step/series tests)

Flu Shot (annual)

Hepatitis B

Personal Health Insurance (continuous throughout the program)

Background Check (may be required multiple times due to individual fieldwork requirements)

Drug Screen (10 Panel) (Additional Drug screens may be required by individual fieldwork sites)

Professional Liability Insurance

Professional Dress required by Fieldwork sites

Transportation (Fieldwork sites and Off-campus Fieldtrips)

Transportation:

Students will need to have access to some form of transportation. Most Level I and Level II Fieldwork sites are located off campus and require personal transportation. When on Fieldwork, students may also be required to commute or use public transportation dependent on the location of housing. **Transportation costs are the responsibility of the student.**

Housing:

The OT program develops Fieldwork sites that are local and at a distance (nationwide). Depending on the location, students may need to obtain short term housing to meet Fieldwork requirements. **Housing costs are the responsibility of the student.**

Textbooks & Educational Resources:

Students are required to purchase the **current edition** of required textbook(s) and educational resources. Students must abide by copyright laws. Textbook lists can be found when you register for courses. The OT program does not regulate where you purchase textbooks. The online textbook list contains ISBN numbers to correctly identify the textbook. For convenience, the Barnes and Noble ISU Bookstore also stocks textbooks for purchase. The ISU Bookstore supports ISU students by returning some of the profits from textbook sales to the University for Student Activities and Scholarships.

Financial Aid:

Information regarding Financial Aid for Graduate Studies is located on the [Office of Financial Aid website](#).

Seat Fee

Seat fees were established to identify students that are truly interested in matriculating into the OT program.

Money raised from the seat fee will be used for the following:

- Clinical polo shirts (embroidered ISU OT)
- Name tags / Lanyards
- NBCOT Practice Exam
- AOTA Student Membership
- IOTA Student Membership
- Support towards for Phi Theta Epsilon (OT Honor Society)
- Support towards for the Student Occupational Therapy Association at ISU
- Community Projects
- Support towards attendance at Professional Meetings (ASD, AOTA conference, Student Conclave)
- OT Class Meetings
- Support towards OT Pinning

TECHNOLOGY REQUIREMENTS:

For this course of study, you will need access to a reliable computer with high-speed internet access. To access the course, please log into your portal and click Canvas icon using your Sycamore ID and password. You are expected to log in to [Canvas](#) at least three times a week and you must check your [Sycamore email daily](#) in order to keep up with class updates.

Your computer should meet the [minimum requirements for computers including hardware and software](#)

You will need of noise-cancelling headphones/microphone (external, not one built into your computer)

SECTION 5: Essential Functions

The purpose of the essential functions document is to identify basic functions required for successful completion of an occupational therapy program (didactic and fieldwork components). Applicants and students who are unable to complete these functions are encouraged to contact the [Accessibility Resource Office at Indiana State University](#).

Upon successful completion of this program, a Master of Science Degree in Occupational Therapy signifies that the holder is eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) Examination and signifies that the holder is prepared for entry into the profession of occupational therapy. Graduates must have knowledge and skills to function in a broad variety of clinical, community, or school-based situations and to render a wide spectrum of occupational therapy services. Therefore, the following abilities and expectations must be met by all students admitted to the Occupational Therapy Program at Indiana State University.

- I. **Sensory Processing Demands:** Participating as a student requires functional use of vision, hearing, and touch along with awareness of body position and movement. Specific visual skills required include near and far vision, peripheral vision, color vision, and depth perception. Information from the sensory systems must be accurately perceived and interpreted to provide quality of client care.
- II. **Cognitive Demands:** The successful occupational therapy student maintains a high level of alertness and responsiveness during classroom and fieldwork situations. The student must possess the ability to focus on a task for a prolonged period of time to allow for successful learning to take place. In addition, the occupational therapist must be able to recall information and organize information in an efficient and useful manner. This included the ability to acquire, retain, and prioritize informational data, conceptualize and integrate abstract information, apply theoretical knowledge to specific client populations and justify a rationale for therapeutic interventions, and problem-solve to create innovative and practical solutions.
- III. **Physical Demands:** The successful occupational therapy student must possess sufficient motor abilities to allow for treatment intervention with a variety of clients. This includes functional use of all four extremities which would allow the student to carry out assessments and to provide therapeutic interventions. Quick reactions are necessary not only for safety, but for one to respond therapeutically, in most clinical situations. The student also needs to demonstrate good mobility skills including the ability to walk, climb, stoop, kneel, crouch, and crawl to allow for one to complete therapeutic interventions on all types of surfaces. The student is regularly required to maintain positions for extended periods of time such as sitting, standing, and writing. The student frequently is required to demonstrate good arm placement to allow for reaching and positioning of hands to successfully manipulate large and small objects. Students must regularly lift and / or move up to 10 pounds. The student must occasionally lift and / or move more than 100 pounds. Physical endurance must be sufficient for the provision of direct, hands-on client treatments for 6 or more hours per day.
- IV. **Psychosocial Demands:** The student must display the emotional maturity to interact with a variety of individuals with diverse age, diagnoses, culture, and socioeconomic backgrounds. The student frequently needs to address multiple, demanding tasks simultaneously and therefore needs to have established strategies for stress management.
- V. **Communication Demands:**
 - Written:** The student must be able to effectively communicate in written English. The format can range from a brief note with appropriate use of abbreviations to a descriptive narrative.
 - Verbal and Nonverbal:** The student must be able to produce the spoken word and to interpret factual information along with nonverbal cues of mood, temperament, and social responses from clients, supervisors, and peers. Response to emergencies / crisis situations, as well as more routine

communication must be appropriate to the situation. Communication must be accurate, sensitive, and effective.

Reading: The student must be able to read and comprehend information in English from a variety of written sources (e.g. textbooks, professional journals, medical/school records, and government regulations).

- VI. **Environmental Demands:** The occupational therapy student must be able to negotiate and successfully achieve access to multiple environmental situations. These environmental situations may be physical, social, or cultural.

The physical environment would consist of nonhuman aspects. The student is occasionally exposed to wet or humid conditions (non-weather); work near moving mechanical parts, fumes or airborne particles, hazardous materials, blood-borne pathogens, outdoor weather conditions, risk of electrical shock, risk of radiation, and vibration. The noise level in the work environment will range from a classroom situation in which the noise level is low to an industrial or clinical environment where then noise level may be high.

The social environment would consist of norms, expectations, and routines of different environments. The occupational therapy student will be exposed to multiple treatment environments which have implicit and explicit rules for behavior.

The occupational therapy student must demonstrate multicultural competency skills to allow for one to function within multiple client populations. Multicultural competency skills as outlined by the American Occupational Therapy Association include awareness of one's culture, willingness to explore and become knowledgeable about another culture, being respectful to individual diversities, and being able to select culturally sensitive therapeutic interventions.

- VII. **Professional Behaviors:** The student is expected to demonstrate professional behaviors and attitudes during his/her participation in the classroom and practice settings. This includes, but is not limited to: commitment to learning, dependability, written and verbal communication, interpersonal skills, professionalism, cooperation, clinical reasoning, and intrapersonal coping skills. The student will be rated routinely and mentored by occupational therapy faculty on professional behaviors. Students must be able to give and receive constructive criticism. Responsiveness to criticism from faculty, clinical instructors, and peers is essential for success. The student must maintain personal appearance and hygiene conducive to classroom, virtual, and clinical settings, including adhering to a professional dress code. Student must establish and maintain a location conducive to video conferencing, telemedicine fieldwork, and test monitoring.

- VIII. **Virtual Demands:** The student is expected to demonstrate proficiency in the use of basic skills to access online teaching and learning resources and assessment of learning outcomes in the occupational therapy program. Students should demonstrate proficiency using a laptop and iPad. Various software packages and programs are utilized, including Canvas learning management systems; video conferencing and virtual communication with Zoom, Yuja, and other technologies used in telemedicine; electronic documentation systems similar to those used in clinical practice;; and learning resources accessed online.

The description above is intended to reflect the essential functions in a general manner. It is not all-inclusive, and is not a contract, expressed or implied. The description also attempts to describe functions in multiple contexts from the didactic experience to the fieldwork experience. Keeping this in mind some essential functions may increase or decrease depending on the context. **Student(s) having concerns regarding their ability to meet these essential functions are encouraged to contact the [Accessibility Resource Office](#) at Indiana State University. Accommodations may be arranged through this office.**

SECTION 6: Professional Organizations & Honor Society

Professional Organizations

American Occupational Therapy Association (AOTA):

The national professional association established in 1917 to [represent the interests and concerns of occupational therapy practitioners and students of occupational therapy and to improve the quality of occupational therapy services.](#)

Current AOTA membership is nearly 42,000, including occupational therapists, occupational therapy assistants, and occupational therapy students. Members reside in all 50 states, the District of Columbia, Puerto Rico, and internationally.

AOTA's major programs and activities are directed toward assuring the quality of occupational therapy services; improving consumer access to health care services, and promoting the professional development of members.

AOTA educates the public and advances the profession by providing resources, setting standards, and serving as an advocate to improve health care. AOTA is based in Bethesda, MD.

Mission Statement

The American Occupational Therapy Association advances the quality, availability, use, and support of occupational therapy through standard-setting, advocacy, education, and research on behalf of its members and the public.

Vision Statement

AOTA advances occupational therapy as the preeminent profession in promoting the health, productivity, and quality of life of individuals and society through the therapeutic application of occupation.

Centennial Vision

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.

Membership in the American Occupational Therapy Association is **required** of students in the Occupational Therapy Program. OT classes utilize the resources made available by the association. The **American Student Committee of the Occupational Therapy Association (ASCOTA)** represents student members of the American Occupational Therapy Association.

American Occupational Therapy Foundation (AOTF)

[A 501\(c\)\(3\) charitable, scientific and educational organization](#) founded in 1965. It serves the public interest by supporting occupational therapy research and increasing public understanding of the important relationship between everyday activities (occupations) and health. It accomplishes its aims primarily through grants and scholarships, through programs, and through publications.

The Vision of AOTF

Enhancing health for all people through meaningful participation in everyday life.

The Mission of AOTF

AOTF advances research, education and public awareness for occupational therapy so that all people may participate fully in life regardless of their physical, social, mental or developmental circumstances.

The Goals or Strategic Ends of AOTF*Leadership Development*

To facilitate the development of current and potential leaders in occupational therapy.

Financial Stability

To grow the foundation's capacity to pursue its mission.

Public Awareness

To increase public and professional knowledge and understanding of:

- *The health benefits of participation in everyday activities.*
- *The unique contribution of occupational therapy to health and quality of life.*

Research

To support research initiatives that grow capacity and advance best practices in occupational therapy

Education

To support educational initiatives that strengthen the profession of occupational therapy.

Technology

To foster the use of technology to improve practice and enhance quality of life.

Indiana Occupational Therapy Association (IOTA):

A [professional association](#), with an all-volunteer Board of Directors, organized to provide professional support for members in their use of purposeful and meaningful occupations to promote health, prevent disability, and to enhance quality of life and life satisfaction in the community at large.

Students enrolled in the Occupational Therapy Program at ISU are **required** to become members of [IOTA](#).

Student Occupational Therapy Association of ISU (SOTA):

ISU's organization for students studying occupational therapy. While membership will be voluntary, it is encouraged as a means of engaging fellow students while participating in advocacy professional leadership. Students will work closely with the [Office of Student Activities and Organizations](#) to develop SOTA.

World Federation of Occupational Therapy (WFOT):**Believes that:**

- *Occupational therapy has a valuable contribution to make to occupational performance as it affects the health and well-being of people.*
- *It can positively influence health, welfare, education and vocation at an international level.*
- *The effectiveness of the Federation depends on its contribution and collaboration with other international organizations.*
- *It can positively influence the development of excellence within the profession.*

- *The effectiveness of the Federation depends on it being responsive to the professional needs, issues and requirements of members.*
- *It must be built on co-operation, high ethical standard and mutual respect at all levels.*
- *It engages in political activities and advocacy in matters directly related to its purposes. It will not take a position on a political agenda of any particular national or international party, or of any nation(s), unless it relates to the WFOT's purpose.*
- *The success of the Federation is dependent on the development and maintenance of a strong unified leadership of the WFOT Council.*
- *Its members are the most important asset.*

WFOT Mission

[WFOT promotes occupational therapy as an art and science internationally.](#) The Federation supports the development, use and practice of occupational therapy worldwide, demonstrating its relevance and contribution to society.

Membership is not required of students enrolled in the Occupational Therapy Program.

National Honor Society:

Pi Theta Epsilon (PTE) Delta Rho Chapter:

The [purpose of PTE](#) is to:

- *Recognize and encourage scholastic excellence of occupational therapy students*
- *Contribute to the advancement of the field of occupational therapy through scholarly activities, such as research development, continuing education, and information exchange between student and alumni members; and*
- *Provide a vehicle for students enrolled in accredited programs in occupational therapy to exchange information and to collaborate regarding scholarly activities*

[Phi Theta Epsilon](#) is an invitation only society with specific requirements for membership.

SECTION 7: Program Policies

Commitment:

The occupational therapy program is an 8-5 pm Monday through Friday program. There will be activities, events, competencies, fieldwork, etc... that will occur outside of scheduled times. Attendance is required for these activities. Occasionally, the faculty may require attendance at weekend events. The OT faculty will make every effort to adhere to class schedules; however, when significant learning opportunities become available or when additional time is required to address content time outside of class may be assigned.

Communication:

Please understand that your professor will not be able to assist you 24/7. The following guidelines may assist to facilitate communication:

You should **check your ISU email daily** to stay current and avoid missing any important announcements or other correspondence. Missing important communications may jeopardize your success in the course. To email your instructors or classmates, you can access the Send Email feature through ISU Apps Outlook via the Tools button.

