Occupational Therapy Program
Student Handbook

College of Nursing and Health Professions

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Welcome

On behalf of the Occupational Therapy Program, we welcome you into the MSOT curriculum at the University of Southern Indiana. As you begin this transforming adventure, you will soon cease to view the world and your existence in quite the same light as you did before starting this curriculum. We believe you will find that occupational therapy is not just a profession, but a way of life.

Undoubtedly, the biggest change for you will be the curriculum design, for the focus of the MSOT curriculum is the learner not the teacher. Since an "accumulator" would not be an asset to the occupational therapy profession, your faculty have carefully chosen innovative learning strategies. According to Mortimer J. Adler (1982):

> All genuine learning is active, not passive. It involves the use of the mind, not just the memory. It is a process of discovery, in which the student is the main agent, not the teacher.
>
> Learning by discovery can occur without help, but only geniuses can educate themselves without the help of teachers. For most students, learning by discovery must be aided. That is where teachers come in—as aids in the process of learning by discovery, not as knowers who attempt to put the knowledge they have in their minds into the minds of their pupils, (pp. 50-51).

Table 1. Student role: Shifts in learning

Teacher-Based Learning	Student-Based Learning
1. From listener, observer, and note taker	1. To active problem solver, contributor, and discussant
2. From low to moderate expectations of preparation for class	2. To high expectations, frequently having to do with reading and preparing questions or other assigned work in advance
3. From a private presence in the classroom	3. To a public presence in the classroom
4. From attendance dictated by personal choice	4. To that having to do with professional and community expectations
5. From competition with peers	5. To work collaboratively with peers
6. From responsibilities and self-definition associated with learning independently	6. To those associated with learning interdependently
7. From seeing teachers and texts as the sole sources of authority and knowledge	7. To seeing peers, oneself, and the thinking of the profession and community as additional and important sources of authority and knowledge

In the process of taking responsibility for your own learning you may experience some changes. We have adapted Jean MacGregor's (1990) discussion of substantial student role shifts into Table 1.

With your entry into the occupational therapy profession, your world is no longer black and white. In fact, one of our goals is to make gray your favorite color. For your success in the occupational therapy field, you must become intimate with ambiguity. If you are seeking recipes delineating treatment for specific

medical diagnoses, you might want to reconsider your options: becoming an occupational therapist, trained to think critically and work autonomously, may not be a good match for your needs. You must realize that the *Occupational Therapy Cookbook* does **NOT** exist. Just as every student is different, each person receiving occupational therapy services varies.

In the past, "book-smart" students have struggled with the change in learning expectations provided in Table 1. If you are book-smart and want to succeed in the program, you will need to adapt to the learner-centered curriculum, learn to think, and give up your search for the one resource that will tell you what to do. In the USI MSOT occupational therapy curriculum, much of the knowledge you will learn must be revisited and updated as you practice in the future.

Not only are you expected to think in this MSOT curriculum, within a short period of time—you will have to think on your feet. Be warned: thinking may hurt . . . but you will become accustomed to the "pain." The heavy emphasis we place on thinking is congruent with the University Core Curriculum (the newest iteration of general education at the University of Southern Indiana) designation of critical thinking as an overarching goal. What is defined at the University of Southern Indiana as *critical thinking* is called *clinical reasoning* by the occupational therapy profession. In addition to procedural reasoning, you will learn to utilize other types of clinical reasoning. Conditional reasoning, oftentimes the most difficult for occupational therapy majors and some therapists, is the primary way expert occupational therapists deal with the ambiguity of the world. If you practice your conditional reasoning skills while in the program, you will have a head start in using conditional reasoning in your occupational therapy practice.

Reflection is another key element of the Occupational Therapy Program. On the days you are not in the classroom, you are still expected to exhibit occupations indicative of an occupational therapy major—reflecting, reading, writing, working on group assignments, completing clinical experiences, etc. You will notice that reflection heads the list. We realize this curriculum is fast paced so be sure to take some time to sit back and just think about what you have been doing. Later, you will learn to use this way of thinking about thinking (termed "metacognition" by some) to become what Donald Schön (1983) calls a reflective practitioner.

Over the years we have seen a characteristic pattern of students who successfully complete the program and become strong practitioners. The successful occupational therapy major is the student who:
- Engages actively in every minute of the program;
- Applies information synthesized from multiple sources;
- Generalizes previously learned knowledge to new situations;
- Makes connections between content units, courses, previous knowledge, and future information;
- Displays strong people skills;
- Follows oral and written directions;
- Demonstrates strong professional communication skills;
- Works collaboratively in groups;
- Shows tolerance of others, of ambiguity, and of frustration;
- Is flexible;
- Shows creativity;
- Demonstrates courage and risk-taking capability;
- Develops professionally through self-awareness;
- Improves professional skills through outside feedback;
- Exhibits enough time management abilities;
- Demonstrates suitable organizational skills;
- Determines the quantity and quality of his or her own work;

- Embraces lifelong learning; and above all,
- Has a visible, consuming passion for the occupational therapy profession.

The remainder of this student handbook, which was compiled to present information and policies relevant to you as an occupational therapy student, has been designed to help you move effectively through the MSOT curriculum. Since you are responsible for knowing and understanding the policies and procedures found in this handbook, please ask for clarification if you have any questions about the information. We also welcome your suggestions for inclusion of additional information that would be helpful to you. **The faculty reserves the privilege of revising policies and procedures found in this handbook at any time deemed advisable**. As soon as written revisions are available, you are responsible for the new information, which will be posted on the program website.

Before closing, congratulations on your selection of fields! You have chosen very wisely. The occupational therapy profession is a dynamic, energetic field. With a long history and strong foundation in the human services field, occupational therapy is a well-respected discipline with many opportunities available for growth, advancement, and achievement. Your new profession is almost limitless.

References
Adler, M. J. (1982). *The paideia proposal*. New York: Collier Books.
MacGregor, J. (1990). Collaborative learning: Shared inquiry as a process of reform. In M. D. Svinicki (Ed.), *New directions for teaching and learning* (pp.19-30). San Francisco: Jossey-Bass Inc., Publishers.

Program Background

History
In 1991 the Indiana Commission for Higher Education updated a study of occupational therapy programs in Indiana's public institutions. Evansville was identified as a large metropolitan area in Indiana without accessible state supported occupational therapy education. Following consultation with area occupational therapy practitioners, other healthcare providers, and the Indiana Commission for Higher Education, administrators at the University of Southern Indiana received approval from the Indiana State Legislature in the spring of 1991 for the establishment of a baccalaureate occupational therapy program in Evansville.

Until the completion of the Health Professions Building on campus, the Occupational Therapy Program was housed in the Health Sciences Building on the Deaconess Hospital Complex, approximately seven miles east of the Main Campus of the University of Southern Indiana.

The baccalaureate level curriculum (65 credit hours including a minimum of 1060 clock hours of internships), was based on Uniform Terminology for Occupational Therapy (Third Edition). An initial accreditation site visit took place in October 1993.

On December 4, 1993, the University of Southern Indiana baccalaureate degree program became the 84th occupational therapy program to receive accreditation status from the Accreditation Committee of the American Occupational Therapy Association.

The MSOT degree was approved by the Indiana Commission for Higher Education in 2001. To comply with the occupational therapy profession's change in entry-level to post-baccalaureate degree and accreditation shortly followed.

Vision
Advancing health through meaningful occupations.

Mission Statement

To innovate through education, scholarship, and occupation-centered practice.

Philosophy
The faculty members of the Occupational Therapy Program at the University of Southern Indiana hold the following beliefs about the person, occupational therapy, and education. These beliefs are congruent with the mission of the University of Southern Indiana and serve as the foundation for the curriculum and selection of instructional methods and practices.

Each individual is a unique, active, and complex being of worth and dignity. Human behavior consists of a dynamic interaction among the individual, the environment, and the demands of occupation. The individual is holistic in nature and consideration must be given to performance skills, patterns, and areas of occupation that expand across a variety of contexts. For each person, engagement in occupation is a unique interplay of client factors, activity demands, and performance patterns. Occupational engagement of the individual may be interrupted at any time throughout the lifespan by biological, psychosocial, spiritual, or environmental factors.

Occupational therapy is the art and science of enhancing an individual's overall occupational performance by facilitating the development or learning of essential performance skills, by diminishing or correcting pathology which reduces occupational engagement, or by promoting and maintaining wellness or balance in areas of occupation. The term occupation is used to indicate the individual's purposeful use of attention, interest, energy, and time to engage and participate in daily life. Since the primary focus of the profession is the enhancement of occupational engagement, occupational therapy practitioners are concerned with factors that promote, influence, or enhance occupational performance as well as with those factors that serve as barriers or impediments to the individual's ability to function across the lifespan. The OT Program at USI considers client-centered care and holistic practice critical components to occupational therapy. With this in mind, frames of reference emphasizing such perspectives are influential models for our program. The Person-Environment-Occupation Model (PEO) (Law et al., 1996), the Ecology of Human Performance (EHP) (Dunn, Brown & McGuigan, 1994) and the Model for Human Occupation (MOHO) (Kielhofner, 1995) each recognize the importance of considering the person, contextual factors or environment, and the role of occupation in daily life. These three components are interdependent and require equal consideration in effective occupational therapy practice.

Education directs and facilitates learning, which is valued as a lifelong process promoting competence and scholarship. Learning is the active, continuous process of gaining new knowledge and skills to bring about actual or potential changes in the way of viewing the world. New learning (a function of motivation and readiness) builds on previous levels of knowledge and experience. Learning is facilitated when activities are goal directed, purposeful, and meaningful for the learner. The faculty guide, direct, facilitate, and evaluate learners while encouraging self-direction and development of intellectual curiosity, creativity, clinical reasoning, self-reflection, and awareness of community involvement. Learning is best achieved in an atmosphere in which individual dignity is respected and a commitment to excellence exists. The development of higher order cognitive skills is enhanced by a liberal art's educational foundation and by the careful selection of teaching strategies and learning assignments

within the occupational therapy curriculum. Graduates will be prepared as entry level practitioners in an ever-changing health care delivery system.

References

Dunn, W., Brown, C., & McGuigan, A. (1994). The ecology of human performance: A framework for considering the effect of context. *The American Journal of Occupational Therapy, 48, 595-607.*

Kielhofner, G. (1995). *A model of human occupation*: *Theory and Application* (2nd ed.). Baltimore, MD: Williams & Wilkins.

Law, M., Cooper, B., Strong, S., Stewart, D., Rigby, P., & Letts, L., (1996). The person-environment occupation model: A transactive approach to occupational performance. *Canadian Journal of Occupational Therapy*. 63, 9-23.

Curriculum

Synopsis

This six semester MSOT program is designed to be completed in approximately 2 years and fully integrates the OT Program Strategic Plan.

Design

With the purpose of preparing graduates for employment in shifting practice arenas of health care, education, industry, and community programs, the MSOT curriculum design consists of three components: (1) building the foundation, (2) developing the generalist, and (3) expanding the role. The obtainment of a bachelor's degree and other prerequisite courses comprise the first component that build the foundation for professional study and provide a breadth and depth of knowledge in the liberal arts and sciences. The MSOT curriculum, which is interwoven with four curriculum strands (professional integrity, health and social justice, systematic inquiry, and partnerships and collaboration) is designed to develop the generalist and then to expand the role of advanced generalist practitioner. Please see the curriculum design in the next table.

Curriculum Design

Components:
    36 - hours: Developing the Generalist
    39 - hours: Expanding the Roles

Curriculum Strands:
1. Professional Integrity
2. Health & Social Justice
3. Systematic Inquiry
4. Partnership & Collaboration

Prerequisite Courses: Building the Foundation

Baccalaureate degree completion will assist in developing the following:
    The Mind: Enhancement of Cognitive Abilities (English, communications, and mathematics)

The Self: Enhancement of Individual Development (ethics, arts, health/fitness)

The World: Enhancement of Cultural and Natural Awareness (history, developmental psychology, sociology, anatomy and physiology, western culture, and global communities) The Synthesis: Integration and Application of Knowledge

Other required prerequisite courses include:

BIOL 121	Anatomy & Physiology I
BIOL 122	Anatomy & Physiology II
PSY 201	Introduction to Psychology
PSY 261	Lifespan Developmental Psychology
PSY 322	Abnormal Psychology
HP 115	Medical Terminology
HP 225	Pharmacology & Therapeutics
EXSC 383	Kinesiology
HP 302	Biostatistics

Educational Objectives

The USI OT Program will prepare students to:

- Demonstrate the entry-level proficiencies of an occupational therapist, with an ability to practice in dynamic services delivery systems addressing the needs of individuals, populations, and other entities.

- Recognize and value the role played by occupation and related concepts in influencing an individual's health and wellness.

- Know, value, and capably apply elements of theoretical approaches, frameworks, and practice models during evaluations, interventions, and when establishing and evaluating outcomes.

- Recognize, understand, and utilize the synergy of person, occupations, and contexts in facilitating occupational performance (Law et al., 1996) with Individuals of diverse lifespans, cultures, ethnicities, and/or other diversities.

- Engage in active learning—understanding, valuing, and utilizing appropriate ways of knowing and reasoning

- Recognize the impact of pathology on an individual's structure and/or function and recognize how related impairment might contribute to activity limitations and/or participation restrictions (World Health Organization, 2001).

- Know, value, and practice behaviors of professional integrity encompassing the ethical standards and practice standards of the profession.

- Understand and value the roles and contribution of the various professionals and other individuals with whom an OT may collaborate in varying setting.

- Embrace the dynamics of person, occupations, and contexts interactions (Law et al., 1996) as applied to an individual developing the personal and professional aptitudes of an occupational therapy practitioner—understanding, developing, and utilizing the needed skills, potential occupations, and contextual elements influencing effective, ethical practice.

References

Law, M., Cooper, B., Strong, S., Stewart, D., Rigby, P., & Letts, L. (1996) The Person-Environment-Occupation Model: A transactive approach to occupational performance. *Canadian Journal of Occupational Therapy, 63,* 9-23. http://dx.doi.org/10.1177/000841749606300103

World Health Organization. (2001). International classification of functioning, disability, and health (ICF). Geneva: Author.

Curriculum Component I. Building the Foundation

Baccalaureate Degree

The academic approach was the primary method of curriculum design for the Occupational Therapy Program's first component, building the foundation, which is comprised primarily of the baccalaureate degree. This portion of the academic work requires all degree-seeking students gain the desire and ability to achieve personal growth and contribute meaningfully to society. This equips students to harness their full intellectual, aesthetic, emotional, and physical resources to improve their lives and the lives of those around them. The program is based on the premise that students must know themselves and their world before they can become responsive and responsible leaders. It assumes that students need to think clearly, speak and write well, live according to consistent ideals, understand public issues, and use knowledge wisely.

Critical thinking is defined as "the ability to analyze and critically evaluate information." Students who complete a baccalaureate degree should learn to analyze information presented in numerical, written, spoken, and visual formats. They should develop higher-order cognitive skills such as interpreting, synthesizing, applying, illustrating, inferring, comparing-contrasting, distinguishing the central from the peripheral, and predicting. They should learn to differentiate opinion, theory, and fact, and should be able to define problems and identify solutions.

Information processing is defined as "the ability to locate, gather, and process information." Students who complete a baccalaureate degree should also know how to perform basic research tasks involving primary and secondary sources, including laboratory experiences. They should learn to retrieve and organize information stored in diverse formats and use the computer to extend their ability to process information.