Before emailing your instructor a question or calling, please **consult the Syllabus, Canvas site, textbook, and other available resources**. You will find many answers among the sources provided. Emails/ phone messages that ask questions that can be answered by reading the available resources will result in a response conveying as much.

Emails to the instructor will be **answered in 48 business hours**; emails are not likely to be answered during the weekend or on holidays. Please do not expect your instructor to return your email at 10 p.m.; just because you work late, does not mean that he or she will be available then. Be patient. Be assured, your instructor *will* respond to your inquiries.

Emails must be sent **using your ISU email account** (associated with Outlook). Emails that are sent using non-ISU accounts are automatically funneled by the email program into the junk folder, which is very rarely checked.

Emails must contain at least the following information: your name, which class you are in (OCTH 600), and the subject of your message in the subject line of the email (e.g. Question about Homework Assignment). Emails that do not contain the above identifying information may be deemed spam/junk and may be inadvertently deleted.

Communication Skills:

Communication is an essential skill for Occupational Therapy Practitioners. Students in a professional program will develop skills that facilitate direct and honest transfer of information.

Verbal and Nonverbal:

- Consider the context; is this an appropriate conversation or does the environment need to be more conducive?
- Make eye contact
- Look for feedback (verbal and nonverbal)
 - Consider altering the speed at which you talk. You may want to slow down if it is a complex subject.
 - Assess your body language, what can you do to facilitate understanding
 - Monitor the tone of your voice, you may consider altering it to make a point
 - Uses pauses and silence
 - Check your assumptions regarding level of understanding by asking questions

Written:

When completing written assignments, students are required to follow the guidelines set forth in the most recent edition of the *Publication Manual of the American Psychological Association*. Plagiarism will not be tolerated. The Cunningham Library houses the ISU Writing Center for those seeking help with writing skills. The following resources may be helpful:

- [Indiana State University Writing Center](#)
- [Purdue Online Writing Lab](#)
- [Indiana State University LibGuides](#)

Email:

When you use your ISU email account you are representing yourself and the Program and the University. Please respect for all who may potentially view the email.

- Use context appropriate greetings and closings. Use appropriate level of formality.
- Keep messages brief and to the point. If the message becomes lengthy or complicated direct face to face / phone conversations may be the best option.
- If you are requesting more than one response; consider using numbers. Otherwise, send additional emails separating the requests. Please provide options “if-then” statements (if these times work, then please let me know).
- Consider the tone, at times you may want to wait a period of time before sending the email. Reading the email out loud also helps when determining the appropriate tone to use. Emoticons are not used in professional email consider the level of formality.
- Avoid using sarcasm and “jokes” for these may be misinterpreted.
- The format may also convey tone and level of formality. Consider when if ever to use ALL CAPS or special font.
- Type in complete sentences and check for spelling errors.
- Acknowledge emails and if possible reply in a timely manner.
- Re-read emails before you send them.
- Ask permission before forwarding emails.
- Don’t forget to complete the subject line (OCTH 200)
- Signatures need to include contact information

Social Media:

Social media is local and global. Consider how you present yourself on private, professional and departmental websites.

- Many of the Email suggestions are also appropriate for social media
- Consider your screen name
- Establish boundaries by considering two types of social media accounts, personal and professional.
- Do not post when you are hungry, angry, lonely, tired, or intoxicated
- Do not post anything that you would not want you parents, **clients, boss**, colleagues to view
 - Keep in mind [HIPAA \(confidentiality\)](#)
- Check out those who want to be your friend
- Determine which privacy settings are appropriate
- Discern if this is the best method to air any issues, complaints....

Students are advised to use sound judgment when blogging or using their personal websites. A blog or personal website is an extension of the student's voice. What a student says on his/her blog or personal website about Indiana State University and affiliated sites, its services or products, other students, or a health care provider must be kept with the rules and guidelines below.

PURPOSE: The purpose of this policy is to set forth guidelines for students concerning blogging and personal websites relating to their student experience with the OT Program at Indiana State University. Nothing contained herein shall be used to interfere with

students' right to discuss with each other the terms and conditions of their experience or otherwise engage in any activity protected by state or federal law.

The OT Program recognizes that blogs, other types of self-published online journals, collaborative web-based discussion forums, and personal websites can be a highly effective tool for sharing ideas and exchanging information. The OT Program, however, is also concerned with ensuring that use of such communications serves the Program's need to maintain integrity, reputation, brand identify, and to minimize actual or potential legal risks.

DEFINITIONS: For the purpose of this policy, the definition of Blog is a Website that contains an online personal journal with reflections, comments and often, hyperlinks, provided by the writer. Examples would include: Facebook, Instagram, Twitter, etc.

PROCEDURE: The OT Program has established the following rules and guidelines for communicating information via blogs and other electronic communications.

1. Students may not discuss confidential matters, as outlined in this policy, outside of official community and fieldwork environments unless they are authorized communications by the academic fieldwork instructor. Unauthorized, communications include internet chat rooms, students' personal blogs and similar forms of online journals or diaries, personal newsletters and websites on the internet, and blogs on websites not affiliated with, sponsored by, or maintained by the university, fieldwork or community sites.
2. Students are expected to follow the guidelines outlined in [Health Insurance and Portability Accountability Act \(HIPAA\)](#). Communications with or about patients must be kept confidential and not referred to in blogs and/or website communications.
3. Students should also be aware that most fieldwork and community sites have guidelines that exist in regards to information being shared with or obtained by the media.
4. Students have a duty to protect other students' home addresses and personal information as well as protect the confidentiality of University, Fieldwork and Community site proprietary information, trade secrets, strategic business plans, financial information, business contracts, patient information, and any other non-public information that students can access.
5. Students cannot use blogs or websites to harass, threaten, or discriminate against colleagues, instructors, clients, any organizations or businesses associated or doing business with the University, Fieldwork or Community sites, or any member of the public, including website visitors who post comments about blog contents. In addition, a student may not use text, photos, or any other image demeaning, belittling, or insulting to others.
6. Students are expected to comply with the University policy pertaining to harassment. If a student feels they have been a victim of internet harassment he /she should follow the University's [reporting requirements](#).
7. Students who maintain blogs or websites and choose to identify themselves as students in the Occupational Therapy Program must state explicitly, clearly, and in a prominent place on the site that views expressed in their blogs or websites are the student's own and not those of the OT Program or of any person or organization affiliated or doing business with the Program.
8. Students cannot use the University's logo or trademarks or the name, logo, or trademarks of any affiliate, on any personal blogs or websites or other online sites unless their use is sponsored or otherwise sanctioned, approved, or maintained by the OT Program.
9. Permission must be obtained to take photographic images in the classroom, community experiences, and fieldwork. Images taken of clients could potentially violate privacy rights as outline under HIPAA or other state and federal law.
10. Students who violate this policy may receive corrective action up to and including termination.

HFAP: Healthcare Facilities Accreditation Program: Requirements for Healthcare Facilities, 2009.

HFAP: Healthcare Facilities Accreditation Program: Critical Access Hospitals 2008.

Avenues of Communication / Conflict Resolution:

Effective communication is essential between students, as well as, members of the faculty and students. Open communication between faculty - student(s) and student - student is a prerequisite to prevent or resolve differences. At times you may be hesitant to approach a faculty member or a colleague to express a difference in opinion. However, this is where effective resolution to any problem must occur. We consider this to be part of your professional development.

The following steps are designed to facilitate conflict resolution:

1. Whenever possible go directly to the person(s) involved. Rarely is this not a viable option, however if needed please follow the chain of command within the Program, Department, College, and University. **Failure to follow the chain of command is considered unprofessional.**
2. **First seek understanding.** Ask non-judgmental clarification questions.
3. Utilize “I” statements.
4. Then utilize a DESC or and DISC format.
 - Describe the situation
 - Explain the impact of the situation **OR** Inform then how it made you feel
 - Statement regarding how you would like to see the situation resolved (if x then y)
 - Consequences (Plan to go to the next level in the chain of command.)

Advising:

Each student is assigned an academic advisor at the beginning of the year. The OT Program faculty advises students regarding their academic progress and provides support for their general adjustment to a rigorous graduate environment. Students and advisors meet a minimum of one time per semester (excluding summer semesters). Students may meet with their advisor more regularly (i.e., case of declining academic performance). Students are encouraged to make an appointment with their faculty advisor early in the academic year to discuss their academic and non-academic concerns. We are committed to academic success. Students are encouraged to seek help from instructors as needed in a given course rather than waiting until examination time. Office hours are printed on course syllabi and posted outside the instructor’s office. The main purpose of academic advisement is to help students achieve their professional and educational goals. To facilitate communication, an advising form will be utilized to document student progress towards obtaining academic requirements and professional responsibility. **During Level II Fieldwork, the Academic Fieldwork Coordinator (AFWC) assumes the role of academic advisor.** During this time the AFWC may confer with the student’s didactic academic advisor as needed.

The role of the occupational therapy faculty/advisor is directly related to academic success. For other issues, the OT faculty are required to refer students to services available on campus. To insure a quality of student experience, students are required to evaluate their Academic Advisor. Students will be given access to a link which will allow anonymous responses.

Student Support Services:

OT students at Indiana State University have access to student support services. The following contains a list of student services linked to their websites:

[Center for Student Success](#)

[Student Counseling Center](#)

[Student Health Center](#)

[Technology Support \(Office of Information Technology\)](#)

[Student Resources Cunningham Library](#)

[Accessibility Resources Office](#)

[Title IX Coordinator](#)

[Student Ombudsperson](#)

Attendance/Tardiness:

Because of the rigorous nature of the program, students are required to attend all course lectures, laboratories, simulation experiences, and events and meetings required by the program. The importance of attending all scheduled activities is expected. In a professional program, students are responsible for their own behavior regarding attendance. Be advised that the OT Program requires on-time attendance to **all** sessions (on campus and fieldwork experiences). Special arrangements may be granted for excused absences at the discretion of the OT faculty. The student should notify all faculty whose classes/fieldwork may be missed 60 days prior if possible. The student will be responsible for arranging with the instructor any missed assignments and evaluations (tests, quizzes, checkouts etc.) as well as completing the "Occupational Therapy –Absence Form" and submitting to the Program Director no later than 15 days prior to the start of the anticipated absence.

The OT Faculty realizes that there will be times when one may be late or unable to attend class. Students arriving late for class should not disrupt the class and in case of an evaluation the student must complete within the allotted period of time. Attendance is one of five professional behaviors tracked in every course; the rubric outlines penalty for infractions of tardiness occurring greater than two times in each class. You are expected to notify the professor and/or a classmate to communicate if you are late, but we realize that sometimes that is not possible. Faculty will use their own discretion to enforce this policy. Any unexcused absence/tardiness will result in a 10% deduction of total points of a course.

When an unanticipated absence occurs, students are required to complete the "**Occupational Therapy Program – Absence Form**" and submit to the Program Director within 2 days of the student's first day of return to class. The OT faculty will then determine if the absence is excused or unexcused. Consequences for any absence may include: a five (5) page paper covering missed content, 10% drop in assignment grade(s), an earned zero on any missed exam, competency or presentation, extra assigned service hours, and other reasonable consequences as determined at the discretion of the OT faculty. Students who have frequent absences will be referred to their academic advisor and a remediation plan will be developed. In addition to the remediation plan, the OT Faculty may elect as a consequence to drop the final course points by 10%. Consequences are determined by the entire OT faculty and not the individual instructor.

To avoid consequence severity, consider the following:

- **Utilize professional judgment regarding the absence.** Justifiable reasons for being absent from class include, serious illness of oneself or a significant other; wedding of immediate family (day of and one day prior; funeral of a close friend or relative. Faculty may require documentation. A student truly committed to becoming a competent health care professional will not attempt to contrive excuses.
- **Examples of unexcused absences or tardiness:**
 - Scheduling non-emergency medical appointment
 - Meetings with instructors or academic advisors
 - Job interview
 - Leaving early for Level I Fieldwork
 - Picking a friend up from the airport
 - Leaving early for scheduled breaks during the semester
 - Family reunions and vacations
 - Friend's weddings
- For didactic coursework, Instructor contact information may be found on the syllabus and may be contacted by **office phone or email**. Instructors have the authority to contact students regarding absence. In cases of unexpected emergency, please contact the instructor as soon as possible. **The OT Program is required to keep documentation of all absences. The student will report absences to the OT Faculty and complete the Absence Form. Failure to notify OT Faculty and Fieldwork Educators of an absence will result in a 10% drop in the total points available in all courses infringed on by the absence.**
- **Course Content.** Responsible students will make arrangements with colleagues to obtain content and assignment information missed during their absence.

Absence (Extended):

Absences that are in excess of one week are considered extended. These absences may be expected or unexpected with the student anticipated to return and complete coursework for that semester. Utilize professional judgment regarding the absence and respond appropriately by following these procedures:

Unexpected Extended Absence (Student is expected to return that semester and complete coursework):

1. Notify your Academic Advisor and/or Program Director of circumstances surrounding the need for the absence.
2. The Academic Advisor and/or Program Director will verify the need and notify the appropriate course instructors. Referral to appropriate University Officials and Programs will be made.
3. The student is responsible for content and assignments missed during their absence. The student will need to collaborate with individual course instructors and devise a plan for completion of the course. However, the extended absence may impair the student's ability to attain an adequate level of knowledge and skills resulting in substandard grades or possible failure.