Curriculum Component II. Developing the Generalist

(36-hours)

The MSOT curriculum, based on occupational performance, the person, and the environment, provides a functional approach to build professional integrity, health and social justice, systematic inquiry, and partnership and collaboration. The curriculum is based on the premise that student learning requires acquisition of knowledge, skills competencies, and attitudes congruent with the occupational therapy profession's philosophy, position, and body of knowledge. Student learning is organized along a continuum and considers a functional approach of occupation across the lifespan.

The core of the second curriculum component, developing the generalist, was designed around initially creating a basis of knowledge of occupational therapy, next, applying such acquired knowledge, and finally, progressing to evaluating this knowledge. The curriculum design for the generalist component is based upon a functional approach that addresses occupation across the lifespan. This method of education also integrates the American Occupational Therapy Association's (2018) *Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guidelines* as well as professional terminology documents that outline the scope, language, and constructs of occupational therapy such as *Occupational Therapy Framework: Domain and Process.*

In the planning of the curriculum, the second component—developing the generalist, the curriculum design integrated the following documents:

American Occupational Therapy Association. (2018). Accreditation council for occupational therapy education (ACOTE®) standards and interpretive guide. Rockville, MD: Author.

American Occupational Therapy Association. (2015). Code of Ethics. *American Journal of Occupational Therapy, 69, 6913410030. https://doi.org/10.5014/ajot.2015.696S03*

American Occupational Therapy Association. (2015). Standards of practice for occupational therapy. *69, 6913410057. https://doi.org/10.5014/ajot.2015.696S06*

 American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). American Journal of Occupational Therapy, 74(Suppl. 2), 7412410010. https://doi.org/10.5014/ajot.2020.74S2001

Although the occupational therapy profession has an abundance of theoretical approaches, the OT Program at USI emphasizes a client-centered and holistic approach to practice realizing that a foundation of knowledge is essentially required. With this in mind, the curriculum refers to comprehensive theoretical approaches of the Person- Environment-Occupation Model (Law et al., 1996), the Ecology of Human Performance (Dunn, Brown, & McGuigan, 1994), and Model of Human Occupation (Kielhofner, 1995) which all recognize the importance of considering the person, contextual factors or environment, and the role of occupation in daily life. These three components are considered interdependent and require the integration of equal consideration in effective occupational therapy practice. Of course, before developing courses that draw from client-centered, holistic models, the curriculum must begin at one end of the continuum of knowledge in which a basis of said knowledge is established.

Designing a curriculum that considers comprehensive models of practice did not mean the Occupational Therapy Program at the University of Southern Indiana has no medical diagnosis-based classes. Courses such as OT 611: Disease and Occupation and OT 652: Applied Neuroscience have a basis in medical diagnoses with an emphasis on the translation of diagnoses to consideration of occupational performance and function across the lifespan. For instance, OT 611: Disease and Occupation includes consideration of a child who had cerebral palsy becomes an adolescent and an adult with the same diagnosis. These diagnoses-based courses are offered early in the curriculum to establish a foundation of knowledge necessary for occupational therapy practice. All courses in the first two semesters (OT 611: Disease and Occupation, OT 623: Psychosocial and Cognitive Strategies, OT 624: Fundamentals of OT Practice, OT 631: OT Theory and Clinical Reasoning, OT 633: Physical Disabilities and Ortho of OT Practice, OT 637: Occupational Interventions/Evidence Based Practice, OT 641: Occupational Therapy Research, OT 643: Occupational Considerations of Activities of Daily Living, OT 652: Applied Neuroscience, and OT 657: Specialized Evaluation) help to provide an educational basis for students.

Specific techniques that include the holistic, client-centered approach, as considered across the lifespan, are emphasized in OT 623: Psychosocial and Cognitive Strategies, OT 637: Occupational Interventions/Evidence Based Practice, and OT 643: Occupational Considerations of Activities of Daily Living presented in the first two semesters. In OT 637: Occupational Interventions/Evidence Based Practice, activity analysis allows students to analyze functional movement patterns across the lifespan while engaged in therapeutic activity and occupation. In OT 633: Physical Disabilities and Ortho of OT Practice, assistive technology as well as the rudiments of physical agent modalities join the strong orthotics core of this course. The foundational content of the occupational therapy curriculum is also addressed in the first two semesters with OT 624: Fundamentals of OT Practice which emphasizes written, oral, and nonverbal professional communication, OT 631: OT Theory and Clinical Reasoning introduces these skills in relation to occupational performance, while OT 623: Psychosocial and Cognitive Strategies educates students of such considerations in regard to occupation across the lifespan. Students then progress by building on this knowledge and applying it in holistic, client centered manners across the lifespan. OT 657: Specialized Evaluation covers screens, assessments, and evaluations of occupations, OT 643: Occupational Considerations of Activities of daily Living addresses functional aspects of such

occupations while OT 637: Occupational Interventions/Evidence Based Practice allows students to study various interventions to establish/restore occupations across the lifespan.

Finally, the students begin a transition to evaluating such knowledge through OT 641: Occupational Therapy Research in which students learn of professional inquiry and issues relating to basic and applied research, although this practice primarily take place in the graduate coursework.

Curriculum Component III. Expanding the Roles

(39-hours)

The third curriculum component—expanding the roles—consists of 10 courses, designed to elevate students to the levels of evaluation and synthesis of knowledge and to prepare students for practice as generalist practitioners. Naturally, these higher-level courses integrate the foundational occupational therapy knowledge involving function across the lifespan previously learned. This portion of the curriculum "expands" this knowledge to enable students to function in their extensive role as an occupational therapist. The curriculum design for the expanded roles component is also based upon the American Occupational Therapy Association's (2018) *Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guidelines* and professional terminology documents that outlines the scope, language, and constructs of occupational therapy such as *Occupational Therapy Framework; Domain and Process*. This portion of the curriculum, which continues with the functional approach to occupation across the lifespan is 39 credit hours consisting of OT 651: Professional Trends/Emerging Practice which explores trends and emerging areas of practice, OT 662: Professional Issues in which professional responsibilities, ethical, and legal aspects are learned, OT 663: Occupation Centered Practice which examines the contribution of aspects such as occupational science, OT 671: Occupational Therapy Leadership which focuses on executive leadership and management skills, OT 683: Advanced Occupational Therapy Research which involves conducting and disseminating research, OT 690: Special Topics in which study is concentrated on emerging, innovative, or specialized areas of the occupational therapy profession, OT 695: Professional Practicum Seminar A and B which addresses the application of occupation particularly in reference to fieldwork aspects, OT 696: Professional Fieldwork I and OT 697: Professional Fieldwork II which enable students to synthesize knowledge into occupation therapy practice settings, and OT 699: Occupational Therapy Synthesis which students synthesize preparation for advanced practice and consider in context of of community needs.

Curriculum Strands: Weaving the Fabric of the USI MSOT Curriculum

As stated in the Vision, the two overarching goals (the preparation of reflective practitioners and the development of consummate professionals) are interwoven into the University of Southern Indiana curriculum model. Strong clinical skills and professionalism are the primary components of the Occupational Therapy Program as are four curriculum strands (Professional Integrity, Health and Social Justice, Systematic Inquiry, and Partnerships and Collaboration, and wellness) which are threaded throughout courses in the MSOT curriculum.

Historically, curriculum strands have been chosen for a variety of reasons. USI's OT Program strands were derived from *ACOTE Standards* while other curriculum strands grew from trends in occupational therapy practice, the philosophy and curriculum design, interest of faculty members, and input from USI OT Program's advisory board. All OT course syllabi include objectives addressing aspects of each strand.

OT 611: Disease and Occupation

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed through beginning the OT Process of determining client strengths and weaknesses and developing therapeutic activities in response to the disease process. Systematic Inquiry is addressed through identifying the relationship of the disease process on the occupational function/dysfunction continuum in a variety of

populations using inquiry in current evidence. Partnerships & Collaboration are integrated through the consideration of aspects of evidence-based practice, especially relating to the function/dysfunction continuum. Finally, Health & Social Justice is addressed with accountability of services to all clients without disparity and is addressed within the diagnosis framework assignment.

OT 623: Psychosocial & Cognitive Strategies

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed by requiring students to adhere to all confidentiality regulations for themselves and their clients when treating clients with cognitive and psychosocial issues. Systematic Inquiry is addressed by the research project, group protocol, and case study that students undertake in this course. Partnerships & Collaboration are integrated through the consideration of aspects of evidence-based practice and consideration of professional staff, clients, and families. Finally, Health & Social Justice is addressed with accountability of services including evaluation and intervention design to all clients without disparity.

OT 624: Fundamentals of OT Practice

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed thorough the education regarding professional communication in written, verbal, and nonverbal forms, Systematic Inquiry is addressed through the integration of professional journal review assignments of single system studies as well as basic examination of methods of professional communication. Partnerships & Collaboration are integrated through the examination of interdisciplinary health care and by examining professional communication with other health care professionals. In addition, the OTA/OTA responsibilities of practice are examined. Finally, Health & Social Justice are addressed with accountability of services to all clients without disparity.

OT 631: OT Theory and Clinical Reasoning

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed through the exploration and application of various practice frames to the practice of occupational therapy via case studies. Systematic Inquiry is addressed through practical exercises utilizing the various forms of clinical reasoning. Partnerships & Collaboration are integrated through the consideration of aspects of evidence-based practice. Finally, Health & Social Justice is addressed with accountability of services to all clients without disparity, based on theories and models of occupational therapy practice.

OT 633: Physical Disabilities/Ortho

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed through the education regarding professional use of various modalities to increase participation in occupations. Systematic Inquiry is addressed through the integration evidence-based practice regarding physical disabilities. Partnerships & Collaboration are integrated through the examination of interdisciplinary health care regarding orthotics, assistive technology, and physical agent modalities, and by examining professional communication regarding the use of the interventions. Finally, Health & Social Justice are addressed with accountability of services to all clients without disparity.

OT 637: Occupational Interventions/Evidence Based Practice

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed by requiring students to adhere to all safety regulations for themselves and their clients when designing occupation-based interventions. Systematic Inquiry is addressed by the evidence-based intervention projects that

students undertake in this course which requires research and application of all course materials. Partnerships & Collaboration are integrated through the consideration of aspects of evidence-based practice and consideration of professional staff, clients, and families. Finally, Health & Social Justice is addressed with accountability of services including occupational intervention design to all clients without disparity.

OT 641: Occupational Therapy Research
Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed through the research process as students must adhere to all issues regarding the Institutional Review Board and research projects must have IRB approval. Systematic Inquiry is addressed through the research project that students undertake in this course which requires performance of research involving a thorough review of literature and current practice. Partnerships & collaboration are integrated through the consideration of aspects of evidence-based practice. Finally, Health & Social Justice are addressed with accountability of services to all clients without disparity. This is examined in the literature review process of their research project as well as the research itself.

OT 643: Occupational Considerations of Activities of Daily Living
Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed through beginning the OT Process of determining client strengths and weaknesses in all aspects of ADL/IADL and ethically selecting and implementing adaptive, compensatory, and therapeutic activities that are purposeful and meaningful to the client populations. Systematic Inquiry is addressed by incorporating current evidence in regard to purposeful activity with client populations. Partnerships & Collaboration is addressed by implementing client-centered practice with service learning in Community Corrections Center, community partnerships—including healthcare facilities and USI Children's Learning Center—and collaboration with other disciplines. Finally, Health & Social Justice is used with accountability of services to all clients without disparity and is addressed within the case studies, disability awareness, and OT Framework assignments.

OT 651: Professional Trends/Emerging Practice
Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity through the exploration and application of standards of conduct and communication needed for an occupational therapist to successfully engage in various practice roles and settings. Systematic Inquiry is addressed through the logic model process. Partnerships & Collaboration are integrated through considerations of collaboration with the variety professionals encountered in practice within various models of service. Finally, Health & Social Justice are addressed through the examination of global social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions and the development of programs to address those needs.

OT 652: Applied Neuroscience
Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Systematic Inquiry and Professional Integrity are addressed through the synthesis of research into specific pathologies and the creation of a paper communicating findings and conclusions. Partnerships & Collaboration are integrated through the consideration of aspects of evidence-based practice regarding occupational therapy interventions with individuals with specific pathologies or conditions. Finally, Health & Social Justice are addressed through

an exploration of the total impact of pathology on an individual's performance—biological, social, and psychological.

OT 657: Specialized Evaluation

The strand, Professional Integrity, includes aspects of professional ethics, conduct, communication, and leadership. Professional Integrity is addressed throughout the evaluation process by professionally gathering client data and ethically reporting initial and re-evaluation results. The Systematic Inquiry strand involves clinical reasoning, technology, research, and evidence-based practice. Systematic Inquiry is addressed throughout the OT evaluation process by using various types of clinical reasoning skills to assess gathered client data and by basing results on current evidence when creating treatment plans. Partnership and Collaboration is the strand that consists of aspects of client-centered practice, collaboration with OTAs and other health professionals, and service learning. This strand is also addressed throughout the entire OT evaluative process by focusing specifically on individual client needs, collaborating with other professionals in relation to the service provision team, and by meeting community needs with innovative evaluation projects. Finally, Health & Social Justice is addressed with accountability of services to all clients without disparity and is addressed within the case studies, group presentations, and APA paper.

OT 662: Professional Issues

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed through the application of standards of ethics, regulations, and professional development to practical situations. Systematic Inquiry is addressed through the investigation and analysis of issues current to the practice of occupational therapy. Partnerships & Collaboration are integrated through the exploration of and interaction with professionals and clients with whom occupational therapists frequently work. Finally, Health & Social Justice is addressed with the exploration of standards of accountability (including OBRA 1987 & IDEA) of services to all clients without disparity.

OT 663: Occupation Centered Practice

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed by ethically analyzing tasks and activities while communicating findings in relation to occupational science. Systematic Inquiry is addressed by inquiry into current and evolved evidence relating to the role of occupation. Partnerships & Collaboration are integrated by focusing on client-centered practice in occupation. Finally, Health & Social Justice is addressed with accountability of services to all clients without disparity and is addressed within the activity analysis assignment.

OT 671: OT Leadership

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed through the education regarding management and leadership responsibilities and styles. Systematic Inquiry is addressed through the integration of literature review assignments of management and leadership styles. Partnerships & Collaboration are integrated through the examination of interdisciplinary health care including professional communication with other health care professionals. Finally, Health & Social Justice are addressed with accountability of management and leadership without disparity.

OT 683: Advanced OT Research

Curriculum Strands of Health & Social Justice, Professional Integrity, Systematic Inquiry, and Partnerships & Collaboration are incorporated throughout this course. Students address issues of health and societal justice relating to evidence-based practice as research is examined and performed. Likewise, systematic

inquiry is addressed through literature reviews and performance of research. Professional integrity is integrated through the IRB process and the throughout the research process. Finally, partnerships and collaboration are included in the use of groups to perform research as well as the examination of published research that is performed collaboratively.

OT 690: Special Topics
Curriculum Strands of Health & Social Justice, Professional Integrity, Systematic Inquiry, and Partnerships & Collaboration are incorporated throughout this course. Students address issues of health and societal justice, professional integrity, and partnerships and collaboration through the study of leadership qualities and leadership techniques that address these areas. Likewise, systematic inquiry is addressed through literature reviews of leadership theories.

OT 695: Professional Practicum Seminar A & B
Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed through the fieldwork process as students must adhere to HIPPA and OSHA standards on this fieldwork. Systematic Inquiry is addressed through the fieldwork projects that students undertake in this course and during their fieldwork experience which require application of all course materials thus far. Partnerships & Collaboration are integrated through the consideration of all aspects of the fieldwork experience including professional staff, clients, and families. Finally, Health & Social Justice is addressed with accountability of services to all clients without disparity. This is examined during the preparation of and the actual fieldwork experience.

OT 696: Professional Fieldwork I
Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed through the fieldwork process as students must adhere to HIPPA, OSHA, and safety standards as well as their facility's standards while on this fieldwork. They must integrate these standards for themselves, their clients, and the professional staff. Systematic Inquiry is addressed through their use of evidence-based assessment and intervention with clients as well as with any fieldwork assignments given to them. Students are required to apply all course materials thus far. Partnerships & Collaboration are integrated through the consideration of all aspects of the fieldwork experience including evidence-based practice and with professional staff, clients, and families. Finally, Health & Social Justice is addressed with accountability of services to all clients without disparity. This includes evaluation and intervention design during the fieldwork experience.

OT 697: Professional Fieldwork II
Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed through the fieldwork process as students must adhere to HIPPA, OSHA, and safety standards as well as their facility's standards while on this fieldwork. They must integrate these standards for themselves, their clients, and the professional staff. Systematic Inquiry is addressed through their use of evidence-based assessment and intervention with clients as well as with any fieldwork assignments given to them. Students are required to apply all course materials thus far. Partnerships & Collaboration are integrated through the consideration of all aspects of the fieldwork experience including evidence-based practice and with professional staff, clients, and families. Finally, Health & Social Justice is addressed with accountability of services to all clients without disparity. This includes evaluation and intervention design during the fieldwork experience.

OT 699: Occupational Therapy Synthesis

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed by ethically identifying population needs, implementing, and measuring outcomes for community service projects; and additional activities relating to leadership and professional communication. Systematic Inquiry is addressed by inquiry into current and evolved evidence relating to synthesizing scholarly community service/service-learning projects. Partnerships & Collaboration are integrated by professionally communicating and implementing projects with community partners. Finally, Health & Social Justice is addressed with accountability of services to all clients without disparity and is addressed considering community needs through various populations.

Accreditation Status

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is 301-652-2682. Graduates of this program will be eligible to sit for the *Certification Examination for the Occupational Therapist Registered®* administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an occupational therapist, registered (OTR). Most states require additional credentialing in order to practice; however, state credentials are usually based on the results of the NBCOT certification examination.

Code of Ethics

Students should become familiar with the [Occupational Therapy Code of Ethics](#) (2015) as a foundation for their future careers.

Essential Functions of OT Students

Essential functions are those physical, mental, and psychosocial characteristics that are necessary to meet the clinical/practice/fieldwork expectations for the College of Nursing and Health Professions programs. Becoming a healthcare professional requires the completion of an education program that is both intellectually and physically challenging. The purpose of this statement is to articulate the essential function requirements of the CNHP programs in a way that allows students to compare their own capabilities against these demands.

There are times when reasonable accommodations can be made in order to assist a student with a disability. Reasonable accommodation does not mean that students with disabilities will be exempt from certain tasks; it does mean that we will work with students with disabilities to determine whether there are ways that we can assist the student toward completion of the tasks.

Motor Skills
- Ability to independently manipulate and guide weights up to 50 pounds
- Ability to move about freely and maneuver in small spaces
- Tolerate regular changes of physical position, both stationary and mobile, for extended (8-12hour shift) periods of time
- Possess skills to independently handle and operate a range of items, devices or equipment
- Maintain a stable physical position
- Agility to respond in an emergency

Communication Skills

- Process, comprehend and communicate information effectively, clearly, in a timely manner, in the English language, and with individuals from various social, emotional, cultural, and intellectual backgrounds.

<u>Cognitive/Critical Thinking Skills</u>
- Collect, measure, calculate, analyze, interpret, and apply information
- Exercise good judgment in a variety of settings
- Ability to set priorities and manage time effectively

<u>Interpersonal and Behavioral Skills</u>
- Establish and maintain professional working relationships
- Apply conflict management and problem-solving strategies
- Demonstrate professional, ethical, and legal behavior
- Demonstrate appropriate maturity, stability, and empathy to establish effective and harmonious relationships in diverse settings
- Demonstrate flexibility and ability to adapt to change
- Maintain self-control in potentially stressful environments
- Comply with professional standards regardless of circumstance

<u>Sensory Skills</u>
- Uses all available senses to collect data regarding patient status and provide patient care

Expected Outcome Competencies of Graduates

The following competencies are classified into one general category and nine specific categories: (a) Foundational Content Requirements, (b) Basic Tenets of Occupational Therapy, (c) Occupational Therapy Theoretical Perspectives, (d) Screening and Evaluation, (e) Intervention Plan: Formulation and Implementation, (f) Context of Service Delivery, (g) Management of Occupational Therapy Services, (h) Use of Research, and (i) Professional Ethics, Values, and Responsibilities.

General Competencies
The rapidly changing and dynamic nature of contemporary health and human services delivery systems requires the occupational therapist to possess basic skills as a direct care provider, consultant, educator, manager, researcher, and advocate for the profession and the consumer.

According to the Accreditation Council of Occupational Therapy Education (2018), graduates must:
- Have acquired, as a foundation for professional study, a breadth and depth of knowledge in the liberal arts and sciences and an understanding of issues related to diversity. Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service. Have achieved entry-level competence through a combination of didactic and fieldwork education. Be prepared to choose appropriate theory to inform practice. Be prepared to articulate and apply occupational therapy theory through evidence-based evaluations and interventions to achieve expected outcomes as related to occupation. Be prepared to articulate and apply therapeutic use of occupations with persons, groups, and populations for the purpose of facilitating performance and participation in activities, occupations, and roles and situations in home, school, workplace, community, and other settings, as informed by the Occupational Therapy

Practice Framework. Be able to plan and apply evidence-based occupational therapy interventions to address the physical, cognitive, functional cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life, as informed by the Occupational Therapy Practice Framework. Be prepared to be a lifelong learner to keep current with evidence-based professional practice. Uphold the ethical standards, values, and attitudes of the occupational therapy profession. Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process for service delivery. • Be prepared to effectively collaborate with and supervise occupational therapy assistants in service delivery. Be prepared to effectively communicate and work interprofessionally with all who provide services and programs for persons, groups, and populations.

- Be prepared to advocate as a professional for access to occupational therapy services offered and for the recipients of those services.
- Be prepared to be an effective consumer of the latest research and knowledge bases that support occupational therapy practice and contribute to the growth and dissemination of research and knowledge.
- Demonstrate active involvement in professional development, leadership, and advocacy.

American Occupational Therapy Association. (2018). Accreditation council for occupational therapy education (ACOTE®) standards and interpretive guide.   Rockville, MD: Author.

Standards for entry-level occupational therapy education can be found here.

Professional Coursework:

First Year

Fall Semester		17
OT 611	Disease and Occupation	3
OT 623	Psychosocial & Cognitive Strat.	4
OT 624	Fundamentals of OT Practice	3
OT 631	OT Theory & Clinical Reasoning	4
OT 652	Applied Neuroscience for OT	3

Spring Semester		19
OT 637	Occupational Interventions/EBP	4
OT 641	Occupational Therapy Research	4
OT 643	ADL/Work	3
OT 657	Specialized Evaluation	4
OT 671	OT Leadership	4

Summer Semester		7
OT 651	Professional Trends/ Emerging Practice	3
OT 663	Occupation Centered Practice	4

<div align="center">**Second Year**</div>

Fall Semester		18
OT 633	Physical Disabilities/Ortho	4
OT 662	Professional Issues	4
OT 683	Advanced OT Research	3
OT 695	Prof Practicum Seminar A & B	2
OT 699	OT Synthesis	5

Spring Semester		8
OT 690	Special Topics	2
OT 696	Professional Fieldwork I	6

Summer Semester		6
OT 697	Professional Fieldwork II	6

Course Descriptions

OT 611: Disease and Occupation
This course focuses on the role of occupation throughout the lifespan in relation to the acute and chronic human disease processes. Students will develop critical analysis and problem-solving skills relating to the occupational function and dysfunction continuum while exploring therapeutic OT treatment approaches.

OT 623: Psychosocial & Cognitive Strategies
This course emphasizes the examination of appropriate theoretical frameworks, the application of **purposeful activities and occupations as therapeutic interventions for both psychosocial and cognitive** occupational performance across the lifespan and performance contexts. Psychosocial subcomponents include psychological skills (values, interests, self-concept), social skills (role performance, social conduct, interpersonal skills, and self-expression), and self-management abilities (coping skills, time management, and self-control). Cognitive subcomponents (level of arousal, orientation, attention span, memory, sequencing, categorization, reasoning, executive functioning, problem solving, learning, and generalization).

OT 624: Fundamentals of OT Practice
This course is designed to introduce the philosophical underpinnings of inquiry, the importance of research, the traditions of research, and essential components of research. Focus will be placed on learning different aspects of quantitative and qualitative research designs as well as the ethical concerns of research.

OT 631: OT Theory and Clinical Reasoning
This course presents development and application of theoretical constructs, practice models, and frames of reference that relate to the profession of occupational therapy. Students will examine historical antecedents and socio-political contexts that led to the development of the profession. In addition, students will identify, examine, and apply various types of clinical reasoning pertinent to critical thinking and to the occupational therapy process.

OT 633: Physical Disabilities/Ortho
Providing a focus in the areas of physical disabilities and orthopedics, this course continues the exploration of the etiology, clinical course, management, and prognosis of congenital and developmental disabilities, acute and chronic disease processes, and traumatic injuries. Emphasis is placed on developing an understanding of the potential effects of such conditions on anatomical structures, physiological processes and the functional performance of individuals throughout the lifespan. Students gain skills in evaluation and

treatment regarding environmental adjustments, splints, orthotics, assistive technology, adapted equipment, physical agent modalities, and other technology.

OT 637: Occupational Interventions/Evidence Based Practice

This course emphasizes the study of intervention principles, strategies, and theoretical bases in relation to the practice of occupational therapy throughout the lifespan. Emphasis is placed on clinical reasoning, evidence-based service provision, best practices, and quality assurance. Students examine factors affecting occupation and occupational performance such as environmental demands, available resources, media, modalities, and collaboration with all involved individuals in relation to intervention strategies.

OT 641: Occupational Therapy Research

This course is designed to introduce the philosophical underpinnings of inquiry, the importance of research, the traditions of research, and essential components of research. Focus will be placed on learning different aspects of quantitative and qualitative research designs as well as the ethical concerns of research.

OT 643: Occupational Considerations of Activities of Daily Living

Focusing on purposeful and meaningful activities throughout the lifespan, this course addresses enhancement of occupational engagement using ADL and IADL in relation to areas of occupation, performance skills & patterns, contexts, activity demands, and client factors.

OT 651: Professional Trends/Emerging Practice

Student will explore and integrate factors contributing to trends within the practice of occupational therapy while formulating opportunities for the expanding the practice of occupational therapy into emerging areas of practice.

OT 652: Applied Neuroscience

Providing a focus in the area of neuroscience, this course explores the structural and functional concepts of the human nervous system including etiology, clinical course, management, prognosis of congenital and developmental disabilities, acute and chronic disease processes, and traumatic injuries. Emphasis is placed on developing an understanding of the potential effects of such conditions on anatomical structures, physiological processes, and the occupations of individuals across the lifespan.

OT 657: Specialized Evaluation

Focusing on the OT evaluation process, this course uses application of tests and measurement principles. During the OT process, the emphasis for this course is placed on gathering initial evaluative data, determining and documenting the need for skilled therapy services, individualized treatment planning, reevaluation, and discharge planning while selecting appropriate and EBP standardized and nonstandardized basic and specialized OT assessment tools. The professional relationship with occupational therapy assistants in the evaluation process will also be addressed.

OT 662: Professional Issues

This course provides opportunities to integrate the practice of occupational therapy with current political, social, economic, professional, and cultural factors at play in practice environments. Students will analyze the health care and wellness systems of the U.S. and the diversity of players impacting occupational therapy practice. While gaining insight into the standards set by professional, political, and economic players, students will develop an understanding of the need to assume individual responsibility for planning their professional development in order to maintain a level of practice consistent with current standards and expectations.

OT 663: Occupation Centered Practice

Focusing on the core belief of occupational science, this course explores the historical concept, value, and meaning of occupation while building upon underlying theoretical constructs. Elements of analyzing tasks and activities central to individual wellness and function will also be examined.

OT 671: OT Leadership
The focus of this course is to develop executive leadership, management skills, and a working understanding of the following topics: organizational mission and vision, strategic planning, personnel management, reimbursement systems, accrediting bodies, basic budgeting concepts, internal and external marketing of OT services and interdisciplinary cooperation. These skills are applied to the delivery of occupational therapy services in a variety of service models including medical, community, and educational systems. Emphasis is placed on understanding social needs of the community in the context of program development and collaborating with other health care professional for the effective delivery of services.

OT 683: Advanced OT Research
In this course, students conduct and disseminate scholarly work of the profession including examining, developing, refining, and evaluating the profession's body of knowledge, theoretical base, and philosophical foundations. Specific tasks involve designing and directing the completion of various studies, including data analysis, interpretation, and dissemination of results; collaborating with others to facilitate studies of concern to the profession; and mentoring novice researchers.

OT 690: Special Topics
This course provides opportunities for concentrated study in an emerging, innovative, or specialized area of the occupational therapy profession. This syllabus offers a concentrated study of leadership through in-depth study of leadership theories, exploration of various leadership qualities, and critical analysis of leadership literature.

OT 695: Professional Practicum Seminar A & B
This practicum course is designed to introduce fieldwork and application of occupation and occupational performance. Focus will be placed on providing fieldwork opportunities to students to demonstrate clinical skills while analyzing fieldwork matters and integrating fieldwork experience with occupational therapy process and practice issues. This course will include two 40 clock hour Level I fieldwork experiences.

OT 696: Professional Fieldwork I
In this Level II fieldwork experience of at least 12 weeks, students synthesize knowledge gained throughout their educational experiences including liberal arts courses (University Core Curriculum) as well as the professional sequence of occupational therapy coursework by delivering occupational therapy services to persons having various levels of occupational performance. For service delivery, students use clinical reasoning, self-reflection, and creativity in their utilization of various occupational therapy theoretical approaches throughout the occupational therapy process. By the end of this internship, the student must function as an entry level occupational therapist. Fieldwork I must vary from Fieldwork II to reflect a difference in (a) in ages across the lifespan of persons requiring occupational therapy services, (b) the setting about chronicity (long term versus short term), and (c) facility type (institutional versus community based).

OT 697: Professional Fieldwork II
In this Level II fieldwork experience of at least 12 weeks, students synthesize knowledge gained throughout their educational experiences including liberal arts courses (University Core Curriculum) as well as the professional sequence of occupational therapy coursework by delivering occupational therapy services to persons having various levels of occupational performance. For service delivery, students use clinical reasoning, self-reflection, and creativity in their utilization of various occupational therapy theoretical

approaches throughout the occupational therapy process. By the end of this internship, the student must function as an entry level occupational therapist. Fieldwork I must vary from Fieldwork II to reflect a difference in (a) in ages across the lifespan of persons requiring occupational therapy services, (b) the setting about chronicity (long term versus short term), and (c) facility type (institutional versus community based).