Expected Extended Absence (Student is expected to return that semester and complete coursework):

1. Notify your Academic Advisor and/or Program Director of the need to leave the program as soon as the need becomes apparent.
2. Submit a letter to the Program Director requesting the leave. Include in this letter documentation to verify the need for the leave (e.g., physician's statement, obituary, etc.). Also include dates of the leave and classes that will be missed.
3. The Program Director will evaluate and verify the significance and accuracy of the information. In doing so, the Program Director may request additional information and may request input from the OT faculty when considering the request.
4. The Program Director will notify the student as to the decision regarding the request for a leave. If the leave has been approved, the Program Director will then notify the OT Faculty. Students may be required to withdraw from non-OCTH courses and discuss options with these instructors.
5. Upon approval of the leave, the student is responsible for collaborating with the individual instructors as to how the content and assignments may best be completed. However, the extended absence may impair the student's ability to attain an adequate level of knowledge and skills resulting in substandard grades or possible failure.

Student Leave from the Program:

A student may request a leave of absence from the program by submitting a written request to the Program Director. The request is then reviewed by the faculty. Reasons for a leave of absence include, but are not limited to: pregnancy, exacerbation of a chronic condition, active military duty, and personal / family difficulties. Leave of absences are granted in increments of **one year periods of time**. Students must **re-enter the program in the same semester** in which they were granted the leave of absence. The leave may be extended over one year but **cannot exceed the time restriction for completion of program** requirements or fieldwork. Students granted a Leave of Absence may be asked to complete or repeat coursework to reinforce knowledge and skills needed for successful completion of the program. Please follow the procedure outlined in the extended leave policy. There is also a [military activation policy](#) for the student called to active duty during the semester.

Assignments:

Instructors in the Occupational Therapy Program are dedicated to providing educational opportunities (assignments) that empower students to think critically and grow professionally. Therefore, **all assignments are deemed beneficial and must be successfully completed prior to the end of the course**. The OT Program requires the individual course instructor to take **10% off the total grade** for any late assignment. After four days, late work will no longer be accepted for credit, as it will have automatically earned a failing grade. It is always possible to submit an assignment before the due date. Always make backup copies of your work in the event of a computer problem, as technical issues are not a

valid excuse for late work. Extensions for papers are granted only in exceptional circumstances and must be *made in advance*. The decision to accept a late paper is at the instructor's discretion. Failure to successfully complete an assignment will result in a **grade of incomplete**. A grade of incomplete results in a student not being able to enroll in subsequent coursework until requirements is fulfilled. We request students be proactive and assume an active role in asking questions or seeking clarification regarding the assignment.

[University Graduate Catalog Grading Information](#)

Assignment Format:

Follow the required **formatting** for all coursework:

- a. **Word-process** all submitted work using Microsoft Word ([downloadable from the Office of Information Technology](#))
- b. **Use the standardized formatting associated with your discipline.**

You will use **APA formatting**. For more information on APA formatting, please refer to [Purdue's Online Writing Lab \(OWL\)](#).

Extra Credit:

Extra credit is not allowed due to equity issues. We prefer that you earn credit when it is assigned. This is a professional program, and it is deemed unprofessional to ask for extra credit.

Grades:

The Occupational Therapy Program maintains consistency with other programs in the Department of Applied Medicine and Rehabilitation. The following scale has been adopted:

A+ = 98-100%

A = 93-97.9%

A- = 90-92.9%

B+ = 87-89.9%

B = 83-86.9%

B- = 80-82.9%

C+ = 78-79.9%

C = 75—77.9%

F = Less than 75%

Review of Examinations:

OT faculty **do not** allow students to keep their examinations. Students may access their exam by making an appointment with the course instructor.

Sharing information regarding OT Program examinations is considered unethical. The practice of copying or maintaining old test files for classmates and future students is prohibited. Knowledge of such actions may result in the administration of new tests to said students, invalidation of prior scores, and/or dismissal/sanctions based on the OT Faculty Committee action.

Competency and Exam Accommodations

The Office of Student Success will be utilized to accommodate students that have a documented need for exam accommodations. It is the student's responsibility to notify faculty and the office of student success to make arrangements prior to needing the accommodation. All Testing Accommodations must go through the Office of Student Success. No accommodations will be allowed for skill-based competencies.

OT Testing Procedure:

The ultimate outcome of this program is that students become successful practitioners. The NBCOT Exam is a major milestone in this process. To better prepare students for exam testing conditions we will follow this procedure:

- a) Once the exam starts you will not be allowed to leave the testing situation. Please come early and take restroom breaks prior to the beginning of the test. For extended testing situations, breaks will be planned between test sections.
- b) No food or beverages will be allowed during the testing period.
- c) Personal belongings must be placed in a designated area. Electronic devices including watches must be turned off and placed with personal belongings.
- d) The course instructor will provide a blank piece of paper at the request of the student. The student is not allowed to write on the paper until the start of the exam. At the end of the exam the paper is returned to the course instructor.
- e) At the course instructor's discretion, seats may be assigned for the exam.

Failure to adhere to the Testing Procedure will result in a grade of F or zero on the exam. The disciplinary report may also be filed with the Office of Student Conduct.

In case of short quizzes, the OT testing procedure does not apply. The individual faculty member will determine the testing procedure.

Student Identification:

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

- Examinations taken using an online format require proctoring on site and/or use of Respondus/WebCam.
- Plagiarism Software
 - Indiana State University has contracted with Turnitin.com for plagiarism detection services. Required papers may be subject to submission for review to Turnitin.com.

Plagiarism:

The ISU Code of Student Conduct defines plagiarism as follows:

Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another. It also includes the presentation of the work, ideas, representations, or words of another without customary and proper acknowledgement of sources. Students must consult instructors for clarification in any situation in which documentation is an issue. Students will be considered to have plagiarized whenever their work is not properly documented. (4)

Academic Integrity is a core value of our community of learners. Every member of the academic community (students, faculty, and staff) is expected to maintain high standards of integrity in all facets of work and study. The [Student Guide to Academic Integrity](#) describes appropriate academic conduct in research, writing, assessment, and ethics.

Academic dishonesty is not tolerated at Indiana State. **The penalties can be severe and include: failing the assignment, failing the course, and referral to Student Judicial Programs to face form conduct charges.** Students found in violation may be suspended or expelled and can have a permanent notation affixed to the official transcript indicating that an academic integrity violation occurred. Students are urged to discuss questions regarding academic integrity with instructors, advisors, or with the academic deans. Please note that even if you paraphrase another's work, you must also cite your source in the text, just as you would a direct quote. Additionally, submitting a paper you have written for another course is also a form of plagiarism known as multiple submissions.

You will be turning in papers through Turnitin, an online tool that assists in discovering plagiarism. A great resource to help you avoid plagiarism is the [Plagiarism Tutorial](#) offered by Indiana State's Cunningham Memorial Library.

If you intentionally or blatantly plagiarize in this class, you will fail the class and the case will be reported to Student Judiciary.

For this course you will be using APA formatting, depending on the topic of your paper. Generally, the following principles apply:

1. All quotes, summaries, paraphrases, and facts must have two types of documentation. The first is a parenthetical or in-text citation inserted in the text where the referenced content appears. The second is a bibliographic entry or endnote on a References/Works Cited page at the end of the paper.
2. Anything cited word-for-word is a quote and must appear in quotation marks. Quotes must be documented.
3. Any source cited in the paper should have a corresponding bibliographic entry/endnote at the end of the document.
4. Only sources cited in the paper should appear in the References/Works Cited. Sources you read but do not cite may be cited in a separate Works Consulted.
5. All quotes, paraphrases, and summaries must have page numbers as they are identified in the original source. Many internet sites do *not* have page numbers listed online (it does not count if they appear when you print out the document), although some do (such as pdfs and online journals). Only cite a page number if it is identified in the original source.

Sexual Misconduct:

Indiana State University fosters a campus free of sexual misconduct including sexual harassment, sexual violence, intimate partner violence, and stalking and/or any form of sex or gender discrimination. If you disclose a potential violation of the sexual misconduct policy I will need to notify the Title IX Coordinator. Students who have experienced sexual misconduct are encouraged to contact confidential resources listed below. To make a report or the Title IX Coordinator, visit the [Equal Opportunity and Title IX website](#).

The ISU [Student Counseling Center](#) – 2nd Floor, Gillum Hall, 217 North 6th Street; 812-237-3939

The ISU Victim Advocate – [Trista Gibbons](#) 2nd Floor, Gillum Hall, 217 North 6th Street 812-237-3939(office); 812-230-3803 (cell);

[Campus Ministries](#) - HMSU 143 and HMSU 515

[United Campus Ministries](#) - 321 N 7th St., Terre Haute, IN 47807; 812-232-0186

[More information on your rights and available resources](#)

Class Meetings and Student Representation:

The Program Director, Academic Fieldwork Coordinator, or Class Representative may call a meeting of the entire class outside of scheduled class times. In general, these meetings are held for the purpose of disseminating specific information that impacts the OT student body. **Attendance is mandatory.**

Each cohort class will elect two members to represent the OT student body. The **representatives will meet on a routine or as needed basis** with the OT Faculty. Representatives may also be invited to attend OT faculty meetings to provide input on specific issues.

Printing Copies:

The University has multiple sites that allow students to print copies of papers. The north entrance of the Hulman Memorial Student Union or Cunningham Library are locations nearest OT classrooms. Please use the following website to assist you with your printing needs. <http://www2.indstate.edu/oit/>

Dress Code:

Students in a professional program must discern appropriate dress for participation in activities and for exposures to different environments. The dress code is designed to help assure safety, infection control, and a professional demeanor in classroom, laboratory, community and fieldwork experiences. Students must exhibit good judgment regarding personal hygiene, attire, and accessories. The following guidelines are a starting point and cannot cover every situation. Please note that asking appropriate dress questions ahead of time is encouraged.

Guidelines:

1. Good personal hygiene includes daily routine of shaving, hairstyling, nail care, and control of body odor. Hair should not obstruct eye contact and may need to be secured depending on facility and activity requirements. Makeup should not distract from the situation. Facial and body hair should be shaved daily or groomed for an attractive appearance. Finger nail length should be short and not interfere with normal dexterity. Artificial finger nails are not allowed for infection control reasons. Conservative use of fragrances is expected in consideration of others with sensory, allergic, and respiratory restrictions. Please be advised that if you smoke, this too may interfere with the therapeutic relationship.
2. Lower Body Dressing: Dress slacks or jeans should be properly fitted for the body type without holes or disfiguring markings. For safety reasons and infection control, slacks or jeans should not drag along the floor. Low riding pants should not expose underwear. Jeans are not to be worn for fieldwork unless specifically requested by the fieldwork supervisor. The bottom of the hem for dresses and skirts must be no more than 2" above the top of the patella in standing. Leggings or jeggings are not a substitute for pants.
3. Upper Body Dressing: shirts, blouses, or polo shirts should be properly fitted, suitably pressed and should not reveal body structure. All shirts must have sleeves. Clothing should not expose midriff, cleavage, or lower back. T-shirts and sweatshirts may be worn for classroom and laboratory experiences but are not suitable for fieldwork or when guest lecturers are present for classroom presentations.
4. Undergarments must be worn. See-through fabric garments are not appropriate. Exposure of undergarments is deemed unprofessional and may make others uncomfortable. Strapped shirts that can be viewed externally are not allowed.
5. Shorts and workout clothing are limited to specific laboratory classroom experiences. Faculty responsible for the learning activity will determine appropriate attire.
6. Foot attire may include closed toed shoes such as dress shoes or tennis shoes in good repair. High heels, sandals, flip flops pose risks to the student during specific laboratory assignments and are not allowed. Students should have appropriate shoes available for all classroom, fieldwork, and laboratory experiences.
7. Tattoos and body piercing should not be visible on fieldwork and for guest lecturers. Please remove body piercings. Your fieldwork site will determine whether you will be required to cover your tattoo(s). Earrings up to 2 per ear are acceptable. Dangling earrings are restricted in labs and during fieldwork due to potential damage to the earlobe. Rings should be limited to one per hand. At times you may be requested to remove rings for infection control reasons.
8. Additional requirements may be set by individual fieldwork sites and must be adhered to by the assigned students. Required clothing for fieldwork is the responsibility of the student. Sites may require scrubs.
9. Official ISU name tags are required for Fieldwork and for off campus classroom activities.

The student's safety and appearance is paramount to the development of professional behaviors and to positive representation of occupational therapy to our constituents. This policy reflects trends in fashion and is to be used as a guide to determine professional suitability in the classroom and practice environment. Faculty, administration, or the fieldwork supervisor has the right to refuse student participation in class or fieldwork based on the student's unprofessional attire regardless of items not specifically listed in the policy. **Coursework missed due to inappropriate attire cannot be made up.** If you are unsure about your attire, we recommend that you dress conservatively. Repeated violations of professional dress will be addressed by the student's advisor and a remediation plan will be developed. For additional information regarding safety and infection control risks, please review these articles:

Koh, K.C., Husni, S., Tan, J.E., Tan, C.W., Kunaseelan, S., Nuriah, S., Ong, K.H., & Morad, Z. (2009). High prevalence of methicillin-resistant staphylococcus aureus ((MRSA) on doctors' neckties. *Med J Malaysia*, 64(3). 233-5.

Moolenaar, R.L., Crutcher, J.M., San Joaquin, V. H., Sewell, L.V., Hutwagner, L.C., Caron, L.A., Robison, D.A., Smithee, L.M.K, & Jarvis, W.R. (2000). A prolonged outbreak of pseudomonas aeruginosa in a neonatal intensive care unit. Did staff fingernails play a role in disease transmission? *Infection Control and Hospital Epidemiology*, 21(2), 80-85.

Drug and Alcohol Policy:

The OT faculty supports professional standards of care. If an occupational therapy student is impaired by chemicals, illegal or legal, the client's care along with others in the environment can be jeopardized. The faculty defines chemicals as alcohol, over-the-counter medications, illegal drugs, prescription medications, inhalants, or synthetic designer drugs.