OT 699: Occupational Therapy Synthesis
This course is designed to provide students opportunities to synthesize their preparation for advanced practice across three roles: a central role of specialization (selected by the graduate student) supported by two required roles, educator and researcher. Resulting in a product of an innovative scholarly project to meet community needs, this course also emphasizes professional reflection on the process aspect.

General Information

College Offices
The office of the College of Nursing and Health Professions Dean are located on the second floor of the Health Professions Center on Campus. The offices of the Occupational Therapy Program faculty and director are located at the Stone Family Center in Downtown Evansville.

Status Change
Changes in name, address, telephone number, parent's or guardian's address must be reported, using the appropriate official form, to the Occupational Therapy Program and to the Registrar's Office. Please submit the completed form to Occupational Therapy Program support staff who will forward the form to the Registrar's Office.

Transfer Credit
Credit for previous OT coursework is examined on an individual basis. All policies and standards relating to transfer credit outlined in the most current *University of Southern Indiana Bulletin* will be followed. The student requesting transfer credit for OT coursework must provide the OT Program Director documentation indicating the student attended a program that was an ACOTE accredited program in good standing at the time of the student's enrollment. The student must also provide information relating to the course including a course syllabus and any other material requested. The OT Program Director and faculty member responsible for teaching the content will analyze the course description, course objectives, and learning outcomes to determine which ACOTE Standards have been met. The OT Program does not accept credit for previous work experience.

Unless the applicant is a practicing health care professional, the required prerequisite courses must have been completed within the last seven (7) years. Practicing health care professionals will have courses addressed individually.

Full-Time Working Policy
Faculty in the Occupational Therapy Program realize occupational therapy students have commitments outside of the professional coursework. While full-time employment is not prohibited, students must remember they are enrolled full-time as occupational therapy majors and are expected to perform at that level. If faculty determine that a work-related commitment may be interfering with occupational therapy training, they may recommend that the student decrease hours of employment.

Schedule Flexibility
Flexibility is an indicator of strong occupational therapists, and students are expected to demonstrate flexibility. For special projects or speakers, students may be assigned to attend class at times or on days other than those typically scheduled; however, the changes in dates will be announced by the faculty assigned to the course as soon as they are available.

Payment of Tuition

Occupational therapy students are solely responsible for making certain their tuition is paid each school term. The student who enrolls in classes during open or late registration must independently come to campus, complete the correct forms, obtain the appropriate signatures, and pay.

Occupational therapy majors must pay their tuition bills in order to enroll in each course and receive credit, and a grade for that class. For a student, nonpayment of their tuition bill will result in postponing (a) graduation, (b) eligibility for sitting for the NBCOT (National Board for Certification in Occupational Therapy) certification examination, and (c) gainful employment as an occupational therapist.

Student Identification Cards

Each student is responsible for obtaining an Eagle Access Card, the University of Southern Indiana identification card which also allows debit capabilities. Eagle Access Cards are required for checking out library books, paying for printing services in the campus computer labs, attendance at student events, and cashing checks. In addition, Eagle Access Cards may be used in the vending and photocopying machines located around campus, and the various food services in the University Center. Arrangements for Eagle Access Cards can be made in the University Center. Eagle Access Cards are provided for $5.

Car Policies

Residents of campus housing are required to fulfill USI parking regulations. Complementary parking is available at/around the Stone Family Center. See the current semester schedule or the office of Security for further information about parking regulations. Students must provide their own transportation to clinical sites. Information concerning registration of cars at clinical sites will be provided by facility's fieldwork educator.

Tobacco-Free Policy

Occupational therapy practitioners, as role models and providers of care, must avoid lifestyle factors associated with disease. It is the policy of the University of Southern Indiana to promote and maintain a clean and healthy working and learning environment for students, faculty, staff, and visitors. The University expects the cooperation and commitment of all students, faculty, staff, and visitors in maintaining a smoke-free environment and an environment free from smokeless tobacco waste. Smokeless tobacco consists of the use of snuff, chewing tobacco, smokeless pouches, or other forms of loose-leaf tobacco. Students should not smoke or use smokeless tobacco in any clinical facility or during the hours of the clinical assignment. Students who do smoke are encouraged to enroll in a smoking cessation program. USI's Tobacco-Free Policy: http://www.usi.edu/tobaccofree

Student Right-to-Know Act

The University of Southern Indiana publicly discloses statistics pertaining to the University completion rate and transfer rate as mandated by the Student Right-to-Know Act. All colleges nationwide are required to release this information. For the most recent statistics, refer to the Student Right-to-Know Act webpage on the University of Southern Indiana website https://www.usi.edu/planning-research-and-assessment/student-right-to-know-act/

Professional Liability Insurance

All occupational therapy students must have professional liability insurance coverage while they are enrolled in courses offered by the Occupational Therapy Program. Professional liability insurance is included in course fees.

Other Course Fees

In addition to fees assessed annually for professional liability insurance, fees are attached to other courses for program, technology, consumable, and clinical fees.

Health Insurance

Most clinical sites require that students provide evidence of health insurance coverage by having a health insurance certificate available on arrival. You need to provide a copy of the health insurance certificate for your health records in the Occupational Therapy Program Castlebranch.

Professional Associations and Memberships

An increasing number of clinical sites require that students show their support of the profession by joining the American Occupational Therapy Association (AOTA) and their State association. Students are required to join/maintain AOTA membership as association materials, including the *American Journal of Occupational Therapy,* will be used each term. By joining the Indiana Occupational Therapy Association (IOTA), you will be eligible to participate in monthly continuing education programs sponsored by the Southwestern District of the Indiana Occupational Therapy Association (SWIOTA) and begin to develop important relationships with practicing members of the local community.

Email Accounts: eagles.usi.edu

At USI, e-mail addresses are automatically assigned to all students at no extra charge (you may access this account through the USI web page http://www.usi.edu/directory. If you enter your first and last name as recorded in the Registrar's Office and click the submit button, you will receive a response indicating your campus email address username@eagles.usi.edu). The University routinely uses this USI email account for both formal and informal communications with students. You are expected to check your USI account regularly for University correspondence. In addition, there are times when you will need to know USI email address; for example, you will need your mail.usi.edu address to access myUSI, Blackboard, or the Rice Library.

Computers

Students can expect to receive class assignments electronically and will be required to submit assignments electronically. Students should consult their syllabi or the Computer Center for computer specifications.

Technology Statement

The use of digital and/or electronic devices such as cell phones, smartphones, iPads, notepads, notebooks, and/or personal computers are permitted during the educational activities of OT courses unless the utilization of a device or devices becomes a distraction to the user, instructor, or peers..

CPR Certification

Students are required to have current BLS for Healthcare Providers CPR certification to begin and complete any fieldwork experience (OT 695, OT 696, and OT 697). Fieldwork packets (including evaluation forms, objectives, etc.) will not be released to a student unless he or she has a current CPR certificate on file in the Occupational Therapy Program office. Students must arrange their own CPR training. If you need referral information, please check with the Occupational Therapy Program Administrative Assistant.

MSOT Application

To begin taking graduate courses, you are responsible for completing and submitting the Graduate Studies application (which includes an application fee). You must meet all admissions requirements of the MSOT Program.

MSOT Graduation

You are responsible for completing, in your final year of study, two graduation forms: *Formal Application for Graduation* and *Diploma Form*, to earn your MSOT degree. Both forms are available online. See the *University of Southern Indiana Bulletin* for more information.

APA Style Requirements

The Occupational Therapy Program uses American Psychological Association (APA) publication guidelines. The most recent editions of the *Publication Manual of the American Psychological Association* are available for student utilization in the University of Southern Indiana Rice Library and for purchase at the University of Southern Indiana bookstore.

Authorship

The primary purpose of any student's work conducted for academic credit is to increase knowledge and comprehension. In many cases, the academic work of students conducted with the guidance of faculty is a significant contribution worthy of publication and/or presentation. A policy for authorship is necessary to (a) ensure that scientific findings and/or applicable creative works are publicly presented and/or published and (b) ensure that appropriate individuals and organizations are credited for their work via authorship or acknowledgement.

Authorship is warranted for individuals providing substantive intellectual contribution to the conceptual or methodological basis of a work. Any potential author has the right to review a manuscript and/or abstract prior to submission for publication and/or presentation and must have the opportunity to refuse authorship. Individuals should be notified and allowed the opportunity to refuse acknowledgement.

Acknowledgement, at the end of papers or during presentations, is warranted for individuals providing any other substantive assistance to a work, including the duties of research assistant or data collector. Individuals should be notified and allowed the opportunity to refuse acknowledgement.

The student shall be recognized as first author for all publications or presentations involving his or her research or project **EXCEPT** under one of the following conditions:

1. If the student does not submit the manuscript for publications or presentation of the research or project within one year of final approval and the faculty member deems the research or project to be of merit. The faculty member then has the prerogative to submit the manuscript as first author with the student recognized as second author.

2. If presentations and/or publications are prepared which involve student assistance in generating and/or analyzing data relative to a faculty member's research area, but the focus differs from the foundation of the student's research project. The faculty member may serve as first author and the student will be recognized via acknowledgement or authorship.

The authorship section of this student handbook is based on the authorship policy developed by the Graduate Program in Occupational Therapy at the Medical College of Ohio in Toledo.

Student Copyright Infringement Policy

Last update: 1/7/2014

<u>Overview</u>
All students who use the USI computer network are prohibited from downloading or enabling sharing of music, movies, images and other digital, copyright protected files without proper licensing. Doing so

constitutes the theft of copyright protected material and is subject to both civil and criminal penalties. Companies and agencies that monitor computer networks and IP addresses inform USI when someone on our network is downloading or sharing copyright protected songs, movies and other material.

When it comes to the attention of USI that an individual is using USI's computer equipment and/or network access to illegally download copyrighted material the University will act to stop such activities.

Procedure

When the University receives a notification of possible unauthorized file sharing the Information Technology (IT) department will attempt to identify the user. If the user can be identified and is a student, their USI access to all wireless and to wired networks in student housing is immediately disabled. If the student has multiple devices registered on the USI network, all the devices will be denied access. The student will not be allowed to register any new devices until restoring access has been approved. IT will email the student notifying them that their access has been shut off. Included in the email is the information on the alleged violation including title, date and time. The email informs the students that they will be contacted by the Dean of Students Office. IT copies the Dean of Students on the student email. IT also contacts the originator of the complaint to report the action taken by the University.

IT will also send a copy of the complaint and all detailed information they have about the alleged copyright violation to the
Dean of Students.   The Dean of Students Office will handle the complaint, contacting and meeting with the student. The Dean of Students Office will talk to the student about the possible consequences of copyright violations including both civil and criminal penalties. Student will be asked to remove all file sharing software from his or her computer.

The Dean of Students Office will contact IT to approve the re-instatement of student's access after student has met with the Dean of Students Office. IT will then re-enable the student's wireless and wired network access.
Repeated violations will result in disciplinary action as recommended by the Dean of Students Office.
Detailed Steps for IT:
1. IT receives the initial report and it is forwarded to the IT Security Group. Items needed:
    a. Date and time of alleged violation
    b. The subject title
    c. The original email notification
2. Network Team investigates the report to determine identity of alleged offender. That information is sent to the IT Security Group. Items needed:
    a. Confirmation via logs of the IP visited by date and time showing user's IP
    b. Report of the IP leased to the user's account
    c. Copy of original complaint
3. Network Team replies to the initial complaint
    a. Network Team sends reply to the originator of the complaint stating that the University is following its policy of investigating alleged violations
4. The IT Security Group generates a notice to:
    a. The student via email
    b. The Dean of Students Office including all backup material
    c. The Help Desk & Network Team stating that the student's access will be disabled.
5. Network Team disables the network connection of the user.
6. After the Dean of Students Office informs the IT Security Group that they have met with the user, IT will reenable the user's network connections

Temporary Credentials

For students wishing to practice in Indiana, the Occupational Therapy Program will write official letters to assist students in obtaining temporary credentials to provide occupational therapy services between graduation ceremonies and receipt of passing results on the NBCOT examination. Each student will receive a letter after (a) submitting all fieldwork documentation (the academic fieldwork coordinator having previously processed as satisfactory), (b) attending all classes of the last course and completing all assignments satisfactorily, (c) resolving all incomplete grades, and (d) submitting evidence of good standing status in the university (e.g., payment of outstanding parking tickets, library fines, etc.).

Please note: a felony conviction (this includes documentation of driving under the influence – DUI) may affect your eligibility to take the national certification examination and also state credentialing (e.g., license, certificate, registration). If you are currently charged with or have been convicted of a felony, please notify the Occupational Therapy Program immediately. In addition, if you have had credentials (e.g., license, registration and certificate) in another field (e.g., PTA) denied, revoked, suspended, or subject to probationary conditions, your eligibility to take the national certification examination may be in jeopardy. Please contact the Occupational Therapy Program if you have questions.

NBCOT Examination Registration

Graduates of the MSOT program are eligible to take the *Certification Examination for the Occupational Therapist Registered*® administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an occupational therapist, registered (OTR). The NBCOT certification examinations are computer delivered and administered at more than 300 Prometric Test Centers (PTC) throughout North America. The *Certification Examination for the Occupational Therapist Registered*® is offered on a continuous, on-demand basis: graduates can take the exam as soon as they have successfully completed the NBCOT certification examination registration process. To complete this process, graduates must work with the USI Office of the Registrar. (The USI Occupational Therapy Program cannot assist graduates because NBCOT no longer allows university occupational therapy curricula to be involved in the certification examination registration process.) Once graduates have completed certification examination registration process, they will receive written authorization and instructions for contacting Prometric to schedule a test date and location. For further information, please contact www.nbcot.org.

Impact of Felony Conviction or DUI

A felony conviction (this includes documentation of driving under the influence—DUI) can negatively affect your eligibility for (a) for taking the *Certification Examination for the Occupational Therapist Registered*® and (b) state credentialing such as licensure. If you have convicted of a felony (in the past, present, or future) or if you have an old or new DUI on your record, you must contact will contact your advisor immediately.

Health and Safety During Educational Experiences

The USI OT Program offers students various activities, equipment, and supplies in order to further the students' professional development, including equipment, supplies and/or activities that can potentially negatively impact the health and wellness of participants—students, clients, and/or faculty. Students and

faculty engaging in activities and utilizing equipment and supplies must remain cognizant of considerations of safety. Towards the aim of ensuring client, student, and faculty safety:

Students

- Students may use classrooms for practice of clinical skills, during regular class session, and/or during times arranged by faculty members (i.e. individual practice sessions or open lab periods).
- Students should be particularly aware of their own behaviors during individual practice sessions and/or open lab periods. Students should assume responsibility for safety, and exhibit safety awareness and techniques as demonstrated during supervised class session.
- Students are never to engage in practice activities with a client unless an OT faculty member is present for supervision.
- Students are not to practice potentially dangerous activities when alone.
- Students are not to bring non-OT students into a regular class session, individual practice session, and/or open lab period unless advance consent of an OT faculty member is secured.
- Students should not remove equipment/supplies from the OT facilities unless the student signs out the equipment/supplies with the OT administrative assistant. All borrowed equipment/supplies should be returned in a timely manner and in good condition.
- Students should inform an OT faculty member of any concerns regarding safety, including but not limited to the condition of equipment and/or supplies. Students should **not** attempt to repair equipment.