Once a student is admitted to the occupational therapy program, the student is expected to remain alcohol and drug free while in the classroom, laboratory, learning community and fieldwork setting.

1. If a faculty member suspects that a student is impaired by chemicals, then the student will be directed to leave the learning environment, and the faculty will report the incident to the Program Director. The faculty will find suitable transportation for the student. The student will pay for any transportation fees.
2. The student will be required to go for a drug screen as designated by the instructor, program director, or fieldwork supervisor.
3. Drug screening results must be mailed or FAXed from a qualified clinical agency (physician's office, Certified Background, Granite Security) to the following address:
 - a. Indiana State University
 - b. Sycamore Center for Health & Wellness
 - c. 567 N. 5th Street
 - d. Occupational Therapy Program
 - e. Terre Haute, IN 47809
 - f. FAX: 812-237-3615
 - g. Attention OT Program Director
4. The program will pay for a one time drug screening test if the test is required by the course instructor, program director, or fieldwork supervisor.
5. Students may be required by Fieldwork and Community sites to complete additional drug screens. Typically this occurs the first day of fieldwork.
6. In the event of positive drug screening results:
 - a) Student must complete another drug screen, within a 48 hour period, to rule out a false positive report. Any positive quick read 10 panel drug screen obtained at the testing facility is sent to the laboratory for negative or positive confirmation. In some circumstances, a blood test will be required. If the blood test is required, the student must set up an appointment to complete the blood test within a one week period. A positive test is identified as such by substance or substances.
 - b) If the student has a legitimate medical need for any drug tested in the ten-panel drug screening, then the student must provide the following information to the Program Director:
 - o A verifiable, documented need for the drug. (e.g. physician's letter justifying the need for the drug or verifiable physician's prescription)

- c) Failure of the student to complete a drug screening, or refusal to submit urine specimen, will result in the student's removal from the program.
- d) Failure of the student to complete a clean drug screen will also result in the student's removal from the program.
- e) If the student is removed from the program:
 - The student must apply for re-admission.
 - The student will be required to drop out of the sequence of courses for one year.
 - This information will be treated confidentially.

Progression, Retention, and Dismissal Policies:

The goal of the occupational therapy faculty is for each student enrolled in the OT Program to successfully complete his or her course of study. The following policy outlines how a student may successfully complete the Program. A student may be dismissed for academic and non-academic reasons. The OT program works with the College of Graduate and Professional Studies and the Applied Medicine and Rehabilitation Department policies regarding retention and dismissal. The College of Graduate and Professional Studies and the Applied Medicine and Rehabilitation Department will be consulted before any formal action is taken at the program level.

Academic

Students with an overall cumulative GPA below a 3.0 and who have had at least two term GPAs (Fall, Spring, or Summer) below a 3.0 will be removed from the program. Additionally, students who earn a course grade below a 3.0 (B) will be required to meet with their academic advisor and may be asked to develop a learning contract. A student who earns 2 course grades below a 3.0 (or a B) regardless of semester will be required to work with the program director to develop a remediation plan consisting of an Academic Probation Contract for the subsequent term. If after implementing a remediation plan/Academic Probation Contract a student earns an additional course grade below a 3.0 (or a B) the student will be removed from the program. Finally, students are required to meet all requirements of the College of Graduate & Professional Studies with respect to maintaining good academic standing.

- Students must achieve a **minimum grade of C (2.0) in any course**. An earned grade below a C (2.0) is considered failure and the student will be dismissed from the program. The OT program works with the College of Graduate and Professional Studies regarding dismissal from the program when a student is dismissed (see #1).
- Students must also demonstrate satisfactory performance in Fieldwork courses. An unsatisfactory performance report in any Fieldwork course is considered failure and the student will be dismissed from the program. More information regarding Fieldwork Coursework and what constitutes an unsatisfactory report can be found in the Fieldwork Manual.
- To successfully complete the OT program, **students must complete the courses in the sequence** that they are offered. **Students may not enroll for the next semester of course work if they have not successfully completed coursework from the previous semester**. Incomplete grades must be completed within one year of initiating the course before the student receives a failing grade for the course.
- Students must complete competency testing throughout the program of study. **Failure to successfully complete a competency (up to two attempts with at least 80% score) will result in inability to advance in the program**.
- Students may petition for reinstatement into the OT Program, the **student may only retake a course one time**.
- Students **dismissed from a Level II Fieldwork course are also dismissed from the program**. If the student seeks reinstatement, a remediation plan approved by the OT faculty will be part of the criteria for reinstatement. Prior to being assigned a new Level II Fieldwork site, the student must successfully complete the plan. **The student may only retake a Level II FW course one time**.
- A student must complete all components of the program within **six (6) years** of matriculating into the program. **Level II FW must be completed within one year of completing didactic study**.
- Throughout the program the student must maintain compliance with the following: CPR, First Aid, specified immunizations and annual TB testing, Background checks, Personal Health Insurance, Professional liability, Professional organization memberships, and Annual Health Examination.

- *GRADUATES OF THE PROGRAM WILL BE ELIGIBLE TO SIT FOR THE NATIONAL CERTIFICATION EXAMINATION FOR THE OCCUPATIONAL THERAPIST, ADMINISTERED BY THE NATIONAL BOARD FOR CERTIFICATION IN OCCUPATIONAL THERAPY (NBCOT). AFTER SUCCESSFUL COMPLETION OF THIS EXAM, THE GRADUATE WILL BE AN OCCUPATIONAL THERAPIST, REGISTERED (OTR). IN ADDITION, MOST STATES REQUIRE LICENSURE TO PRACTICE; HOWEVER, STATE LICENSES ARE USUALLY BASED ON THE RESULTS OF THE NBCOT CERTIFICATION EXAMINATION. A **FELONY** CONVICTION MAY AFFECT A GRADUATE'S ABILITY TO SIT FOR THE NBCOT CERTIFICATION EXAMINATION OR ATTAIN STATE LICENSURE.*

Grade Appeals:

Please refer to the current University Catalog for [policies and procedures related to grade appeals](#).

Non-Academic:

Students are representatives of ISU and the occupational therapy program. Students are expected to conduct themselves in a manner consistent with the standards of professional organizations and the standards set forth by Indiana State University in and outside of the classroom.

Professional Behaviors are key to the development of an occupational therapy practitioner are outlined in the competency section of the Handbook and also include, but are not limited to:

- [ISU Code of Conduct](#)
- AOTA [Code of Ethics and Ethics Standards](#) (2020)
- [NBCOT Code of Conduct](#)
- Procedures outlined by the [Office of Student Conduct and Integrity](#) will be utilized if problems arise.

Remediation:

Goals of Remediation:

To assess the student in developing knowledge, skills, and attitudes essential to successfully completing the OT Program.

Guidelines for Remediation:

A student may be referred for remediation for academic and non-academic reasons.

Academic:

1. If a student receives a grade equivalent to a C + (below 80 %) or lower on an evaluation (assignment, exam, competency completed one time) with Final Exam/Project not included in this policy, the student is highly encouraged to set up a meeting with the instructor in charge of that evaluation within 3 working days. The student will need to come prepared to the meeting and must formulate questions that seek clarification regarding the content area. It is recommended the student complete the **Exam Performance Review** form, which is placed in the student's file. Student initiative to follow through on this process to support one's student success is highly recommended.
2. Students who are unable to attain and maintain grade point levels identified in the academic progression policy are subject to remediation through a learning contract, probation, or dismissal (please see above procedures). Once the student has been identified as having difficulty demonstrating achievement of a content area, they will be referred to their advisor. A collaborative learning contract will be developed. We encourage students that are having academic difficulties to meet with their academic advisor as soon as issues become apparent.

Non-Academic:

1. OT students are required to collaboratively develop and update professional development plans with their academic advisor.
2. Students who are in violation of ISU OT Program Policies, ISU Student Conduct, AOTA Code of Ethics, or NBCOT Code of Conduct will be required to develop a specific plan to address the specific areas of difficulty. We encourage students to collaborate with their academic advisor, the [Student Counseling Center](#) and the [ISU Ombudsperson](#). Students who fail to address the issue and meet the terms of the

plan will be dismissed from the program. Severity of the unprofessional conduct may also lead to student dismissal.

Disciplinary Action (Probation, Suspension, Dismissal, and Expulsion):

[University Graduate Catalog](#)

Probation: The OT Program may place a student on probation for a period **no longer than two semesters**. The student may be placed on probation for academic and non-academic reasons. (See Progression Retention and Remediation Policy). At the end of one year, the student's status will be reviewed to determine if remediation has occurred and if they will be able to continue in the program. The University may place a student on **Judicial Probation** for one semester.

Suspension: The University identifies three types of suspension: deferred suspension, suspension, and interim suspension. Please refer to the University Policy regarding suspension.

Dismissal: A student may be dismissed from the OT Program for reasons outlined in the Progression, Retention, and Remediation Policy.

Expulsion: The University may permanently terminate student status.

Reinstatement to the OT Program:

Students that have been dismissed from the program may elect to petition the OT faculty for reinstatement. The student may do so by following this procedure:

1. Formulate a letter to the Program Director stating the reasons for dismissal.
2. The letter must contain a plausible remediation plan that directly addresses the reason for the dismissal along with a time frame for achieving the goals set forth in the plan.
3. The student must also consider a trajectory for completion of the program meeting fieldwork and program length requirements. The student must re-enter within one year of leaving the program.
4. The Program Director will present the petition to the OT faculty. The OT faculty may request revisions to the plan and/or time frame. The OT Faculty will render a decision regarding the petition.
5. If the reinstatement is approved, the student will abide by the time frame set forth. Please be advised that immediate reinstatements rarely occur. The student must consider the time required for remediation.

Student Grievance:

OT students may grieve decisions made by the OT faculty. All grievances should be formally filed following the [Student Grievance Policy or Policies](#) set forth by the College of Graduate and Professional Studies. Please refer to the form contained at the end of this OT Student Handbook.

Non-discriminatory Statement and Policy:

The OT program follows the [Indiana State University non-discriminatory statement and policy](#).

Harassment:

The OT program follows the [Indiana State University policy on Harassment](#).

Withdrawal:

Circumstances may arise that withdrawal from the OT program is the best course of action. The OT Program follows the [University policy regarding withdrawal](#). Information regarding refunds of tuition and fees may be found on the [Office of the Registrar's website](#).

Research:

Today's occupational therapy practitioners who demonstrate excellence in practice must be effective consumers of research. To facilitate student's interpretation of current evidence they must search, locate, and then effectively apply evidence to the clinical reasoning process. Students will also complete a research project as part of their course of study. OT students will follow the Guidelines set forth by the Applied Medicine and Rehabilitation Department and the ISU [Institutional Review Board](#). These policies include information on human-subject research protocol.

Request for References: The OT Faculty support students who are seeking references for scholarships and awards while they are a student in the didactic phase of the program. Due to the nature of employment references and questions regarding direct observation of tasks, the OT faculty cannot provide references for future professional references.

Faculty may only provide references at the student's request adherent to the Family Educational Rights and Privacy Act (FERPA) of 1974 (PL 93-380). In order for faculty to provide a reference the following must occur:

1. Student must request permission to use a faculty member as a reference. The faculty member may agree if they can provide a favorable reference. If the faculty member cannot provide a favorable reference then the student will be notified and provided rationale for this decision. The faculty member in this case will not provide a reference for the student.
2. If the faculty member agrees to provide a reference, the student must provide in writing the following:
 - a. Date of the Request
 - b. Agencies and institutions that they are requesting a reference(s).
 - c. Information to be included in the references. For example, some scholarships are looking for specific attributes and past achievements.

Required Service Hours:

At ISU we consider community service to be part of one's *professional responsibility*. To encourage service, the Occupational Therapy Program requires that you fulfill service hours each semester excluding Level II Fieldwork. Service hours will be reviewed each semester and reported in designated didactic courses. The Student OT Association in collaboration with the OT faculty will develop activities/opportunities to fulfill these requirements. Service hours cannot be carried over to future semesters. A professional/service hours log must be completed each semester with appropriate preapproved and completed signatures. Students are required to complete only 4 hours of service hours in the summer semester, but 4 service and 4 community hours fall and spring.

- **Service to the Profession (4 hours)** (e.g., participation in IOTA and AOTA events; assisting in ISU OT program needs; advocating for the profession by visiting Jr. High and High Schools, holding an office in a student organization...)
- **Service to the Community (4 Hours)** (e.g., participating in events or activities that are OT related or with groups that are served by the OT community. **These must be preapproved by an OT Faculty member and must be therapeutic in nature.**

Interprofessional Education and Practice:

Select courses in the OT program **require participation** in Interprofessional Education (IPE) learning opportunities. Interprofessional Collaboration is a curricular theme of the occupational therapy program. These events / opportunities expose students in different disciplines to the dynamics of working in teams. At times, IPE opportunities **may occur outside the traditional class schedule**. When possible, we will provide advanced notice of these learning experiences.

Employment:

The Occupational Therapy Program is rigorous and places demands on the student's time. Employment over 20 hours a week during the didactic portion of the program is not recommended. **During the Fieldwork component, employment is not recommended.**

Fair Practice Work Policy:

This policy protects students from assuming the role of their credentialed supervisor, preceptor, professor, or clinical instructor. Students in the OT program will be supervised in their field and clinical experiences and should not be serving as a workforce. Students should be supervised at all times and final decision making regarding client care is the responsibility of the fieldwork educator. All documentation regarding client care must be reviewed and signed by the fieldwork educator.