OT Faculty

- OT faculty are responsible for supervising activities within a class session and educating students on safety issues regarding the operation and condition of equipment/supplies utilized as part of the individual OT faculty's course. OT faculty will model safety behaviors and the proper operation and utilization of equipment and supplies.
- OT faculty will report to the Program Director any issues/concerns of safety regarding activities, equipment, and/or procedures.

Health Information

Medical Evaluation, Immunizations, and Record Keeping

The following items are required for all students enrolled in the Occupational Therapy Program professional level coursework:

1. Health History Form
2. Report of Physical Examination: Please have your doctor complete the report of Physical Examination, attach reports and/or submit documentation with the actual date of immunization or illness.
    a. Varicella (chickenpox): Documentation of the date you had the disease or dates of immunization (adults must have 2 doses of vaccine).
    b. Tetanus-diphtheria: Must have a booster within the last 10 years, and updated every 10 years
    c. Measles (Rubeola), Mumps, Rubella (MMR): If born before January 1, 1957 you must have at least one dose. If born after January 1, 1957 you must have 2 doses. Provide documentation of the date you had the disease(s) or dates of immunization.

d. Hepatitis B: Must have documented dates you received the completed series of 3 immunizations. Also documented date of Serologic response, this will be a test for antiHBs
(antibody to hepatitis B surface antigen)

e. Tuberculin skin test (TB) Updated yearly. Must be administered in a two-step process with
tests given within a three-week period and must be read in the United States by a registered nurse or physician within 48-72 hours. Need signature of doctor or nurse reading results.

f. Year Flu vaccine. **<u>DUE IN OCTOBER</u>**

g. Drug Test

h. Tetanus, Diphtheria, & Pertussis (T-dap)

i. Health Insurance

3. CPR (Basic Infant and Adult): copy of new card is needed with each renewal period 4. National Criminal History: Updated yearly.

Please see the "Medical Evaluation, Immunizations, and Record Keeping" in the Infection Control Program section that follows for specifics. Please review fieldwork health requirements.

Students are also required to complete HIPAA, OSHA, Confidentiality Statements, Workforce Member Review of HIPAA Policies, Agreement to Submit Medical Information, Fieldwork Permission Form, and Consent Form as well as obtain a yearly AOTA Membership.

Disability Status

If you have a disability for which you may require academic accommodations for this class, please register with Disability Resources (DR) as soon as possible. Students who have or who receive an accommodation letter from DR are encouraged to meet privately with course faculty to discuss the provisions of those accommodations as early in the semester as possible. To qualify for accommodation assistance, students must first register to use the disability resources at http://www.usi.edu/disabilities. To help ensure that accommodations will be available when needed, students are encouraged to meet with course faculty at least 7 days prior to the actual need for the accommodation. The faculty and staff of the Occupational Therapy Program will work with the student and the staff of the Disability Support Services to provide reasonable accommodations that will ensure the student of having an equal opportunity to participate in educational activities. **Students should be aware that if seeking a testing accommodation for their National (NBCOT) Exam, information will be requested to the nature of accommodations received while in the OT Program.**

Pregnancy and Change in Health Status

Student pregnancy or a change in health status must be reported to program faculty or staff. Such a student must provide to the Occupational Therapy Program and to pertinent clinical sites copies of a physician's release to begin or continue practicum and fieldwork experiences. After an injury, surgery, or other hospitalization, the student must also provide to the Occupational Therapy Program and to pertinent clinical sites copies of a physician's release to begin or continue practicum and fieldwork experiences. A copy of a physician's release must be provided to the Occupational Therapy Program after the student experiences an illness or injury that will restrict participation in any of the fieldwork or classroom activities (e.g. lifting restrictions which may affect the ability to learn and/or perform patient lifting and transfer techniques.)

Personal Injury

Students who become injured in the Health Professions Center classrooms, offices, or student housing must report the incident immediately. An *Injury and Illness Report* form, available from the Occupational Therapy Program support staff desk must be completed. Students, who become injured in the clinical setting, are to report the incident immediately to their instructor and complete an agency and College of Nursing and Health Professions incident report. The College incident report will be submitted to the Dean's office. A copy of a physician's release must be provided to the Occupational Therapy Department after the student experiences an illness or injury that will restrict participation in any of the fieldwork or classroom activities (e.g. lifting restrictions which may affect the ability to learn and/or perform patient lifting and transfer techniques.)

For students needing first aid, they are to report to the Student Health Services, Room 0091, located in the basement of the Nursing and Health Professions Building.

Infection Control Policy

The Occupational Therapy Program belongs to the College of Nursing and Health Professions and assumes their Infection Control Policy. More information may be found here.

Health Information Privacy Policies and Procedures (HIPAA)

These Health Information Privacy Policies and Procedures implement the College of Nursing and Health Professions' obligations to protect the privacy of individually identifiable health information that we create, receive, or maintain.

We implement these Health Information Privacy Policies and Procedures to protect the interests of our clients and workforce; and to fulfill our legal obligations under the Health Insurance Portability and Accountability Act of 1996 (HIPAA), its implementing regulations at 45 CFR Parts 160 and 164 (65 Fed. Reg 82462 (Dec. 28, 2000) ("Privacy Rules"), as amended (67 Fed. Reg. 53182 [Aug. 14, 2002]), and state law that provides greater protection or rights to individuals than the Privacy Rules.

As a member of our workforce or as our Business Associate, you are obligated to follow these Health Information Privacy Policies and Procedures faithfully. Failure to do so can result in disciplinary action, including termination of employment or dismissal from your educational program. In addition, federal penalties for privacy violations can result in fines up to $250,000 and prison sentences of up to 10 years. The workforce includes any individual whose work performance at the University of Southern Indiana College of Nursing and Health Professions, (College), is under the direct control of the College. The workforce includes, but is not limited to, all clinical, administrative, and academic full-time, part-time, temporary, and contract employees, as well as volunteers, and students.

These Policies and Procedures address the basics of HIPAA and the Privacy Rules that apply to the College. They do not attempt to cover everything in the Privacy Rules.

The Policies and Procedures of the College utilize the terms "individual" to refer to prospective clients, clients of record, former clients, those whose health information is retained by the College, or the authorized representatives of these identified individuals.

If you have questions or doubts about any use or disclosure of individually identifiable health information or about your obligations under these Health Information Privacy Policies and Procedures, the Privacy Rules or

other federal or state law, consult the College of Nursing and Health Professions Compliance Committee at 812.464.1702 before you act.

College of Nursing and Health Professions Compliance Committee
Adopted Effective: April 14, 2003

General Rule: No Use or Disclosure
The College must not use or **disclose protected health information (PHI),** except as these Privacy Policies and Procedures permit or require.

Acknowledgement and Optional Consent
The College will make a good faith effort to obtain a written acknowledgement of receipt of our **Notice of Privacy Practices** from an individual before we use or disclose his or her protected health information (PHI) for treatment, to obtain payment for that treatment, or for our healthcare operations (TPO).

The College's use or disclosure of PHI for payment activities and healthcare operations may be subject to a "need to know" basis.

Consent from an individual will be obtained before use or disclosure of PHI for TPO purposes – in addition to obtaining an Acknowledgement of receipt of our **Notice of Privacy Practices**.

   a. **Obtaining Consent** –Upon the individual's enrollment in a College education program, employment in the College, or first visit as a client (or next visit if already a client), consent for use and disclosure of the individual's PHI for treatment, payment, and healthcare operations will be requested. The consent form will be retained in the individual's file.
   b. **Exceptions** – Consent does not need to be obtained in emergency treatment situations; when treatment is required by law; or when communications barriers prevent consent.
   c. **Consent Revocation** – An individual from whom consent is obtained may revoke it at any time by written notice. The revocation will be included in the individual's file.
   d. **Applicability** – Consent for use or disclosure of PHI should not be confused with informed consent for client treatment.

Oral Agreement
The College may use or disclose an individual's PHI with the individual's oral agreement.

The College may use professional judgment and our experience with common practice to make reasonable inferences of the individual's best interest in allowing a person to act on behalf of the individual to pick up health records, dental/medical supplies, radiographs, or other similar forms of PHI.

Permitted Without Acknowledgement, Consent Authorization or Oral Agreement
The College may use or disclose an individual's PHI in certain situations, without authorization or oral agreement.

   a. **Verification of Identity** The College will always verify the identity and authority of any individual's personal representative, government or law enforcement official, or other person, unknown to us, who requests PHI before we will disclose the PHI to that person.

The College will obtain appropriate identification and evidence of authority. Examples of appropriate identification include photographic identification card, government identification card or badge, and appropriate document on government letterhead. The College will document the request for PHI and how we responded.

b. **Uses, Disclosures, or Access Permitted under this Section 4** – Except where specifically authorized by the individual or appropriate representative or as required by law, protected individual information may only be used, disclosed, or accessed by:

    i. The individual or the individual's personal representative

    ii. The College workforce members who **require** access to protected individual information as defined by their job role. Reasons for which protected individual information are generally needed include:

        1. delivery and continuity of the individual's treatment or care.

        2. educational or research purposes, or

        3. College business or operational purposes   iii. Non-College health care   providers who need such information for the individual's care.   iv. Third-party payers or non-College health care providers for payment activities of such entities.

    v. Business Associates from whom the College has received written assurance that protected individual information will be appropriately safeguarded.

c. The College may use or disclose PHI in the following types of situations, provided procedures specified in the Privacy Rules are followed:

    i. For public health activities; ii. To health oversight agencies; iii. To coroners, medical examiners, and funeral directors; iv. To employers   regarding work-related illness or injury;

    v. To the military;

    vi. To federal officials for lawful intelligence, counterintelligence, and national security activities;

    vii. To correctional institutions regarding inmates;

    viii. In response to subpoenas and other lawful judicial processes; ix.   To law enforcement officials;

    x. To report abuse, neglect, or domestic violence;

    xi. As required by law;

    xii. As part of research projects; and xiii. As authorized by state worker's compensation laws.

Required Disclosures

The College will disclose protected health information (PHI) to an individual (or to the individual's personal representative) to the extent that the individual has a right of access to the PHI); and to the U.S. Department of Health and Human Services (HHS) on request for complaint investigation or compliance review.

The College will document each disclosure made to HHS.

Minimum Necessary

All College workforce members must access, and use protected individual information on a "need to know" basis as defined by their job role. In addition, when using or disclosing an individual's information the amount of information used or disclosed should be limited to the minimum amount necessary to

accomplish the intended purpose. When requesting an individual's information from other health care providers, staff should limit the request to the minimum amount necessary. Minimum necessary expectation does not generally apply to situations involving treatment or clinical evaluation.

Business Associates

The College will obtain satisfactory assurance in the form of a written contract that our Business Associates will appropriately safeguard and limit their use and disclosure of the protected health information (PHI) we disclose to them.

These Business Associate requirements are not applicable to our disclosures to a healthcare provider for treatment purposes. The Business Associate Contract Terms document contains the terms that federal law requires be included in each Business Associate Contract.

a) Breach by Business Associate – If the College learns that a Business Associate has materially breached or violated its Business Associate Contract with us, we will take prompt, reasonable steps to see that the breach or violation is corrected.

If the Business Associate does not promptly and effectively correct the breach or violation, we will terminate our contract with the Business Associate, or if contract termination is not feasible, report the Business Associate's breach or violation to the U.S. Department of Health and Human Services (HHS).

Notice of Privacy Practices

The College will maintain a **Notice of Privacy Practices** as required by the Privacy Rules.

a. **Our Notice** – The College will use and disclose PHI only in conformance with the contents of our **Notice of Privacy Practices**. We will promptly revise a **Notice of Privacy Practices** whenever there is a material change to our uses or disclosures of PHI to legal duties, to an individual's rights or to other privacy practices that render the statements in that Notice no longer accurate.

b. **Distribution of Our Notice –** The College will provide our **Notice of Privacy Practices** to everyone who submits health information to the College.

c. **Acknowledgement of Notice** – The College will make a good faith effort to document receipt of the **Notice of Privacy Practices**.

Individual Rights

The College workforce will honor the rights of individuals regarding their PHI.

a. **Access** – The College will permit individuals or workforce members access to their own PHI we or our Business Associates hold.

No PHI will be withheld from an individual unless we confirm that the information may be withheld according to the Privacy Rules. We may offer to provide a summary of the health information. The individual must agree in advance to receive a summary and to any fee we will charge for providing the summary.

b. **Amendment** – Individuals and workforce members have the right to request to amend their own PHI and other records for as long as the College maintains them.

The College may deny a request to amend PHI or records if: (a) we did not create the information (unless the individual provides us a reasonable basis to believe that the originator is not available

to act on a request to amend); (b) we believe the information is accurate and complete; or (c) we do not have the information.

The College will follow all procedures required by the Privacy Rules for denial or approval of amendment requests. We will not, however, physically alter or delete existing notes. We will inform the individual or workforce member when we agree to make an amendment. We will contact any individuals whom the individual or workforce member requests we alert to any amendment to the PHI. We will also contact any individuals or entities of which we are aware that we have sent erroneous or incomplete information and who may have acted on the erroneous or incomplete information to the detriment of the individual or workforce member.

When we deny a request for an amendment, we will mark any future disclosures of the contested information in a way acknowledging the contest.

c. **Disclosure Accounting** – Clients or workforce members have the right to an accounting of certain disclosures the College made of their PHI within the 6 years prior to their request. Each disclosure we make, that is not for treatment payment or healthcare operations, must be documented showing the date of the disclosure, what was disclosed, the purpose of the disclosure, and the name and (if known) address of each person or entity to whom the disclosure was made. Documentation must be included in the client's or workforce member's record.

We are not required to account for disclosures we made: (a) before April 14, 2003; (b) to the individual (or the individual's personal representative); (c) to or for notification of persons involved in an individual's healthcare or payment for healthcare; (d) for treatment, payment, or healthcare operations; (e) for national security or intelligence purposes; (f) to correctional institutions or law enforcement officials regarding inmates; or (g) according to an Authorization signed by the patient or the patient's representative; (h) incident to another permitted or required use disclosure.

The College will charge a reasonable, cost-based fee for every accounting that is requested more frequently than every 12-month, provided that the College has informed the individual in advance of the fee and provides the individual with an opportunity to modify or withdraw the request.

d. **Restriction on Use or Disclosure** – Individuals have the right to request the College to restrict use or disclosure of their PHI, including for treatment, payment, or healthcare operations. The College has no obligation to agree to the request, but if we do, we will comply with our agreement (except in an appropriate dental/medical emergency).

We may terminate an agreement restricting use or disclosure of PHI by a written notice of termination to the individual. We will document any such agreed to restrictions.

e. **Alternative Communications** – Individuals have the right to request the use of alternative means or alternative locations when communicating PHI to them. The College will accommodate an individual's request for such alternative communications if the request is reasonable and in writing.

The College will inform the individual of our decision to accommodate or deny such a request.

Staff Training and Management, Complaint Procedures, Data Safeguards, Administrative Practices

a. Staff Training and Management

Training – The College will train all members of our workforce in these Privacy Policies & Procedures, as necessary and appropriate for them to carry out their functions. Workforce members will complete privacy training prior to having access to PHI.

The College will maintain documentation of workforce training.

b. Violation Levels and Disciplinary /Corrective Actions

c. **Complaints** – The College will implement procedures for individuals to complain about compliance with our Privacy Policies and Procedures or the Privacy Rules. The College will also implement procedures to investigate and resolve such complaints.