Academic Freedom: Indiana State follows the American Association of University Professors' guidelines for academic freedom as [described on their website](#).

Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.

Confidentiality / HIPAA:

ISU OT program complies with all federal laws related to confidentiality of student/client medical information, including the Privacy Regulations issued pursuant to the Health Insurance Portability and Accountability Act of 1996 (HIPAA). You are required to comply with such laws and the medical record confidentiality policies and procedures of any health care encounters you are assigned. Violation of HIPAA will result in dismissal from the program.

Student Safety:

Infectious / Communicable Disease

The occupational therapy program requires that students in the program complete State Immunization Requirements <http://www.indstate.edu/registrar/state-immunization-requirements>. The immunization form must be turned into the OT program and the University. A strategic goal of ISU addresses community engagement, the occupational therapy student may come in contact with infectious agents. In order to facilitate student safety additional immunizations and requirements must be met by the student. The following is a list of requirements:

Students in the program are required to complete certifications in CPR and Blood Borne Pathogens. Coursework and competencies within the program also address personal protective equipment possible situations / scenarios where students may come into contact with infectious materials.

The OT program follows the policies and procedures outlined by the [Department of Public Safety](#) at ISU

On this website you will locate information on:

- How to sign up for **RAVE text messages and the RAVE Guardian Campus Safety App**
- Emergency Resources
- Pandemic Plan
- Inclement Weather
- Community Service Officer
 - Escort services
 - Building security
 - Motorist assistance (battery jumps, lock out...)

Fire:

Sycamore Center for Wellness and Applied Medicine evacuation plans are located on each floor. Procedure to follow in the event of a fire: 1. Remove those in immediate danger 2. Pull the nearest fire alarm. 3. Call 911 and provide them with the exact location. 3. Close doors and windows. 4. Extinguish the fire. Consider your safety, first. 5. Evacuate 6. Assemble on the north side of Hulman Memorial Student Union by the steps. **RACCEEA**

Tornado:

In case of a Tornado, please go to the **interior of the building away from the windows**. On the 2nd and 3rd floor please go to the **restrooms** or any room away from the windows. On the 1st floor, search for a room without windows, possible sites: **Treatment rooms 112-113, Copy room 142, and Nurse's office 172.**

Medical Emergency:

Occupational Therapy Students are required to be maintain credentials in CPR and First-Aid. In the event of an emergency activate **EMS (911)** and then determine if you can **safely assist** the individual(s) in need. Then provide care as long as your safety is not compromised until EMS arrives.

Active Shooter:

In the case of an active shooter situation. Student safety is paramount. The university has outlined [safety guidelines and policies](#) for this instance.

Personal Safety:

As adult learners in a professional program, students are responsible for their behavior regarding attendance. Be advised that the OT Program requires on-time attendance to all sessions. However, when personal safety is involved, excused absence(s) will be considered. Students must demonstrate sound judgment and be prepared to justify rationale for missing scheduled classes. A few examples of situations justifying an absence would be unsafe road conditions during inclement weather or declared weather emergencies, or an ISU RAVE Alert identifying a heightened safety risk on campus. It is expected if a student chooses to miss class he or she will notify the instructor of the absence and complete the required form. OT Faculty may also cancel classes and will notify students by email as soon as reasonably possible.

Unfortunately, a catastrophic event could occur on a local, regional, or national level that disables communication to or from Indiana State University. Students should provide for their own safety and the safety of their family and then contact their instructors by phone, private e-mail, or through alternately provided numbers. Every effort on the faculty's part will be made to reasonably attempt to continue with the course and to meet the course objectives. If, for any reason, there is no internet or telephone communication available for an extended period of time, postal service will be used to continue; and in this instance students will be awarded incomplete grades until revised completion plans can be determined. The [Department of Public Safety](#) website can be accessed for the emergency response plan and other documents concerning student and faculty safety.

Use of AMR / ISU Classrooms and Labs:

Students are provided the **privilege** of having access to state of the art equipment and materials located in the AMR labs and classrooms. The AMR Faculty and Staff have devoted time and energy in developing environments that are conducive to learning. Please respect this privilege by following these guidelines:

1. Food and Drink
 - a. At the discretion of the instructor, students may bring food and drink into learning environments. At times the instructor may limit food and drink depending on the learning activity / experience. If food and drink are allowed, the student must remove wrappings, cans, plates from the classroom when they leave.
 - b. Non-sponsored food or drink is not allowed when the Instructor has invited a guest to class / lab.
2. Equipment Care
 - a. Caring for equipment and supplies in the classroom and labs is an individual and a shared responsibility.
 - b. Labs and classrooms must be kept organized, clean and free from debris and personal articles to allow for maximal participation. Materials and equipment are utilized only for the purpose that they have been designed. Misuse of materials or equipment may result in the student being dismissed from the program. Materials and equipment used in labs will be cleaned, unplugged / turned off and appropriately stored.

- c. ISU computers / technology in the classroom may only be used by students for learning experience directly related to an assignment (student presentation). Please make sure that these are turned off and appropriately stored when not in use.
 - d. When using mats / plinths, please take off shoes and avoid placing sharp objects, book bags, drinks, and other foreign objects on the surface. When possible please avoid using the plinths as a writing surface.
 - e. The ADL lab is to be used for learning experiences only. Break areas are located on the second floor. Students are encouraged to leave the building for meals.
 - f. Occupational Therapy Equipment are calibrated and inspected for safety on a routine basis. Equipment in need of repair must be reported immediately to the faculty member or the program director.
 - g. Resources found in the labs may be reserved for student use (e.g., assessments) outside of class. Reservations will need to be made with individual faculty members. Student signatures will be required to access resources. If resources are not returned a hold will be placed on grades and registration until the resource was returned or monetary replacement value was received.
3. Access
- a. Access to AMR Labs and classrooms are at the discretion of individual faculty members. All access must be supervised. **University liability requires that a faculty member be in the building when students are accessing AMR Labs and classrooms.**
4. Student Guest / Childcare
- a. For public safety reasons the AMR labs and classroom cannot accommodate guests. This also includes children of students enrolled in the program. Administrative assistants cannot be used to supervise children.

Section 8: FIELDWORK POLICIES SUPPLEMENT

OCCUPATIONAL THERAPY FIELDWORK POLICIES & PROCEDURES

FIELDWORK COORDINATOR CONTACT INFORMATION

[Meghan Steward](#), MS, OTR, Academic Fieldwork Coordinator
 Indiana State University
 567 N 5th Street
 Terre Haute, IN 47809
 Phone: 812-236-6211
 Fax: 812-237-3962

[Kelly Hartzler](#)
 Contract Coordinator
 Indiana State University
 567 N 5th Street
 Terre Haute, IN 47809

HIPAA Guidelines for Fieldwork

Per HIPAA guidelines, students cannot report this information in fieldwork assignments such as case studies presentations:

- Name
- Location - includes anything smaller than a state, such as street address
- Dates - all, including date of birth, admission and discharge dates
- Telephone numbers
- Fax numbers
- Electronic e-mail addresses
- Social security numbers
- Medical record numbers
- Health plan beneficiary numbers
- Account numbers
- Certificate and/or license numbers
- Vehicle identification numbers and license plate numbers
- Device identifiers and their serial numbers
- Web Universal Resource Locators (URLs)
- Internet Protocol (IP) address numbers
- Biometric identifiers, including finger and voice prints
- Full face photographic images and any comparable images
- Any other unique identifying number, characteristic, or code.

For written reports, the following information **can** be shared:

- Age (age 90 and over must be aggregated to prevent the identification of older individuals)
- Race
- Ethnicity
- Marital Status
- Codes (a random code may be used to link cases, as long as the code does not contain, or be a derivative of, the person's social security number, date of birth, phone/fax numbers, etc.)

Students, as well as therapists, often keep "working files" in their desk. This is still allowed under HIPAA guidelines; however, this information must be locked in a file cabinet when not in use and must be shredded when no longer needed.

- More information available on the [AOTA Resources for Fieldwork Education](#)

INSURANCE COVERAGE:

All ISU students are covered by liability insurance under ISU that is renewed annually. The standard amount of coverage is \$1,000,000 per occurrence. (Specific amounts may vary and such coverage is stated in individual contracts with sites). All students are required to have health insurance.

For more information, visit the [Office of Risk Management website](#)

STUDENT GRIEVANCE:

OT students may grieve decisions made by the OT faculty. All grievances should be formally filed following the [Student Grievance Policy or Policies](#) set forth by the College of Graduate and Professional Studies.. Please refer to the form contained at the end of this OT Student Handbook.

Attendance/Tardiness

- Students must complete 12 weeks of full time fieldwork for each Level II experience, and 5 full time days, or 1 day weekly throughout the semester (community based) for each Level I experience; therefore, the student should plan to be at the fieldwork site daily for the duration of the rotation, requesting no days off.
- Obviously, absences can occur. Whether due to illness, religious observance, bereavement, or any other circumstance, **any missed days must be made up**. If the facility has weekend work hours, the day/s can be made up on a weekend. If the facility has no weekend work hours, daily hours may be extended, or the day/s will be added on to the end of the fieldwork rotation. Remediation plan for attendance is at the discretion of the Fieldwork Educator.
- Students must contact the Fieldwork Educator prior to the usual start of workday time, to report any absences or late arrivals. The student should discuss the preferred method of contact with the FWE on the first day of fieldwork.
- The student must report any absences to the AFWC via phone or email, within one hour of the usual start of work day time. The missed and make up times should also be reflected in your time log in Typhon.
- The student must accommodate their schedule to that of the fieldwork site; this could include working weekends and holidays.
- Students receiving legal notice of jury duty or other court related appearances while on FWII should contact the AFWC. We will help the student request an extension or postponement of this obligation.
- Level II fieldwork must be completed within 24 months of finishing OT didactic coursework.

FIELDWORK COORDINATION:

The Academic Fieldwork Coordinator negotiates the logistics of recruiting, assigning, confirming, and monitoring Level I and Level II fieldwork. The Academic Fieldwork Coordinator serves as a resource for students, fieldwork educators, and faculty, as needed, in regards to planning and processing outcomes of fieldwork experiences.

The Academic Fieldwork Coordinator provides orientation to students about the fieldwork process at key intervals throughout their academic program. The Academic Fieldwork Coordinator leads fieldwork preparation sessions, held during the second year of the program to support students' self-assessment and preparation for fieldwork experiences.

Close communication with students and fieldwork sites is vital to the process of fieldwork coordination. Email is used extensively, along with phone, fax and U.S. mail. Consultation with the Academic Fieldwork Coordinator is available before, during, or after a student fieldwork experience as part of the collaborative process of providing fieldwork education.

BENEFITS OF FIELDWORK EDUCATION:

Fieldwork educators and students benefit from the transformative learning that can occur during fieldwork. Fieldwork education provides both student and fieldwork educator opportunities for developing skills that support professional

growth. Students can share current theory and research evidence while learning skills essential to becoming reflective practitioners. Fieldwork educators can explore and expand skills in supervision while enhancing their practice expertise.

Professional Development Units:

The [National Board for Certification in Occupational Therapy](#) (NBCOT) identifies that fieldwork supervision is a professional development activity for which they will grant 1 Professional Development Unit (PDU) per Level I student and 1 unit per 1 week of Level II fieldwork supervision (up to a maximum of 18 units per type of fieldwork over a period of 3 years).

Fieldwork Educator Workshops:

[AOTA Fieldwork Educator Certificate Program](#)

The American Occupational Therapy Association offers comprehensive training for the role of Fieldwork Educator via regional 2-day workshops, providing 15 contact hours of continuing education credit. For more information go to:

INTRODUCTION TO FIELDWORK:

ACOTE REQUIREMENTS:

Fieldwork education is a collaborative process between the academic program and fieldwork setting, extending what is learned in the academic environment into practice. The Accreditation Council for Occupational Therapy Education (ACOTE, 2012) outlines the following as required components of an accredited fieldwork program:

- learning objectives,
- proper supervision, and
- assessment of student progress and fieldwork experience.

Students are representatives of ISU and the occupational therapy program. Students are expected to conduct themselves in a manner consistent with the standards of professional organizations and the standards set forth by Indiana State University in and outside of the classroom.

Professional Behaviors are key to the development of an occupational therapy practitioner are outlined in the competency section of the Handbook and also include, but are not limited to:

- [ISU Code of Conduct](#)
- [AOTA Code of Ethics and Ethics Standards](#) (2020) (available to AOTA members only)
- NBCOT Code of Conduct located at [NBCOT Code of Conduct](#)

LEVEL I FIELDWORK:

The ACOTE Standards outline the goal of Level I fieldwork as an opportunity for students to:

- be introduced to the fieldwork experience
- develop an understanding of the needs of clients
- apply knowledge to practice
- enrich didactic coursework

Level I fieldwork is a part of each academic program's curriculum design as a means to "enrich didactic course work through directed observation and participation in selected aspects of the occupational therapy process"

Supervisors:

Level I supervision may be provided by:

- Practicing occupational therapy personnel
- Other professionals, such as; psychologists, physician assistants, teachers, nurses, social workers, physical therapists, etc.

LEVEL II FIELDWORK:

The ACOTE Standards ([2018 ACOTE Standards](#)) outline the goal of Level II fieldwork as “to develop competent, entry-level, generalist occupational therapists” Level II Fieldwork is part of the academic program curriculum and “must include an in-depth experience in delivering occupational therapy services to clients focusing on:

- application of purposeful and meaningful occupation and research
- administration and management of occupational therapy services.