> The complaint form can be used by the individual to lodge the complaint. Each complaint received must be referred to the College Compliance Committee immediately for investigation and resolution. We will not retaliate against any individual or workforce member who files a complaint in good faith.

d. **Data Safeguards** – The College will strengthen these Privacy Policies and Procedures with such additional data security policies and procedures as are needed to have reasonable and appropriate administrative, technical, and physical safeguards in place to ensure the integrity and confidentiality of the PHI we maintain.

> The College will take reasonable steps to limit incidental uses and disclosures of PHI made according to an otherwise permitted or required use or disclosure.

e. **Documentation and Record Retention** – The College will maintain in written or electronic form all documentation required by the Privacy Rules for six years from the date of creation or when the document was last in effect, whichever is greater.

f. **Privacy Policies & Procedures** – The College of Nursing and Health Professions Compliance Committee will make any needed changes to the Privacy Policies and Procedures.

State Law Compliance
The College will comply with state privacy laws that provide greater protections or rights to individuals than the Privacy Rules.

HHS Enforcement
The College will give the U.S. Department of Health and Human Services (HHS) access to our facilities, books, records, accounts, and other information sources (including individually identifiable health information without individual authorization or notice) during normal business hours (or at other times without notice if HHS presents appropriate lawful administrative or judicial process).

We will cooperate with any compliance review or complaint investigation by HHS, while preserving the rights of the College.

Designated Personnel

The Chairperson of the College of Nursing and Health Professions Compliance Committee will serve as Privacy Officer and contact person for the College.

Zachary Law Compliance Policy

At the University of Southern Indiana, the Occupational Therapy Curricula (Occupational Therapy Program and
Occupational Therapy Assistant Program) comply with Indiana State Law P.L. 11-1994: Conviction of Sexual Offenses Against Children (also known as Zachary's Law) by verifying for each student the results of two criminal history checks: (a) one check initiated and completed by the Occupational Therapy Curricula and (b) the other check initiated by the student. These checks will be conducted at the point of admission and annually for students who are in environments that include children. A student who has been convicted of sex offenses against children, as identified in P.L. 11-1994, will not be granted admission to or permitted to progress in the Occupational Therapy Curricula.

For the criminal history check initiated and completed by the Occupational Therapy Curricula, the Occupational Therapy Program and Occupational Therapy Assistant Program will verify each student's name and statement on admission and every year the student is enrolled in occupational therapy courses that require contact with children by using the Indiana Sex and Violent Offender Registry online at http://www.in.gov/serv/cji_sor.

The student is responsible for initiating and submitting documentation for the second criminal history check on an annual basis by completing the following procedures:
1. Read, sign, and submit the one-page form *Criminal History Check* to the Occupational Therapy Curricula.
2. Obtain a copy of the national criminal history.
3. Provide a copy of the results of your national criminal history to the Occupational Therapy Curricula.

All information regarding the criminal history check will remain confidential.

Health Professions Center Policies, Procedures, and Guidelines

Portions of the Health Professions Center are shared by many groups; therefore, students must abide by policies established by the University of Southern Indiana regarding the use of this facility.

Phone Calls
Students will not be disturbed from class for phone calls except for emergencies.

Use of Technology
The operation and utilization of digital and/or electronic devices such as cell phones, smartphones, iPods, notepads, notebooks, cameras, Blackberries, MP3 players, and/or personal computers is generally permissible if complementary to the the educational activities of any OT course.

Use of Student Work

All student work, i.e., papers, assignments, etc., may be displayed as student examples in course workbooks, faculty portfolio's, course files, and for accreditation purposes as long as any identifiable student information has been removed. Any student work used for any other purpose will require a permission form, outlining the justification for use, by the requesting faculty member and signed by the student(s) prior to the use of this work. A copy of the signed student release will be maintained in the student's administrative file.

Eating and Drinking Policies

Eating and drinking are not permitted in the second floor Charles E. Day Learning Resource Center. Kitchen and classroom table surfaces used between classes must be clean at the end of each day's scheduled classes privileges will be revoked for the entire cohort of students. Students are not allowed to eat during scheduled class times.

Social Media Policy

The use of social media has grown exponentially in the last decade and continues to reshape how society communicates and shares information. Social media can have many positive uses in health care; it can be used to establish professional connections, share best practices in providing evidenced based care, and educate professionals and patients. However, communication about professional issues can cross the line and violate patients' privacy and confidentiality, whether done intentionally or not. Health professionals, including students in health profession disciplines, have a legal and ethical obligation to protect the privacy and confidentiality of each patient's health information and privacy. The unauthorized or improper disclosure of this information, in any form, violates state and federal law and may result in civil and criminal penalties. Health professionals, including students in health care profession disciplines, have an obligation to respect and guard each patient's privacy and confidentiality at all times.

Postings on social media sites must never be considered private, regardless of privacy settings. Any social media communication or post has the potential to become accessible to people outside of the intended audience and must be considered public. Once posted, the individual who posted the information has no control over how the information will be used. Students should never assume information is private or will not be shared with an unintended audience. Search engines can find posts, even when deleted, years after the original post. Never assume that deleted information is no longer available.

- Patients (and their families) and clinical experiences with patients must **never** be discussed on any social media site. A patient's identifying information is only to be discussed with faculty and other health care providers who have a need to know and have a role in the patient's care. Discussion of a patient's case may occur with faculty and peers in a course related assignment in a place where such discussion can't be heard by people who are not involved in the clinical experience. Patients (and their families) are never to be discussed in a negative manner. At no time during course discussions is the patient to be identified by name or any other personally identifying information such as any relationship to the student. Students are prohibited from using any form of social media to discuss patients, their families or any of their patients/ families medical or health care information.
- No photos or videos of clients/patients (and their families) or of any client/patient health records may be taken on any personal electronic devices (such as, but not limited to, cameras, smartphones and tablets), **even if** the patient gives you permission.

- No photos or videos of patients/clients (and their families) or clinical field work or internships may be taken on personal electronic devices (such as, but not limited to, cameras, smartphones and tablets), unless the video or photo is a specific requirement of the internship experience and is requested in writing by an authorized representative of the clinical site.
- Students may not post messages that: incite imminent lawless action, are a serious expression of intent to inflict bodily harm upon a person, are unlawful harassment, are a violation of any law prohibiting discrimination, are defamatory or are otherwise unlawful.
- Students are prohibited from uploading tests/quizzes, faculty generated presentations, or faculty information to any website.
- Students are prohibited from claiming or even implying that they are speaking on behalf of the University.

Sanctions

- Violations of patient privacy will be subject to the policies outlined in the University's Student Rights and Responsibilities: A Code of Student Behavior Handbook and HIPAA procedures/guidelines and sanctions.

- Students may be subject to disciplinary action if they:
  - violates University policy or HIPAA regulations;
  - share any confidential patient and/or University-related information;

  - make what the University considers to be unprofessional or disparaging comments or posts related to patients (their families), students and employees of third-party organizations which provide clinical experiences for University students.

Day Learning Resource Center

Policies

The Charles E. Day Learning Resource Center may be reached at 812-465-1153. Students using the Day Learning Resource Center must sign in and out in the log book located on the ledge at the Audiovisual support staff desk. The Day Learning Resource Center has been designed to promote a learning environment for individual and small group study. Students are asked to maintain an atmosphere conductive for studying. Headphones are available for use when viewing media in the learning carrels. The doors to the individual Audiovisual study rooms and the Clinical Skills Room are to be kept closed when in use. Media software, hardware, and lab equipment may not be removed from the Learning Resource Center without written permission.

The Day Learning Resource Center is authorized for use by University of Southern Indiana College of Nursing and Health Professions faculty and students. Children, friends, family members and other University of Southern Indiana students are not permitted in the Day Learning Resource Center. Eating and drinking are not permitted in the Day Learning Resource Center.

Procedures

Hours for the Day Learning Resource Center are posted and use of Day Learning Resource Center facilities and equipment is on a first come, first serve basis. During peak hours of operation, students may be asked to observe a two-hour time limit on their use of equipment and software. Only one program at a time should be taken from media cabinets so that other students may have access to copies not in use. Sound rooms should be used for viewing media in groups; booths should be used for

viewing media individually. When viewing media software, please sign-out the software with the Learning Resource Center staff. Please leave all skills lab area in order when finished; return equipment to designated spaces in cabinets, make-up beds, bag all used linen, dispose of trash, etc. If a problem arises when using equipment, please ask for assistance.

Facilities and Equipment Available for Independent Student Use
1. Learning carrels equipped with computers interfaced to printers
2. Individual or small group audiovisual study rooms
3. Clinical Skills Room
4. Media software (CAI, IVD, videotapes, audiotapes)
5. Videotape players
6. Audiotape players
7. Clinical equipment/models for skills practice

Occupational Therapy Program Facilities

Occupational Therapy Lab
Room 3058 of the Stone Family Center has been designated as the Occupational Therapy Lab, to be utilized only for classes, labs, and meetings in the Occupational Therapy Program. If occupational therapy students wish to reserve the lab during a time when classes or program activities are not scheduled, they must confirm with the Occupational Therapy Program Staff or Chair.

Occupational Therapy Program Library
The Occupational Therapy Program library is in the David L. Rice Library. With the consent of faculty or staff, students may check out materials owned by the Occupational Therapy Program. Students must sign-out as well as sign-in books in the presence of Occupational Therapy Program staff or faculty.

Occupational Therapy Program Equipment
The Occupational Therapy Program owns many pieces of equipment, digital items, assessment instruments, tools, etc. Students have the privilege to check out equipment owned by the Occupational Therapy Program with the consent of faculty or staff. In the presence of Occupational Therapy Program staff or faculty, students may sign-out as well as sign-in items in the Equipment Sign-out Notebook in the Occupational Therapy Program staff area Stone Center Room 3052. During the time the item is signed out to the student, that student is responsible for replacing any item that is not returned. Faculty and or staff members will revoke a student's sign-out privilege for any misuse of the system.

Scholarships/Graduate Assistantships
Any information received regarding scholarship and financial assistance opportunities is compiled and is kept in the Occupational Therapy Program staff area (3052) for an appropriate period. Please contact the Office of Graduate Studies for any Graduate Assistantship opportunities.

Job Postings
Any information related to available jobs that is submitted to the Occupational Therapy Program by potential employers is accessible to students. A copy of the information is forwarded to Career Services.

Alumni and Employer Surveys

An alumni survey will be sent every August (one-year post graduation) to our graduates regarding job placement and satisfaction with the program.

An employer survey will be sent every December to employers of our graduates regarding their satisfaction on placement and performance of our graduates.

This information collected and analyzed to be utilized in our program evaluation for meaningful analysis on the program's achievement of its goals and objectives (every March).

Attendance, Preparation, and Assignments Policies

Attendance – Not negotiable

Absences and tardiness jeopardize the student's ability to achieve the objectives of the course. Unlike many academic classes, in a professional program much of the information presented in a class session is competency-based. After receiving new material, students apply new theoretical approaches, practice new skills, etc., until they are deemed "competent" by the instructor. The material may never again be presented. Absence from that class causes that student to miss the opportunity of achieving that specific professional competency.

To keep a record of the content of each class session and student attendance, faculty in the Occupational Therapy Program monitor attendance. Students are responsible for making up material they have missed because of absence or tardiness. If a student must leave class early, he or she must have the permission of the instructor. A student who is ill or must be absent from a clinical experience (Level I practicum, or Level II affiliation) must notify his or her fieldwork educator and Academic Fieldwork Coordinator in accordance with the policies of the facility. If a student is absent from class he/she must notify the professor prior to the class session. The Occupational Therapy Program has adopted a policy which delineates the effects of absences on grades. Please see Table 10 for specifics. This policy will be enforced in each course throughout the curriculum.

Attendance – NC Courses

Some of the graduate courses are offered in a combination of online and in class. There will be no missed absences due to the limited number of class sessions in these courses. Therefore, for every class missed by a student, 4% of the grade for the course will be lost. This policy for all students was initiated on August 1, 2014 and remains effective. Faculty reserve the right to schedule additional classes as they feel are warranted during the semester and students are required to adjust accordingly.

Preparation

Students must prepare for class and lab activities and for clinical experiences. Preparation for class includes completing reading assignments, assigned group activities, etc. Students who are unprepared for class will be counseled and issued a *Course Deficiency Report*.

Assignments

Written assignments are essential to meeting course objectives and must be submitted to faculty by the announced date. If problems are noted with written assignments, the student will be counseled and issued a *Course Deficiency Report*. Failure to submit written assignments on time may result in the student being given a "0" for the assignment.

Assessment Measures

The Occupational Therapy Program takes measures to ensure regular assessment of student learning. Each professional OT course incorporates, at a minimum, a midterm examination and a comprehensive final examination. Most courses include a formal paper assignment. Further means of assessment of student learning may be implemented throughout the semester through written assignments, presentations, group projects, and discussions. In addition, students are required to pass the clinical competency components of the curriculum. Finally, each student completes a portfolio of their education. This portfolio is submitted in the last semester of the student's education to determine that Foundational content Requirements stipulated in the Standards for an Accredited Master's-Level Educational Program for the Occupational Therapist have been met.

Grading Scale

The grading scale for the Occupational Therapy Program is uniform across MS degree courses. Generally, classes have multiple measures of assessing learning and the final course grade is based on the percentage of total points each student achieves. Please see Table 2 and 3 for the grading scale of the Occupational Therapy Program.

Table 2. Ot program grading scale.

Percentage	Letter Grade
95-100%	A
90-94%	B+
85-89%	B
82-84%	C+
77-81%	C
0-76%	F

Professionalism, Appearance, and Behavior

Professionalism

Students must present with professional appearance. Attire suitable for usual occupational therapy practice is necessary. Students must dress appropriately for coursework involving presentations, guest speakers, lab activities, site visits, and field trips. Guidelines for such appropriate dress include khaki pants (**not** shorts, capris, or crops), polo shirts, close-toe and close-heel shoes, and student name tags. Khakis are to be an appropriate length that do not drag the floor and should sit at the natural waist. Polo shirts should be plain or have the USI OT Program logo. Students may also wear solid color scrubs, navy or dark blue. If scrubs are V-neck, students must wear a plain white t-shirt underneath. In addition to professional appearance, students are expected to treat each other, as well as faculty, in a professional manner. This includes addressing faculty with appropriate titles.

Retention Requirements

After admission into the USI MSOT Program, a student must achieve the following for retention/progression in the program:

1. Achieve at least a grade of B (3.00) for each occupational therapy course that is evaluated with letter grade options: A, B, C, F. Achieve at least a 3.00 grade point average on a 4.0 scale for each school term of occupational therapy coursework. Achieve at least a 3.00 grade point average on a 4.0 scale across the MSOT curriculum. See complete retention/progression policy below.
2. Demonstrate acceptable levels of maturity and integrity, as well as behaviors and attitudes normally expected of healthcare professionals.
3. Demonstrate acceptable professional progression in application of skills and knowledge.
4. Maintain current health and liability insurance.
5. Maintain current CPR and AED certification.
6. Students must complete Level II Fieldwork and experiential requirements within 24 months following completion of the didactic portion of the program.

Students who fail to meet the retention criteria may:
1. Be placed on academic or clinical probation in the MSOT Program, or
2. Be dismissed from the Program, based on the judgment of the majority of the MSOT faculty. Students who fail to meet the probationary criteria or are dismissed from the program are not eligible for readmission into the MSOT Program. Students have the right to follow the University's appeal process on any disciplinary sanction received.
3. Students should refer to the USI Occupational Therapy Student Handbook for additional policies and procedures.

Use of Retention/Progression Information

Retention and progression policies will be included in the advising form and reviewed with students at advising appointments held each semester with each individual student. This information will be utilized in our program evaluation for meaningful analysis on the program's achievement of its goals and objectives.

Student Progression, Probation, Suspension, and Removal Policies

Coursework in the MSOT program is sequential, with subsequent courses building upon knowledge, critical thinking, and clinical reasoning skills mastered in previous coursework.

Completion in a Timely Manner

All students are admitted to the MSOT program on a full-time basis. Completion of all degree requirements on a full-time basis will take a minimum of 2 years including summers. In exceptional cases, part-time status may be granted by the Department Chair. Part-time students must complete all degree requirements within a period defined by the Department Chair. The time period must not exceed four years from the date of initial acceptance into the MSOT program. To ensure continuity of academic concepts, all students (both full- and part- time) in the USI MSOT program shall complete all fieldwork requirements and courses within 24 months following completion of academic didactic preparation.

Leave of Absence, Withdrawal and Readmission

Students may be granted a leave of absence in cases of illness or other extenuating circumstances. Students may apply for a leave of absence only after they have been successfully engaged in coursework in the Master of Science in Occupational Therapy program. Students are required to submit a letter detailing the length of leave requested and the reason for the request to the

Department Chair. The letter will be reviewed by the Department Chair and faculty. The student will be informed of the status of their request within 15 days. If a leave of absence is granted, faculty will work with the student to determine any remedial work that must be completed prior to the student being allowed to re-start in the MSOT program.

Progression

To progress in the combined MSOT curriculum of the Occupational Therapy Program, the student must:

1. General Information
   a. Achieve at least a grade of B (3.00) for each occupational therapy course that is evaluated with letter grade options: A, B, C, F.
   b. Achieve at least a 3.00 grade point average on a 4.0 scale for each school term of occupational therapy coursework
   c. Achieve at least a 3.00 grade point average on a 4.0 scale across the MSOT curriculum.
   d. Achieve at least a passing grade of required skill checks including Range of Motion and Manual Muscle Testing.
2. Specific Course Progression Information
   a. To begin taking in first semester courses:
      i. Successful completion of the competitive selection process
      ii. Completion of remaining prerequisite courses with maintenance of overall GPA (no significant change in individual ranking within the invited cohort.)
      iii. Submission of all required health forms completed appropriately. iv. Submission of evidence of Hepatitis B vaccination information.
         i. Documentation that the student has had the first TWO Hepatitis B injections, if the student is just starting the series.
         ii. Documentation of post-vaccination testing for continued immunity or booster if the student has completed the Hepatitis B series one year or more prior.
      v. Receipt of official personalized occupational therapy intern nametag.
      vi. Submission of current health insurance certificate.
   b. To enroll in the first spring semester courses:
      i. Successful completion of first fall courses.
      ii. Pass all competency testing required up to this point of the curriculum.
   c. To begin first year summer semester courses
      i. Successful completion of first spring courses.
      ii. Pass all competency testing required up to this point of the curriculum.
      iii. Submission of current CPR certificate for photocopying (before any fieldwork experience may be started).
      iv. Submission of current health insurance certificate.
   d. To begin year two fall semester courses:
      i. Successful completion of first year summer semester courses
      ii. Submission of evidence of updated health records or immunizations as needed.
   e. To enroll in year two spring semester courses.
      i. Successful completion of year two fall courses.
      ii. Pass all competency testing required up to this point of the curriculum.
   f. To enroll in year two summer MSOT courses.
      i. Successful completion of year two spring courses, or consent of majority of OT Faculty.
3. Progression in Relation to Fieldwork

a. If a student earns a letter grade of C or C+ in OT696: Professional Fieldwork I or OT697: Professional Fieldwork II, the student will be required to retake the course. Progression in the OT Program will depend upon successful completion of the second attempt of the fieldwork course.
b. If a student earns a letter grade of F in OT696: Professional Fieldwork I or OT 697: Professional Fieldwork II, the student will be dismissed from the OT Program.

Probation/Dismissal

A student in the Occupational Therapy Program who does not meet academic requirements, thus resulting in an initial instance of academic deficiency, may be placed on academic probation. The student will be notified by mail of the change in status and will be required to meet with the program chair within 1 week of notification. The student must also meet with their assigned academic advisor prior to the start of classes in order to develop a Performance Improvement Plan. The student must meet the objectives and requirements outline in the Performance Improvement Plan in order to progress in the OT Program. If a student earns their second term of academic deficiency, the student will be dismissed from the OT Program.

Since the academic probation indicates the student is having difficulty with the academic components of the occupational therapy curriculum, he or she must relinquish outside obligations related to the occupational therapy profession, including offices and duties in the student cohort organization and in Student Occupational Therapy Association (SOTA).

A student will be placed on academic probation if the student:
- fails to achieve at least a 3.00 on a 4.0 grade point scale for each school term of occupational therapy coursework resulting in an instance of academic deficiency.
- fails to achieve at least a 3.00 on a 4.00 grade point scale across the MSOT curriculum resulting in an instance of academic deficiency.
- earns a letter grade of C or C+ in a course in the OT curriculum resulting in an instance of academic deficiency.

A student is no longer eligible to continue coursework and will be dismissed from the OT Program if the student:
- earns a letter grade of F in a course within the OT curriculum
- earns a second term of academic deficiency
- is required to repeat a Level II fieldwork course (OT696 or OT697) and does not complete the repeated course with a letter grade of at least a B

Student Suspension or Removal

A student may be suspended (termination of student status for a period) or removed (permanent termination of student status) from the Occupational Therapy Program for one or more of the following conditions:

1. Academic Dishonesty**.** Please refer to the most recent *University of Southern Indiana Bulletin* regarding issues related to academic dishonesty situations and the processes involved. Confirmed incidents of academic dishonesty will become part of the Occupational Therapy Program's student records and will be provided to other university academic units upon request.
2. Interference in Fieldwork Arrangements. A student may be suspended or removed from the Occupational Therapy Program if he or she, or a family member, or anyone working on the

student's behalf (outside of the Occupational Therapy Program) interferes with a Level I or Level II fieldwork arrangement.

3. C or C+ in a Repeated Level II Fieldwork Course
Students are permitted an earned grade of C or C+ in OT697 or OT697 the first time the course is taken. <u>However, in such instances, the course must be repeated</u>. If this is the first instance of academic deficiency, the student will be placed on academic probation. If this is the second instance of academic deficiency, the student will be dismissed from the OT Program. If at any time a student has two C's or C+ grades on any Level II course, the student will be removed from the program.

Appeal to Student Probation, Dismissal, Suspension or Removal Process

The process consists of the following steps:
1. The Occupational Therapy Chair notifies the student and Assistant Dean of the College of Nursing and Health Professions of the intention to place a student on probation or to dismiss, suspend, or remove the student from the occupational therapy major.
2. The student meets with the Assistant Dean of the College of Nursing and Health Professions to respond to the Occupational Therapy Chair's charges.
3. The Assistant Dean of the College of Nursing and Health Professions concurs with the Occupational Therapy Chair.
4. The student is placed on probation, or dismissed, suspended, or removed from the occupational therapy major.
5. The student can appeal decisions of the Assistant Dean to the Dean of the CNHP.
6. The student can appeal decisions of the Dean of the CNHP to the Provost.

Withdrawal

1. The option of withdrawing from a course and receiving a grade of "W" is possible within the withdrawal period listed on the academic calendar each semester.
2. See University of Southern Indiana guidelines for the procedure that must be followed regarding withdrawal. Students who do not follow the required university procedure to withdraw officially from a course will receive an "F" grade.
3. Students should be aware that withdrawing from an OT course will affect their course sequence progression and graduation dates in the OT Program.

Incomplete Grade

An "incomplete" grade at the close of an academic semester **must be approved by the Occupational Therapy Program.** An incomplete will be used only when extenuating circumstances have resulted in the student being unable to complete course requirements by the end of the semester. In **rare instances** in which this occurs, the following policies are in effect:
1. A grade of incomplete will not be used to allow for remedial work; student work must be at the passing level.
2. All University of Southern Indiana policies regarding incomplete grades are applicable to occupational therapy courses. Please refer to the *University of Southern Indiana Bulletin*.
3. Students will receive a date by which the incomplete grade must be removed.

Complaints Against Professors, Classes, or Programs

Complaints about a class or professor should first be taken directly to the professor concerned. If the issue is not resolved, a written complaint should be filed with the Department Chair. This should identify the complainant, specifically detail the perceived problem, and be accompanied by any relevant supporting documentation or data. It should also include the proposed response or remedy. If the issue is not then resolved satisfactorily, the complaint may be advanced to the Dean of the College of Health Professions or to the Dean of Students for the University of Southern Indiana as outlined on their webpage at: http://www.usi.edu/deanofstudents/grievance-andcomplaints-procedures. Complaints must be filed within one calendar year of the occurrence of the incident/situation in question.

Complaints against the University of Southern Indiana Occupational Therapy Program may be submitted directly to the Accreditation Council for Occupational Therapy Education (ACOTE). To receive formal consideration, all complaints must be submitted in writing to the ACOTE Chairperson:

American Occupational Therapy Association, Inc. (AOTA) 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929 Phone: 301-652-6611 x2914
TDD: 1-800-377-8555
Fax: 301-652-7711 http://www.aota.org/Education-Careers/Accreditation/Policies.aspx

Letters of complaint against educational programs must: a. describe the nature of the complaint and the related accreditation Standards or accreditation policies or procedures that the complainant believes are not being met by the program; b. document that the complainant has made reasonable efforts to resolve the complaint, or alternatively that such efforts would be unavailing; and c. be signed by the complainant.
NOTE: The confidentiality of the complaining party is protected by AOTA Accreditation staff, unless release of identity has been authorized, or disclosure is required by legal action.

Fieldwork Policies

Fieldwork Experiences
Fieldwork experiences are scheduled internships during which time students have opportunities to apply their knowledge of occupational therapy. The MSOT curriculum has three 40-hour fieldwork levels—Level I and two-Level II fieldwork experiences. The 12-week (40 clock hours per week) internship experiences in OT 696 Professional Fieldwork I and in OT 697 Professional Fieldwork II are designated as Level II fieldwork.
If a student earns a letter grade of C or C+ in OT696: Professional Fieldwork I or OT697: Professional Fieldwork II, the student will be required to retake the course. Progression in the OT Program will depend upon successful completion of the second attempt of the fieldwork course. If a student earns a letter grade of F in OT696: Professional Fieldwork I or OT 697: Professional Fieldwork II, the student will be dismissed from the OT Program.

All fieldwork experiences are completed under the supervision of facility fieldwork educators. The fieldwork ratings are determined by the academic fieldwork coordinator at the University of Southern Indiana or the course instructor. Generally, for all fieldwork experiences, student appearance, attire, and conduct must comply with the high standards of the profession and with the requirements of the fieldwork educator. In addition, students must comply with the following:
　　1. Students must report to their fieldwork educators in the assigned clinical site in accordance with policies of the agencies.
　　2. Students must comply with privacy and confidentiality regulations at the local, state and federal levels. In particular, when dealing with health information, students must comply with the Health Insurance Portability and Accountability Act (HIPAA) of 1996. Students working in a school setting must comply with the Family Education Rights and Privacy Act (FERPA) of 1974.

3. Students shall abide by all policies and procedures of the facilities to which they are assigned. At all times, students must remember they are ambassadors of the Occupational Therapy Program at the University of Southern Indiana.

Interference in fieldwork arrangements by the student, the student's family members or anyone working on the student's behalf (outside of the Occupational Therapy Program) is strictly prohibited and results in suspension from the Occupational Therapy Program.

The Academic Fieldwork Coordinator (AFWC) or chair of Occupational Therapy Program shall have the power to veto a facility selection if she/he determines the site is not appropriate for the student. It is rare for a student to obtain a fieldwork placement at the same facility in which the student is currently or was previously employed. Please contact the academic fieldwork coordinator if you have questions. All fieldwork selections must also be approved by faculty via vote at a faculty meeting.

Students are responsible for their copies of fieldwork practicum and internship forms they receive when they complete the requirements (including competencies related to HIPAA, OSHA, and infant and adult CPR) delineated in the Course Progression Information section of this handbook. Students are also responsible for their Level II internship packets which they receive prior to each Level II internship when they have completed all the requirements. Lost forms will be replaced by the Occupational Therapy Program at a cost of $5.00 for each practicum experience and $20.00 for each Level II packet. Copies of selected forms are not available at a reduced rate. After requisite health records forms have been completed, updated, and checked in with Occupational Therapy Program support staff, a full set will be copied and issued to students. Students are responsible for making additional health record copies that as required by any practicum or internship site.

Level I Fieldwork

Level I fieldwork comprises a vital component of OT 695 Professional Practicum Seminar A, B, and C and is designed to enrich the didactic coursework through directed participation in selected aspects of the occupational therapy process. For Level I fieldwork, fieldwork educators MAY be occupational therapy assistants, occupational therapists (without a minimum duration of practice time), or someone who is not in the occupational therapy profession. Please note that for Level I practicum experiences, fieldwork educators are NOT required to be occupational therapy practitioners.

The Level IA is a 40 clock hour experience to be completed with a psychosocial focus. For this experience, the academic fieldwork coordinator places each student in a site, notifies the student of the placement, and the student contacts the site. Level IA is completed during the week assigned by the AFWC during the fall semester over a 5-week period. Students are responsible for completion of all paperwork for this clinical experience (student evaluation of the site, timesheet, and all written assignments). Students must have official USI occupational therapy intern picture identification cards to begin this first practicum experience. Remember, written assignments must comply with HIPAA and FERPA. Students who violate HIPAA/FERPA regulations will be dismissed from the Occupational Therapy Program.

The Level IB and IC is a 40 clock hour experience to be completed. For this experience, the academic fieldwork coordinator places each student in a site after receiving Level IB and Level IC lottery rankings from each student. After the fieldwork coordinator notifies the student of the placement the student contacts the site. Level IB and Level IC is completed during the week assigned by the AFWC during the fall semester. OT classes are not held during this assigned week. Students are responsible for completion of all paperwork for this clinical experience (student evaluation of the site, timesheet, and all written assignments). Again, remember, written assignments must comply with HIPAA and FERPA. Students who violate HIPAA/FERPA regulations will be dismissed from the Occupational Therapy Program.

For all Level I fieldwork experiences, the fieldwork educator at the site is responsible for completing the evaluation of the student. The final fieldwork ratings, however, are the responsibility of the academic fieldwork coordinator. The evaluation of the student cannot be completed until after all written assignments are completed and submitted to the fieldwork educator. The fieldwork educator will write comments, suggestions, corrections, criticism, etc. on assignments. The

original assignments (with the fieldwork educator's feedback) must be submitted to the academic fieldwork coordinator at the same time as the evaluation of the student, student evaluation of the fieldwork site, and timesheet. Students may rewrite assignments and submit the revisions; however, the original assignments with the fieldwork educator's comments must be turned in to the academic fieldwork coordinator. The student will not have completed the fieldwork practicum until all paperwork has been submitted to and processed by the academic fieldwork coordinator. The student must successfully complete ALL Level I Fieldwork experiences prior to beginning any Level II fieldwork.