Level II fieldwork offers practical experiences and professional interactions designed to:

- promote clinical reasoning and reflective practice
- transmit the values and beliefs that enable ethical practice, and
- develop professionalism and competence as career responsibilities”

ACOTE requires occupational therapy students complete a minimum equivalent of 24 weeks full-time supervised Level II fieldwork. Part-time placement must meet settings usual personnel policies providing it is, at minimum, 50% of a full time equivalent at the site. Supervision must be provided by “an occupational therapist who is currently licensed or otherwise regulated and has a minimum of one year of experience, subsequent to the initial certification”. Supervision should ensure consumer protection and provide role modeling of occupational therapy practice.

Note: ISU offers two Level II fieldwork placements in fulfillment of the entry-level master’s degree requirements. Specialty, third, or International fieldwork is not available.

ADMINISTRATIVE PROCESSES: ACTIVE FIELDWORK PROGRAM REQUIREMENTS:**FIELDWORK PREREQUISITES**

- Immunization requirements: Students are required to submit immunization verification for matriculation into the OT program. Additional immunization requirements may also be required by fieldwork sites. In the event that a fieldwork site requires Flu vaccination, COVID vaccination, or additional TB testing, students will be required to comply with these immunizations in order to complete their rotation at the designated site. If students are unable to fulfill immunization requirements for a site already assigned, graduation may be delayed in order to find an alternative fieldwork site and complete a required fieldwork rotation.
- CPR and BLS training
- Bloodborne Pathogen training
- HIPAA Compliance training
- Drug screen
- Background check

*If at any point the fieldwork site requirements are more inclusive than ISU requirements, the site requirements will be honored by the OT program.

FIELDWORK SITE PROGRAM INFORMATION (C.1.2.)

- Each fieldwork site submits information to ISU about facility characteristics, service delivery, and their student program as part of the collaborative process of establishing a fieldwork relationship.

Site visits completed as indicated by AFWC

Required information (ACOTE, 2011) includes:

- ***AOTA Fieldwork Data Form****
- ***Site Specific Objectives Checklist****

- **Fieldwork Educator Information Form**
- **Legal Agreement: ISU Affiliation Agreement or Memorandums of Understanding (MOU)** or site contracts that identify the general terms of the educational collaboration.

Additional information provided by the site may include:

- Occupational therapy fieldwork education program materials if available such as:
 - Student manual outlining student requirements and expectations
 - Brochures and general descriptive materials about the setting

Legal agreements serve to delineate the roles of the respective parties (University and fieldwork settings) in providing an experience appropriate to the objectives of fieldwork. ISU has a standard Affiliation Agreement that outlines specific responsibilities of ISU and fieldwork site relative to ISU students. For sites that put forward their own agreement, it is ISU policy to propose an addendum for consideration and contract negotiation. The addendum serves to outline specific ISU policies deemed important to establishing an agreement.

NOTE: Sites with incomplete paperwork will be categorized as either “In Progress” (if in process of negotiating student placement) or “Inactive” (if requests for contract, data form, or site-specific objectives are unable to be met).

C.1.14 Qualified Level II FW Supervisor Process

In initial introductory email sent approximately 8 weeks prior to the scheduled rotation by the AFWC, the Fieldwork Educator (FWE) Information Form will be attached with the request for the site to provide the information including the FWE license number. When the AFWC receives the information, they will verify licensure is active and has been licensed for 1 year, then upload verification document into Typhon, as well as licensure number and expiration date.

If the information is not provided to the AFWC within 1 week of introductory email, the student will request the FWE information form in their initial introduction email to the site to provide required documentation per site and to confirm time, address, etc. Upon completion of FWE information form, the student will email form to the clinical coordinator who will verify licensure, update license number and expiration date and upload document into Typhon.

In the event that the license cannot be verified, is expired, or does not qualify with 1 year of experience, AFWC will contact site to request a licensed OT to be FWE for student. If site is unable to provide licensed OT for student, AFWC will find new site for student.

ISU FIELDWORK PROGRAM STRUCTURE:

Fieldwork Level I and Level II site objectives are provided in the introductory email to all sites, but sites are encouraged to forward their own site-specific objectives to the AFWC or can adopt ISU's standard Level I and Level II site objectives provided with a signature. The document is then uploaded into Typhon.

Fieldwork takes place in a variety of settings and areas of practice. The Academic

Fieldwork Coordinator in collaboration with faculty, students, and sites, arrange the fieldwork placements.

Fieldwork Program Mission Statement:

Our mission is to:

- Support students in meeting fieldwork requirements of the curriculum and degree, utilizing resources available to ISU for Level I and Level II fieldwork
- Guide students in the process of professional development via:

- Facilitating students transformative learning, self-assessment, and developing action plans to address areas for growth
- Supporting self-reflection and transition from student to entry-level practitioner
- Providing guidance and assistance with credentialing processes required for NBCOT certification examination and state licensure applications

LEVEL I FIELDWORK PROGRAM:

Level I Fieldwork: are designed to provide observation and hands-on practical experience for students in an authentic environment. Level I experiences are scheduled during the second year of the program and are designed to provide opportunities that reinforce or extend content gained in the classroom setting. Professionals from varying backgrounds may serve as Level I Fieldwork supervisors reinforcing the theme of *Interprofessional Collaboration*. Time commitments for Level I Fieldwork vary with some experiences requiring an emersion in the environment whereas others may involve brief exposure scheduled over a longer period of time. While completing Level I Fieldwork the student will also complete assignments designed to enhance the experience. The Fieldwork Educator may dismiss the student at any time during the experience for professional behavior infractions or substandard performance. Level I Fieldwork grades will take into consideration the students' performance on site and with assignments. Students will be provided with constructive criticism regarding their performance from the Fieldwork educator in the form of an evaluation. Students will provide feedback to the Academic Fieldwork Coordinator regarding their experience. Students that have **difficulties with Fieldwork will be required to meet with their Academic Advisor and the Academic Fieldwork Coordinator** to develop a remediation plan. Students who **fail a Level I FW experience will be dismissed** from the program. Student may apply for reinstatement to the program (please refer to ISU OT Student Handbook policy).

***Level I Fieldwork cannot be substituted for Level II Fieldwork requirements.**

A study done by Johnson et al. (2006) suggested the most commonly practiced skills on Level I Fieldwork are *communication and observation*. Additional skill emphasis noted by practice area was:

- Pediatrics - gross and fine motor activities
- Physical Disabilities – Range of Motion (ROM)
- Emerging Practice - Interviewing
- Mental Health - Behavioral Management

At ISU, Level I fieldwork is completed concurrently with each of the four courses listed below, totaling approximately 100 hours of Level I fieldwork:

- *OCTH 740 OT Mental Health Advocacy*
- *OCTH 731 Older Adults and Aging*
- *OCTH 741 OT with Children and Youth*
- *OCTH 750 Reasoning and Complex Clients*

For *OCTH 740 OT Mental Health Advocacy*, students are mentored in co-leading groups for community agencies according to the Functional Group Model (Schwartzberg, Howe & Barnes, 2008). Occupational Therapy practice courses provide opportunities for observation of aspects of occupational therapy (with limited participation) within a typical workweek.

Level I Fieldwork Learning Objectives:

Level I fieldwork experiences provide an opportunity for students to:

- apply theory to practice
- develop confidence in abilities and knowledge base
- identify strengths and learning/growth needs
- define occupational therapy practice and professional roles
- exercise judgment through analysis of situations or tasks
- participate in the supervisory process
- practice professional behaviors
- observe and interact with a variety of populations and personnel

- conduct environmental, system's, or occupational analysis in community or occupational therapy practice settings
- reflectively examine reactions to clients, systems, related personnel, and potential role(s) within the profession
- build skills in observation, analysis, and clinical reasoning
- demonstrate professionalism

Characteristics of professionalism

Professionalism requires:	Demonstrating ability to:
<ul style="list-style-type: none"> • self-awareness • effective communication skills • being flexible/adaptive • developing cultural • active listening • professional demeanor <ul style="list-style-type: none"> • ethical behavior 	<ul style="list-style-type: none"> • make pertinent observations • problem solve • be self-directed • take initiative competence • use organizational skills • demonstrate time management • collaborate <ul style="list-style-type: none"> • interact competently with other

LEVEL II FIELDWORK PROGRAM:

Level II Fieldwork: are carefully crafted opportunities for the student to practice in an authentic OT environment while supervised by an Occupational Therapist with at least one year of professional experience at the Fieldwork Site. Students are scheduled in different contexts and service delivery systems to provide a broad educational experience. The Academic Fieldwork Coordinator works with students to meet personal and educational needs while at the same time meeting the needs of the Fieldwork Site and the standards set forth by the Accrediting Council for Occupational Therapy Education. Students begin Level II Fieldwork upon completion of didactic coursework and **must complete the Level II Fieldwork within 12 months**. The Fieldwork Educator will evaluate Fieldwork Performance (FWPE) and provide constructive criticism to the student. **The Fieldwork Educator may dismiss the student at any time during the experience for professional behavior infractions or substandard performance.** The Student will also provide constructive criticism to the site by completing the Student Evaluation of Fieldwork Experience (SEFWE). **Students who fail a Level II FW experience will be dismissed from the Program.** Student may apply for reinstatement to the program (please refer policy in OT Student Handbook).

At ISU, students are required to complete the **equivalent of six months or 960 total hours of Level II Fieldwork (two 480 hour, or equivalent, placements within the United States)**. The student's schedule should align with that of the on-site supervisor, depending upon the state's licensing law regarding direct supervision.

ISU's fieldwork program design aims to provide students exposure to a variety of persons throughout the life span and a variety of settings (ACOTE, 2018) including emerging practice areas whenever feasible. (For more on emerging practice areas see: [Emerging OT practice](#))

It is expected students will engage in evaluation, intervention planning, intervention implementation, review and discontinuation/discharge planning (if applicable). Additionally, "psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client centered, meaningful, occupation-based outcomes".

At ISU, Level II fieldwork is a degree requirement and must be completed within the United States within 24 months following completion of academic preparation. The National Board for Certification in Occupational Therapy (NBCOT) requires all degree requirements be successfully completed as a pre-requisite to taking the certification examination.

[NBCOT](#)

The selection of fieldwork for an individual student is a collaborative process. Each student's needs and preferences are considered, but the final decision for all fieldwork placements resides with the Fieldwork Coordinator. Your Fieldwork Educator is assigned by a facility representative and is not negotiable by the student. Students are encouraged to be flexible and open to new learning opportunities as well as suggestions from the Fieldwork Coordinator.

A total of 24 weeks of Level II Fieldwork is required: typically, three months in two different practice settings. Each student will be required to complete two experiences that coincide with what would be considered appropriate practice areas for entry-level therapists. These two experiences will be qualitatively different in terms of areas of practice and age groups of consumers served.

The Fieldwork Coordinator schedules and arranges all fieldwork placements:

Facilities with existing contracts will be given priority; however, each student may have the opportunity to create one new fieldwork contract. Reservations for fieldwork at particular centers vary from year to year. Therefore, opportunities at a particular setting may be limited. The Fieldwork Coordinator will provide you with two confirmed reservations as you begin to prepare for your first Level II experience. The beginning and ending dates of your fieldwork have been confirmed with the center by the Fieldwork Coordinator. You will not be allowed to change your beginning and end dates.

Placement in Sites Where Students Have Had Previous Experience:

As a general policy, the Fieldwork Coordinator will not assign a student to a fieldwork site where he/she:

- *Has been previously employed and/or has volunteered extensively. Such a placement could put the clinical educator in a difficult situation during evaluation of the student's performance. The level of familiarity may also provide the student with an unfair advantage, and may restrict that student's opportunity to gain experience from a number of different settings.
- *Has an agreement for employment after graduation, prior to starting fieldwork. Such a placement could create an unfair situation and may restrict the student's opportunity to gain experience.
- *Has a family member working in, or collaborating with, a particular site. Such a placement could put the clinical educator in a difficult situation and/or provide the student with an unfair advantage.

It is the student's responsibility to keep the FW Coordinator informed of the above. If this is not done and a student has been placed at a site where they have been or will be affiliated, the student's FW experience will be terminated and the student will be placed at another site for twelve more weeks, delaying graduation.

Under special circumstances, the Fieldwork Coordinator will consider waiving the above policy.

Changes in Fieldwork Placements:

Fieldwork centers may find it necessary to cancel a fieldwork reservation or placement due to unpredictable circumstances (i.e., unexpected staff shortages). When fieldwork placements are canceled, it is important for students to maintain a sense of flexibility and optimism. The Fieldwork Coordinator will make every effort to reschedule the student quickly in a fieldwork setting that is of interest to the student and meets the student's educational needs.

Dismissal from Fieldwork Site

- Students must demonstrate satisfactory performance in Fieldwork courses. An unsatisfactory performance report in any Fieldwork course is considered failure and the student will be dismissed from the program.
- Students **dismissed from a Level II Fieldwork course are also dismissed from the program.** If the student seeks reinstatement, a remediation plan approved by the OT faculty will be part of the criteria for reinstatement. Prior to being assigned a new Level II Fieldwork site, the student must successfully complete the plan. **The student may only retake a Level II FW course one time.**
- If a student is dismissed from a fieldwork site at the request of a fieldwork educator, due to unprofessional performance or misconduct, student is **dismissed from the OT program.** Student can appeal for review by the OT faculty upon dismissal from the site.
- Students must complete competency testing throughout the program of study. **Failure to successfully complete a competency will result in inability to advance in the program.**
- A student must complete all components of the program within **Six (6) years** of matriculating into the program. **Level II FW must be completed within one year of completing didactic study.**

SAME SITE MODEL [SSM] OF FIELDWORK:

The Same Site Model [SSM] of Fieldwork, involves a student completing a Level I and Level II fieldwork experience at the same training site. Pilot survey results suggested the SSM might help to decrease stress for a majority of fieldwork students and educators (Evenson, Barnes & Cohn, AJOT 2002). Students and fieldwork educators identified the perceived benefits of this model to include:

- ☑ becoming familiar with the setting
- ☑ increasing comfort by lessening anxiety
- ☑ gaining preparation for Level II fieldwork

[Same site model study:](https://doi.org/10.26681/jote.2020.040307) Barlow, K. G., Salemi, M., & Taylor, C. (2020). Implementing the Same Site Model in occupational therapy fieldwork: Student and fieldwork educator perspectives. *Journal of Occupational Therapy Education*, 4 (3). <https://doi.org/10.26681/jote.2020.040307>

Please note: Level I fieldwork is not to be substituted for any part of Level II fieldwork per ACOTE standard B.10.11

Fieldwork Seminar:

Fieldwork Seminar meets during the second year of the program prior to the student's first Level II fieldwork experience. The focus of fieldwork seminar is professional development. It is designed to help students to prepare for the transition from the academic setting to the practice setting. *Attendance is mandatory.* Topics include:

- Transition from Classroom to Practice context
- Goals of Level I & Level II fieldwork
- Structuring Learning
- [Review of AOTA Code of Ethics & Ethics Standards](#)
- Communication Styles
- Supervision & Leadership
- Professional Behaviors
- Coping/Student Role Stress
- Giving & Receiving Feedback
- Fieldwork Evaluation tools:
Fieldwork Performance Evaluation (FWPE), Student Evaluation of Fieldwork Experience forms, Fieldwork Experience Assessment Tool (FEAT)
- Credentialing/Licensure

FIELDWORK EDUCATOR RESPONSIBILITIES:

Two major areas of responsibility required in fieldwork education are: (1) **administrative functions**, and (2) **day-to-day supervision**. Various arrangements can be made within settings for fulfillment of these responsibilities. Administrative responsibilities may be delegated to a facility's designated interdisciplinary student training supervisor or an occupational therapy fieldwork program coordinator. Day-to-day supervision of students may be provided by one or more staff members. It is also feasible, particularly in smaller centers, for one individual to assume all the administrative and day-to-day supervisory functions.

Administrative responsibilities include, but are not limited to:

1. Collaborate with the Academic Fieldwork Coordinator (AFWC) to develop a fieldwork program that provides the best opportunity to integrate theoretical concepts learned in academic program with role of occupational therapy in the setting; create an environment which facilitates learning, inquiry and reflection on practice
2. Establish philosophy of fieldwork program and expectations of fieldwork experience
3. Prepare, maintain, and send AFWC current information about setting
4. Schedule students in collaboration with fieldwork coordinators from academic institution; complete pre-fieldwork interview if appropriate
5. Ensure regular and periodic supervision of students and/or student supervisors (if applicable) is provided
6. Contribute to evaluation of each student at midterm and end of placement. Ensure final forms (LI FW Competency Evaluation, LII FWPE and SEFWE) are co-signed by fieldwork educator and student and sent to the academic program (student is also entitled to a copy)
7. Be familiar with grading and withdrawal policies of each academic institution from which students are accepted
8. Notify fieldwork coordinators of any emergent student issues or if fieldwork site or student is requesting withdrawal or early termination of placement
9. Verify contractual agreements between academic institutions and the fieldwork site are signed

Day-to-day supervisory responsibilities include but are not limited to:

1. Provide orientation to fieldwork program/site and to specific departmental policies and procedures;
2. Define expectations clearly to students, assess skill and knowledge level
3. Supervise provision of occupational therapy services; documentation, and verbal reporting by student as needed per state/federal regulations
4. Assign patients/clients to student
5. Meet with student regularly to review performance and to provide guidance and feedback using objective and subjective data. Collaboratively develop goals for performance as needed
6. Evaluate student performance at regular intervals (provide feedback on Professional Development Monitor (PDM) at close of Level I, provide feedback at midterm and end of Level II fieldwork using AOTA Fieldwork Performance Evaluation (FWPE)
7. Seek feedback from student via review and co-signature of Student Evaluation of Fieldwork Experience (SEFWE) form at end of Level II fieldwork.
8. Assure co-signed FWPE and SEFWE are returned to academic programs

LEVEL II FIELDWORK PLACEMENT PROCESS:

1. The “**Fieldwork Reservation**” form is sent out by the AFWC to secure a future reservation with a fieldwork site. Requests are usually made 12-24 months in advance. **Sites may opt to offer standing reservations during designated time frames (e.g. Summer/Fall, Fall/Winter).**
2. Students **review information** about fieldwork sites that have active relationships with ISU during their first fall semester of the program, noting Level I & II fieldwork reservations for time periods designated by the fieldwork site, noting Level II fieldwork reservations for time periods designated by the fieldwork site
3. Students read electronic files of fieldwork sites of interest to **self-assess** fit with educational goals, personal preferences and constraints, work, academic and service experience.
4. Students **submit a Level II Interest form** by January 31st of their first year in the program, listing a minimum of 6 geographical locations, and a minimum of 3 setting choices. Students also complete a written paragraph explaining rationale for location and setting choices, and schedule meetings with AFWC as needed. Consideration should be given to existing site contracts, prior to requesting to develop a new site contract.
5. **Fieldwork Coordinator match** students to fieldwork sites based on site requirements, student qualifications and interests. This matching process typically occurs during the spring semester of the students’ first year, and summer semester of second year.
6. **If a student has not received placement at a site in a geographical location or setting of their choosing by March 1st of their second year of the program, a student may be assigned to a site based on availability by the AFWC.**

Fieldwork Coordinator considerations for final placement decisions include: student choice (educational goals, economic factors, personal preferences); student’s abilities and strengths as perceived by the coordinators and faculty; site requirements (objectives, model of supervision, administrative structures and type of facility); and overall availability of training sites.

Confirmation of Student Placement form is sent to fieldwork site to finalize placement arrangements. A Same Site Model Level I Reservation is also requested at this time. This form confirms the Level II student placement, unless otherwise indicated by fieldwork site program requirements (i.e., pending interview).

NOTE: ISU Fieldwork Coordinator will provide written notification of cancellations of any reservations not filled by an ISU student. Every attempt is made to notify fieldwork sites three months in advance of the reserved time period. Should fieldwork sites need to cancel, written notice is preferred whenever possible.

Out of state fieldwork placements are handled on a first come, first serve basis, therefore, student applications for out of state reservations are processed as soon as they are received.

LEVEL II FIELDWORK INTERVIEWS:

Some fieldwork sites require a pre-placement interview to ensure students understand the fieldwork expectations and type of experience offered. The interview serves as a means to determine if the placement is an acceptable match for the student and fieldwork setting. If deemed an acceptable match, logistics (start/end dates, administrative requirements such as background checks, immunizations, etc.,) are outlined as part of this process.

Students are to contact sites upon receiving their placement notifications to address logistics and arrange an interview if a site requirement (in person at sites geographically accessible or during Same Site Model Level I if feasible).

The interview *may or may not be competitive* and is optimally for student and supervisor to assess 'goodness of fit' (Lewin, 1935, 1942). Sites do have the right to not accept a student based on the interview. If the placement is pending interview, the fieldwork site's student program coordinator should notify the fieldwork coordinator within one week of interview regarding the site's intention to accept or decline the student. Likewise, students have the right to petition to change the fieldwork placement based on the interview. The fieldwork coordinator will notify the fieldwork site as soon as possible if students petition to change a placement. However, students who petition out of an assigned placement will receive a substitute placement once one becomes available. In either case, the Fieldwork Coordinator serves as liaison between the student, faculty advisor, and fieldwork sites.

Frequently asked Level II fieldwork interview questions are as follows:

- What are your expectations for this fieldwork?
- What do you hope to learn in this placement?
- How do you learn best?
- Why did you choose occupational therapy as a profession?
- What are your long-term career goals/professional interests?
- What has been your academic and/or fieldwork experience?
- Identify some theories or frames of reference that might be relevant to occupational therapy practice in this setting.
- Identify your strengths and areas for growth.
- What are you looking for in regard to supervision?
- Identify past experiences that may be relevant to the fieldwork experience.
- How do you handle stress?
- What motivates you?
- How do you orient and familiarize yourself when entering a new system?
- Is there anything that might interfere with your ability to perform the tasks/duties required on this fieldwork?

Recommended questions for students to pose to prospective site/supervisor:

- What are agency/site/patient/client needs in this setting?
- Describe a "typical day" and week.
- How can students best prepare for this experience in terms of readings, review of theories/models, most common diagnostic conditions, materials, etc.?
- What are the characteristics of successful students in this setting?
- What are the greatest rewards and challenges of being an occupational therapist/health care provider in this setting?

- Are there any administrative requirements that will need follow-up (e.g., HR paperwork/trainings, etc.?)

Specific logistics to be discussed may include:

Population/Service Delivery:

Students are encouraged to discuss possibilities for learning experiences based on the occupational therapy services provided in the setting. However, students will be assigned service delivery locations at the site's discretion. Students are to expect that fieldwork assignments may involve travel to various facilities as a part of the site's service network.

Schedule:

Students must adhere to the schedule determined by the site, re: start/end dates, as well as the daily/weekly work schedule. Students are responsible to confirm the specific arrangements ***directly*** with the site. Dates and schedule may be negotiable, if mutually agreed upon between the site and the student. It is recommended any other holidays, or requests for additional time off be discussed in advance. ISU policy is that any time off, needs to be made up to meet our required 480-hour/12-week full-time minimum total hours of Level II fieldwork.

ISU students must notify the Fieldwork Coordinator in writing of finalized start and end dates.

Student Level II Placement Change Petitions:

If student requests a change in their fieldwork placement after the matching process is completed, they must submit via email a written petition to the Fieldwork Coordinator with a copy to their academic Advisor. The petition must contain the following:

1. Clear rationale for the need to change placement assignments, including statement about educational objectives, factors requiring the change in assignment, and a description of why the current fieldwork plan does not meet the student's professional development plan. Note: this information may be shared with fieldwork sites.
2. A draft of the communication with the original fieldwork site, explaining the need for the change.
3. A statement from the student he or she understands that changes in fieldwork assignments may cause a change in their graduation date or schedule, which may impact licensure or NBCOT certification processes.

The Level II requested as a re-placement by the student must be a site with a currently available Level II reservation for the time period requested. If the student is petitioning for an out-of-state or non-reserved placement site, the start date of the requested Level II must reflect a start date one-year post petition.

The petition to change a Level II placement will be reviewed by the Fieldwork Coordinator and Academic Review Committee. The Fieldwork Coordinator will notify the student whether the petition has been accepted or declined.

Attendance/Tardiness:

- Students must complete 12 weeks of full-time fieldwork for each Level II experience, and 5 full time days, or 1 day weekly throughout the semester (community based) for each Level I experience; therefore, the student should plan to be at the fieldwork site daily for the duration of the rotation, requesting no days off.
- Obviously, absences can occur. Whether due to illness, religious observance, bereavement, or any other circumstance, **any missed days must be made up**. If the facility has weekend work hours, the day/s can be made up on a weekend. If the facility has no weekend work hours, daily hours may be extended, or the day/s

will be added on to the end of the fieldwork rotation. Remediation plan for attendance is at the discretion of the Fieldwork Educator.

- Students must contact the Fieldwork Educator prior to the usual start of work day time, to report any absences or late arrivals. The student should discuss the preferred method of contact with the FWE on the first day of fieldwork.
- The student must report any absences to the AFWC via phone or email, within one hour of the usual start of work day time. The missed and make up times should also be reflected in your time log in Typhon.
- The student must accommodate their schedule to that of the fieldwork site; this could include working weekends and holidays.
- Students receiving legal notice of jury duty or other court related appearances while on FWII should contact the AFWC. We will help the student request an extension or postponement of this obligation.
- Level II fieldwork must be completed within 24 months of finishing OT didactic coursework.

Attendance (Extended)

In a professional program, students are responsible for their own behavior regarding attendance. Be advised that the OT Program requires on-time attendance to **all** sessions (on campus and fieldwork experiences). Special arrangements may be granted for excused absences at the discretion of the FWE and AFWC. Students who have frequent absences will be referred to develop a remediation plan.

Absences that are in excess of one week are considered extended. These absences may be expected or unexpected with the student expected to return and complete coursework for that semester. Utilize professional judgment regarding the absence and respond appropriately by following these procedures:

Unexpected Extended Absence (Student is expected to return that semester and complete coursework)

Notify your Academic Advisor and / or Program Director of circumstances surrounding the need for the absence. The Academic Advisor and / or Program Director will verify the need and notify the appropriate course instructors. Referral to appropriate University Officials and Programs will be made.

The student is responsible for content and assignments missed during their absence. The student will need to collaborate with individual course instructors and devise a plan for completion of the course. However, the extended absence may impair the student's ability to attain an adequate level of knowledge and skills resulting in substandard grades or possible failure.

Expected Extended Absence (Student is expected to return that semester and complete coursework)

Notify your FWE and AFWC Program Director of the need to leave the program as soon as the need becomes apparent. Submit a letter to the Program Director requesting the leave. Include in this letter documentation to verify the need for the leave (e.g., physician's statement, obituary, etc.). Also include dates of the leave and classes that will be missed. The Program Director will evaluate and verify the significance and accuracy of the information. In doing so, the Program Director may request additional information and may request input from the OT faculty when considering the request. The Program Director will notify the student as to the decision regarding the request for a leave. If the leave has been approved, the Program Director will then notify FWE and AFWE. Students may be required to withdraw from non-OCTH courses and discuss options with these instructors.

Upon approval of the leave, the student is responsible for collaborating with the individual instructors as to how the content and assignments may best be completed. However, the extended absence may impair the student's ability to attain an adequate level of knowledge and skills resulting in substandard grades or possible failure.

LEVEL II FIELDWORK EVALUATION/GRADING:

The **AOTA Fieldwork Performance Evaluation (FWPE)** form is the tool ISU uses to document student performance on Level II fieldwork. The completed form must be sent to ISU IMMEDIATELY upon completion of the student's placement. Deadline for submission of grades to the Registrar is often within two weeks of

student's completion date. FWPE's are kept in the individual student's academic folder, which is archived in ISU Occupational Therapy's secured student files. Students may request a copy of the FWPE for their personal records/professional portfolio.

LEVEL II FIELDWORK ASSIGNMENTS INCLUDE BUT ARE NOT LIMITED TO:

- Completion of the AOTA Data Form while on site
- SEFWE
- Weekly NBCOT practice exams
- Psychosocial Factors influencing engagement paper and annotated bibliography
- AOTA FWPE to be completed by Fieldwork Educator
- A final project during each rotation to be determined by student and fieldwork educator

Students receive a pass/fail, noted as "S" (satisfactory) or "U" (unsatisfactory) to insure consistency in grading. In addition, the transcript lists the dates and where the student was placed, per the example below:

Transcript

Robin Sanders

ISU OT

Course

OCTH 774 Level II Fieldwork

May 17th-August 6th 2018

Grade

S

The **Student Evaluation of Fieldwork Experience (SEFWE)** is the instrument adopted by the Commission on Education for use by occupational therapy students to assess their fieldwork experience. ISU includes a feedback page in this form specific to our academic curriculum. The SEFWE is the mechanism used to evaluate the effectiveness of supervision for Level II fieldwork (ACOTE, 2012). The effectiveness of the SEFWE as a feedback tool depends upon the student's willingness to give careful, objective and specific input. The SEFWE is to be completed by the student and reviewed with the fieldwork supervisor after the FWPE has been reviewed and signed. The SEFWE is companion documentation to the completed FWPE paperwork sent back to ISU and uploaded into Typhon. It is recommended that student and site retain copies as well.

Student removal from placement:

As stated in the ISU Affiliation Agreement:

In any situation in which, in the sole opinion of Clinical Associate, a patient's welfare may be adversely affected, the Clinical Associate may take immediate corrective measures including removing a student from a clinical assignment or requesting that a student leave a patient care area, without prior consultation with the University, but shall notify the University immediately thereafter of the action(s) taken and the reasons for the action(s) taken. In any situation not involving patient welfare, in which a student is not performing satisfactorily, in the Clinical Associate's opinion, resolution shall involve mutual agreement of the Parties.

Problems may arise at any time during the fieldwork. In all cases, the ISU Fieldwork Coordinators should be contacted by the Fieldwork Supervisor and/or the student and apprised of the problem. The Fieldwork Supervisor is responsible for notifying the student and Academic Fieldwork Coordinator BEFORE failure becomes a high probability. If the center is geographically accessible, a visit can be made if deemed necessary, so a Fieldwork Coordinator can meet with the student and the Fieldwork Supervisor. After the problem-solving discussions, the Coordinator and Supervisor will determine with the student whether the student should withdraw or continue with modifications to address the area(s) of concern. The best course of action is one that reaches a decision mutually understood and agreeable between the University (AFWC/Student) and site. If a visit is not deemed necessary or feasible, the telephone is the primary mode of

communication, to ensure confidentiality. A Learning Contract may be placed between the student, fieldwork educator and AFWC. Failure to meet goals on Learning Contract will result in failure to complete Level II fieldwork rotation at current site.

MODELS OF SUPERVISION:

The ratio of students to supervisor must be appropriate to the setting and the needs of the student(s) as learner(s). Models used may include the following:

- 1 supervisor : 1 student (individualistic)
- 2 supervisors: 1 student or 2:2+ “hybrid” (shared)
 - 2 supervisors oversee one student (1 supervisor as primary)
 - 2 supervisors meet with two or more students 1 supervisor : 2 or more students (collaborative)
 - supervisor meets with multiple students in pairs or group format

SHARED SUPERVISOR MODEL:

In this configuration, one (or more) student(s) may have two (or more) supervisors.

Supervisory meetings may be the responsibility of one supervisor, or the student(s) may meet separately with each supervisor per schedule logistics (two part-time therapists providing a full-time student schedule or therapists’ subject matter expertise (one supervisor may focus on day-to-day expectations, another provide feedback on evaluation, documentation, or specific theory bases and/or interventions used). In this model, it is vital the student(s) take responsibility to clarify and communicate expectations and feedback when interacting with their supervisors. Keeping a communication book or log to share information between supervisors can be helpful in managing caseload and progress towards learning goals. Midterm and final evaluation forms are signed by both supervisors.

COLLABORATIVE MODEL:

The collaborative model generally consists of one supervisor to two or more students.

Intrinsic to this model is a value of cooperation and teamwork among the learners as peers. This approach facilitates students working together as a cohesive unit, mutually responsible for problem solving and giving one another feedback, prior to consulting the supervisor for direction/guidance. Sites implementing this model of supervision provide students’ orientation to policies and procedures regarding the use of collaborative supervision specific to the setting.

Level II Typical Timelines (Barnes, 2012; Adapted from Evenson, 2004)

Week	1	2	3	4	5	6	7	8	9	10	11	12
Orientation	Observations Orientation mtgs HIPAA/OSHA/Bbp Safety in-services			May orient/educate re: specific client conditions, interventions, or tasks/roles as need arises and student(s)' competencies develop; EBP searches								
Time Management:	Learn daily routine	Know weekly routine	Plan week to week	Understand length of stay			Able to plan for tasks of caseload (entry level role: admission thru discharge)					
Evaluation	per site: Acute=more frequent Long term care=less frequent Pediatrics= less frequent recording partial observations – administration - tool selection - full administration											
Intervention	Begin co-treatment <i>and/or</i> Group co-leadership			May continue with co-treatment or co-leadership (per site/payer policies) but student becomes primary therapist/leader								
Caseload	1/4			1/2			3/4			Full		
Supervision	Directive Daily check-ins am & pm			Coaching Weekly mtg Check-in am/pm prn			Supporting Weekly mtg Check-in prn			Delegating Weekly mtg Check-in prn		
Documentation	per site policies: contact, daily, weekly, biweekly, monthly May include: group protocols, process notes, session plans											
	Initial evaluations/ Re-evaluations (ongoing)											
	Discharge summaries/Transfer of service notes (ongoing)											
FWPE SSOs SEFWE	Review PDS goals & Site Specific Objectives			May opt to do FWPE	Formal Midterm check-in		Student/Supervisor touch base				Send AFC FWPE & SEFWE (final day)	

Section 8: Forms

ISU Information Release and Acknowledgment

I understand that my responsibilities as a student may include the following:

- collecting, analyzing, interpreting, and synthesizing information to meet course requirements/assignments
- conducting interviews/assessments with clients.
- providing verbal and/or physical assistance (during transfers, Activities of Daily Living [ADL], mobility activities, behavioral management/limit setting) in accordance with policies and procedures of a service learning or fieldwork site.
- synthesizing information and observations to, complete assignments, contribute to quality improvement reports, conduct evaluations, and/or develop and modify intervention plans/reports and document service within scope of practice relative to student role/setting.
- providing documentation that is legibly handwritten or done as computer entry per the policies of the service learning or fieldwork site.
- collaborating with patients, clients, families, peers, and team members regarding screenings, evaluations, and development and implementation of an intervention plan.
- articulating rationale (clinical reasoning/theory/evidence base) for services.
- performing service delivery, documentation, and billing (if applicable) in a timely manner and in accordance with site procedures.
- using judgment in adhering to fieldwork site policies and procedures to ensure client safety and confidentiality.
- communicating effectively and demonstrating cultural sensitivity (verbally and nonverbally) with others in academic and practice environments (clients/families, staff, peers, etc.)
- demonstrating professional work behaviors such as flexibility, emotional stability, dependability, and time management/organizational skills in work activities. These activities may include: planning schedule, attending meetings and/or classes, adhering to deadlines, dress code, personal appearance and work site maintenance (general care of supplies, materials and treatment area related to service provision per fieldwork site policies).
- complying with the policies and procedures of the fieldwork site, including the IRB review process, if relevant.
- Traveling away from campus for fieldwork experiences during the school year. Arranging travel to fieldwork sites and the costs associated with travel to fieldwork sites are the responsibility of the student.

I accept the responsibility to complete the AOTA Personal Data Sheet, the ISU Health History Form and any other background documentation (including, without limitation, fingerprinting, drug screening, and Criminal Offender Record Information ("CORI")) required by the fieldwork site as a condition to my participation in its fieldwork program and submit such Documentation as directed by ISU by the designated due date for release to my assigned fieldwork sites. I understand that I am responsible for any and all costs associated with completing the background checks/documentation required by the fieldwork sites to which I have been assigned.

I hereby authorize the release of all Documentation to any fieldwork site to which I have been approved for placement. I understand that these documents contain information about my previous education and experiences at ISU, my health status, and other information that is pertinent to my performance at the fieldwork site(s). I understand that the fieldwork site(s) may review such Documentation to determine my eligibility to participate in fieldwork in accordance with the site’s policies and procedures. I also agree to allow the ISU fieldwork coordinators and/or faculty to discuss my academic performance and relevant work experience (including, without limitation, test results, performance evaluations, letters of recommendation and disciplinary information) with the supervisor(s) at any fieldwork site to which I am being assigned for placement.

Should I have a disability that may require special accommodations or a condition that could affect either my performance or affect others with whom I come into contact, I accept the responsibility to review the specific responsibilities and/or expectations relating to any fieldwork placement to which I have been assigned and to disclose to my sites/supervisors the nature of my disability and the special accommodations which may be required. I understand that the fieldwork site may discuss this information with the Fieldwork Coordinators and/or Faculty at ISU.

I agree, as a condition to my placement, to participate in orientation sessions required by ISU. I understand that I must provide proof of health insurance and Hepatitis B vaccination, along with any other required vaccinations, in order to participate in the ISU program. I understand that placement in a fieldwork experience, per degree requirements, necessitates the signing of this release/agreement.

I agree to hold all employees, agents, and representatives of ISU and the fieldwork site(s) harmless from liability in connection with the release of information contained in the Documentation or which I may otherwise make available. ISU agrees to comply with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

I have read this document and understand that it contains a waiver of certain rights which I may have under law, including, without limitation, the Family Educational Rights and Privacy Act of 1974, as amended (“FERPA”) and under regulations (“HIPAA Regulations”) issued by the Department of Health and Human Services to implement the Health Insurance Portability and Accountability Act of 1996.

Student name (print)

Student signature

Date

ACKNOWLEDGEMENT OF REVIEW OF THE INDIANA STATE UNIVERSITY STUDENT HANDBOOK

Welcome to the Occupational Therapy Program at Indiana State University (ISU). Thank you for undergoing the rigorous application process and embarking on this journey with us. We have developed a curriculum to aid you in learning over time and focuses on the knowledge and skills needed for today’s occupational therapy practitioner.

The following documents have been prepared for the purpose of defining, instituting, and establishing an effective OT program at ISU. The purpose of this handbook is to inform the OT Students and the Department of Applied Medicine and Rehabilitation Academic Faculty of the policies and procedures governing the program. This text will give direction to the OT Students and the Professional Faculty/Staff when carrying out the normal daily activities of the program, along with making executive decisions. The materials are fashioned to best dispense quality instruction for the OT Program.

I, _____, have read and understand the OT Student Handbook. I agree to abide by all policies found therein during my tenure in the program. If I fail to uphold this agreement, I am aware that I may be disciplined in accordance with program policy.

Student’s Signature

Date

Please return this form, signed and dated, to the OT Program Director.



Occupational Therapy Program

Incident Report

Name _____ Birth Date _____

(name of person involved and filing report)

ISU ID# _____ OT Course _____

Address _____ Phone _____

Date and Time of Incident _____

Exact Location of Incident _____

Description of Incident:

Witness(es) to Incident:

Name _____ Name _____

Address _____ Address _____

Phone _____ Phone _____

For incidents involving students:

Was the Instructor or Fieldwork Educator notified immediately? Yes ____ No ____

(Comments) _____

Was the person involved sent for medical evaluation? Yes ____ No ____

When: _____ Where: _____

Comments: _____

Signature: _____ Date / Time _____

(Name of person involved and filing report)

(Report Day / Time)

Copies must be sent to the OT Program Director and the Applied Medicine and Rehabilitation 567 N. 5th Street, Terre Haute, IN 47809

Occupational Therapy Program Excused Absence Form

Date(s) of Occurrence: _____

Course #/#'s: _____

Student Name:	
Student Signature:	

Reason for Absence:

Personal Illness/Emergency:
Family Illness/Emergency:

Utilize professional judgment regarding the absence. Justifiable reasons for being absent from class include, serious illness of oneself or a significant other, or the funeral of a close friend or relative. A student truly committed to becoming a competent health care professional will not attempt to contrive excuses. Students who have frequent excused absences will be referred to their academic advisor and a remediation plan will be developed. Students arriving late for an evaluation with an acceptable excuse must complete the evaluation within the allotted period of time. Students that do not have an acceptable excuse will not be allowed to take the exam, test, or competency. Unexcused absences during **evaluations** may result in a grade of F or zero. Special arrangements may be granted for excused absences at the discretion of the instructor. The student will be responsible for arranging with the instructor any missed evaluations (tests, quizzes, checkouts etc.). The course instructor reserves the right to penalize the student for any absence with a reduction in points towards the course / assignment grade. Please refer to the full policy in the OT Student Handbook.

Advisor's Signature:	Date:

Program Director Signature:	Date:

Approved
 Not approved