Level IB and IC Lottery

Level IB Fieldwork is determined as follows: Using a lottery matching system, students randomly select a lottery number and then rank order their "wish list" for fieldwork sites from the list of reservations provided by the academic fieldwork coordinator. Using the order of the lottery selection, the academic fieldwork coordinator matches students to sites. Having a site on the "wish list" does not guarantee that students will be placed in any of those spots, determination is at the discretion of the academic fieldwork coordinator. For the Level IC experience, students submit a rank-ordered "wish list" from the list of reservations provided by the academic fieldwork coordinator and then the academic fieldwork coordinator uses a reverse order (the student who was matches last for the Level IB is matched first for the second Level IC) method to assign students to sites. Again, having a site on the "wish list" does not guarantee that students will be placed in any of those spots, determination is at the discretion of the academic fieldwork coordinator.

Level II Fieldwork

Designated as OT 696 Professional Fieldwork I and OT 697 Professional Fieldwork II, Level II fieldwork is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable the application of ethics related to the profession, to communicate and model professionalism as a developmental process and a career responsibility, and to develop and expand a repertoire of occupational therapy assessments and treatment interventions related to functional performance. Because of accreditation requirements, Level II fieldwork educators MUST be occupational therapists who have practiced a minimum of one year. To pass the Level II fieldwork experiences, each occupational therapy student must practice at the level of an entry-level occupational therapist by the end of each clinical. These two clinical/courses are graded according to the graduate grading criteria and the grade is determined by the AFWC.

Lottery Matching System

The Occupational Therapy Program utilizes a lottery matching system to assign students to Level II fieldwork sites. For each class of students, the academic fieldwork coordinator holds reservations for Level II fieldwork experiences. Students, who wish to enroll in Level II internships at times other than the reserved placements of their class, may be required to wait until an additional Level II fieldwork placement is available. Three special cases related to the Level II fieldwork lottery are (a) preapproval for lottery, (b) academic fieldwork coordinator veto, and (c) Administrative Placement.

In the lottery matching system, students randomly select a lottery number. The academic fieldwork coordinator then confirms 30 (minimum) sites to create a selection list and disperses to students. Students can submit a "wish list" for areas of the country or practice areas that they would like to see in the selection list. The Academic fieldwork coordinator schedules a selection day. Using the order of the lottery selection, students then select their site from the selection list. For the second internship experience, a reverse order (the student who selected last for the first internship selects first for the second internship) is used.

Preapproval for Lottery

Recently, some fieldwork educators have requested that students have preapproval to enter the lottery for their specific sites. In some cases, a facility requests an interview of interested students. Following a facility interview, the fieldwork educator works with the academic fieldwork coordinator to determine which students will be granted preapproval to enter the lottery for that specific site. In other cases, a facility requests faculty to select an appropriate student. To select an appropriate student for a particular site, faculty may request interested students to complete a group interview,

individual interview, or written essay. During the lottery, only preapproved students may select a site that requests preapproval.

Academic Fieldwork Coordinator Veto

The Academic Fieldwork Coordinator and/or Program Chair shall have the power to veto a facility selection if she determines the site is not appropriate, for any reason, for the student who made the selection during the lottery for Level II fieldwork experiences. Prior to matching, the Academic Fieldwork Coordinator may choose to meet privately with students in order to veto one or more facilities.

Administrative Placement

The Academic Fieldwork Coordinator and Program Chair reserve the option of removing students and/or sites from the lottery. In most cases students will be notified prior to the lottery that they will not participate. At times the Academic Fieldwork Coordinator may have to remove a student during the lottery to make an academic placement. For example, a student holding the number 1 selection in the first lottery selects a mental health internship for his/her first internship will removed from the second lottery if the only site available to her (since he/she will be last to choose) is a mental health site. Administrative placement consists of a student-site match proposed by the academic fieldwork coordinator and approved by other faculty members. In addition, students who have been placed on one or more professional probations within the program will be administratively placed by the academic fieldwork coordinator. Students must pass ALL checkoffs in order to be eligible for placement.

Process for Selecting Fieldwork Sites

Fieldwork site selection is based on the clinical sites interest and availability, accreditation status, personnel qualifications and patient/client population. All fieldwork sites must have a signed affiliation agreement with the University of Southern Indiana MSOT program. The agreement outlines the liability and responsibilities of parties involved and must be executed before the beginning of any fieldwork experience. If a fieldwork site does not agree with the fieldwork objectives and/or provides site specific objectives or adds objectives the USI MSOT faculty does not agree with, the site would be reviewed for appropriateness for future fieldwork placements

The maximum student cohort accepted by the USI MSOT program is 30 students participating in a total of 3 forty-hour Level I Fieldwork placements and 2 Level II Fieldwork placements during the two-year program. The actual number of fieldwork sites and placements required to meet student and program needs is calculated each year based on the new and returning student cohorts and the types of settings/experiences needed. Due to the lengthy time requirement for the USI MSOT approval of new clinical contracts, a Memoranda of Understanding (MOUs) is obtained and maintained for all sites expressing willingness to participate with USI as clinical fieldwork sites and meeting the USI criteria for site selection. Additional placements with existing sites are solicited and obtained if needed by the AFWC. The number of current MOUs are enough in scope and number to allow for completion of graduation and completion timeline requirements in accordance with program policies.

The AFWC is responsible for assuring that all MOUs are in place at least 2 months prior to student start date. The USI MSOT Administrative Assistant assists the AFWC by either obtaining risk management approval of all outside the university facility contracts or by initiating our college contract upon request of the AFWC. The administrative assistant maintains a data base of all MOUs which the AFWC has access. In addition, the AFWC is responsible for obtaining and complying with all site requirements and keeping students informed regarding those. The AFWC obtains site objectives and fieldwork data and communicates this to students.

Fieldwork Supervisors are persons interested in the educational experiences of OT students. Level I supervisors can be OT's, OTA's, PT's, PTA's, psychologists, physician assistants, teachers, social workers, nurses, etc. Level II supervisors must be an OT who has passed their initial certification exam at least one year prior to accepting a Level 2 student.

Licensure verification for OT fieldwork supervisors is completed by the AFWC sending verification form to FWE and FWE returning form to AFWC. If valid license cannot be verified, the supervisor will not be used, and alternative supervision

and/or placement will be obtained by the AFWC. All Level II fieldwork educators license will be verified prior to the Level II start date.

The USI MSOT program works very hard to develop a collaborative relationship with its fieldwork sites and supervisors. All supervisors are considered advisors to our Program, and all are invited to participate in the MSOT Research Conference held every fall and for any Fieldwork Educator's Meeting. In addition, supervisors are encouraged to share concerns, suggestions, and resources with the AFWC and program faculty at any time. In return for providing fieldwork education and participating in the Program advisory process, the USI MSOT program provides Professional Development Units for therapists who supervise USI MSOT students and the USI MSOT program strives to be a community resource.

The AFWC and faculty of the USI MSOT Program work collaboratively to identify and select sites that are consistent and supportive of our MSOT program curriculum and requirements as well as to the field of occupational therapy. Students are not authorized to arrange their own fieldwork experience and must participate in the program's selection process.

Once the selection process has been completed, the MSOT Faculty meet to discuss the student/site selections and provide final recommendations and approval.

Fieldwork Supervision Where No OT Services Exist

Currently, the USI MSOT Program does not utilize Level 2 sites/experiences without existing occupational therapy services. If a site becomes interested or available for fieldwork experiences where no occupational therapy services occur, the following will be utilized:

In non-traditional settings in which the Fieldwork Educator (FWE) is not available to provide direct supervision or to be onsite at the time that the student is present the following policy will be adhered to:

1. The FWE must remain available to the student by phone or means of electronic communication, i.e., text, instant messaging, or email communication during all working hours.
2. The FWE assigned must have a minimum of three years of experience as an OT.
3. The FWE must agree to provide a minimum of eight hours per week of direct supervision to the student.
4. The AFWC, the FWE, and the student will be involved in developing a written plan for supervision, including site specific objectives and plan for proper evaluation of the student and fieldwork experience. This plan will account for the amount and times of both onsite and offsite supervision.
5. An on-site supervisor designee of another profession must be assigned when the occupational therapy supervisor is off-site.

Student Evaluation of Fieldwork

The student will evaluate the fieldwork experience at the completion of the rotation using the AOTA Student Evaluation of Fieldwork Experience (SEFWE). In addition, students will be required to complete a weekly journal and a time sheet (initialed by FWE) that records time spent at the fieldwork experience. Information from this will be compiled by the AFWC and will be evaluated and discussed twice a year in a faculty meeting. This information will be utilized in our program evaluation for meaningful analysis on the program's achievement of its goals and objectives.

Documentation of All Level I Fieldwork Experiences

In the USI MSOT program, no part of any level I fieldwork is ever substituted for any part of any level II fieldwork.

At the USI MSOT program, level I fieldwork is part of the course, OT 695, which is separate from our level II fieldwork courses. Level I fieldwork is completed in three forty-hour experiences in the second fall semester.

Level II fieldwork (OT 696 and OT 697) are two separate courses. These level II fieldwork experiences are 12 weeks in length – OT 696 is completed in second spring semester (January-March) and OT 697 is completed in the second summer (May-August).

In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. The AFWC in consultation with the faculty will ensure that psychosocial factors will be addressed in all fieldwork experiences.

The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.

The AFWC:
- The AFWC at the USI MSOT program places students at two different facilities (one inpatient hospital and one "community or specialty facility" for 12 weeks each).
- If deemed necessary, the AFWC can assign a student to one facility for all 24 weeks of level 2 fieldwork provided that the facility can provide an inpatient hospital practice area AND a community or specialty practice area.
- A student will be in no more than three different settings for level 2 fieldwork.

Level II Fieldwork Settings

A. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. The AFWC in consultation with the faculty will ensure that psychosocial factors will be addressed in all fieldwork experiences.

   The AFWC will:
   - Evaluate each facility's ability to provide student with appropriately challenging experiences that include psychosocial factors influencing engagement in occupation.
   - Assist students to understand how opportunities at the Level II fieldwork experience can be developed into client-centered, meaningful, occupation-based outcomes through discussion with the Academic Fieldwork Coordinator
   - Develop and maintain online discussions that facilitate collaboration among USI OT students at various Level II sites throughout the United States

B. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.

   The AFWC:
- The AFWC at the USI MSOT program usually places students at two different facilities (one inpatient hospital and one "community or specialty facility" for 12 weeks each).
- If deemed necessary, the AFWC can assign a student to one facility for all 24 weeks of level 2 fieldwork provided that the facility can provide an inpatient hospital practice area AND a community or specialty practice area.
- A student will be in no more than three different settings for level 2 fieldwork.

Evaluating the Effectiveness of Supervision

Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).

The AFWC will:
• Orient students prior to leaving for Level II internships about the evaluation of the fieldwork experience
• Provide students with a formal evaluation tool for the fieldwork experience (Student Evaluation of the Site)
• Review student evaluations of the fieldwork experience to determine the effectiveness of supervision and the quality of fieldwork experiences
• Develop online education modules on selected aspects and topics of interest for supervising therapists
• Provide workshops to specific sites as invited and requested
• Annually review site objectives and collaborate with supervisors and facilities as needed to revise or develop new objectives
• Annually update the fieldwork educators web site: http://www.usi.edu/health/fieldwork/ot/index.asp
• Advise FWEs of the presence of the fieldwork educators' website
• Advise FWEs of any and all updates to the fieldwork educators' website

Protection of Consumers and Amount of Supervision

The USI MSOT program ensures that supervision provides protection of consumers and opportunities for appropriate role modeling of occupational therapy practice.
Initially, the USI MSOT student will receive supervision that will be direct and then decrease to less direct supervision as is appropriate for the setting, the severity of the client's condition, and the ability of the student.
The AFWC will:
• Encourage facilities and supervisors to develop week-by-week schedules to ensure that students will initially receive close supervision and decrease to less supervision in order for the student to develop entry-level skills by the end of the assigned Level II experience
• Act as a liaison between supervisors and students if conflict or performance difficulties arise
• Assist in developing specific, time-limited behavioral contracts for expectations of student performance when difficulties arise

Other Information

The first Level II Internship (OT 696 Professional Fieldwork I), consists of a minimum of 12 weeks on a full-time basis. When the student has completed the necessary requirements, he or she will receive a packet with Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE), student evaluation of the site, midterm evaluation sheet, certificate of professional liability insurance, etc. Students cannot enroll in OT 696 Professional Fieldwork I or OT 697 Professional Fieldwork II until they have successfully completed OT 695. Also, the student cannot start any (Level I, or II) clinical experience without official records of appropriate immunizations and other required medical information in addition to other documentation (e.g., CPR certification and competencies met for HIPAA and OSHA).

All attendance policies of the Occupational Therapy Program pertain to students enrolled in the course, OT 696 Professional Fieldwork I. Within the Level II fieldwork experience, students must make up any duration of time missed beyond one day including sick days. Students are not permitted to take vacation during Level II fieldwork; taking a vacation during Level II fieldwork will result in an F grade for the course, OT 696: Professional Fieldwork I.

Level II B Internship (OT 697 Professional Fieldwork II), consists of a minimum of 12 weeks of full-time status at the fieldwork facility. When the student has completed the necessary requirements, he or she will receive a packet with the Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE), student evaluation of the site, midterm evaluation sheet, envelope, and certificate of professional liability insurance. Students cannot begin the Level II fieldwork experience until they have successfully completed OT 695 and OT 696: Professional Fieldwork A. Also, the student cannot

start this clinical experience without updated official records of appropriate immunizations and other required medical information in addition to other documentation (e.g., CPR certification and competencies met for HIPAA and OSHA). All attendance policies of the Occupational Therapy Program pertain to students enrolled in the course, Students are not permitted to take vacation during Level II fieldwork; taking a vacation during Level II fieldwork will result in an F grade for the course.

Fieldwork Absences

During fieldwork experiences, attendance is mandatory for continuity of care. Excessive absences may result in an F grade in the clinical experience from the academic fieldwork coordinator at the University of Southern Indiana even if the facility's fieldwork educator passes the student. For Level II Fieldwork students are required to complete a minimum of 60 days AND 480 hours.

Clinical Locations

Because the Occupational Therapy Program has contracts with many renown model fieldwork sites, some students will leave the Evansville area for some and/or all Level I and Level II Fieldwork experiences. The Occupational Therapy Program uses a lottery system to match students and their clinical sites. The final decision for each clinical experience placement is the discretion of the academic fieldwork coordinator.

Relation of Fieldwork Completion to Didactic Work

For full compliance with this Standard, all students in the Occupational Therapy Program at the University of Southern Indiana shall complete all fieldwork within a 24-month period following completion of academic didactic preparation.

Transportation

Students are required to provide their own transportation to and from any agency or institution included in curriculum requirements.

Housing

Clinical experiences (OT 695, OT 696, OT 697) are integral aspects of the educational program of the Occupational Therapy Program at the University of Southern Indiana. Students must make their own arrangements for and finance their housing needs. The financial assistance budget for occupational therapy majors has been adjusted to provide the additional funds required for clinical requirements.

Errors and Incidents During Fieldwork

It is the College policy that all incidents occurring during fieldwork experiences be reported for the purpose of generating and maintaining a record of such incidents. This information is considered confidential and is retained only for the period of time a student is enrolled in the Occupational Therapy Program. While on fieldwork experiences, students who participate in or observe an incident involving students must take responsibility for notifying the appropriate persons. A student responsible for or a witness to an incident shall make out an agency incident report as appropriate.

Required Health Vaccinations and Forms for All OT Students

For Incoming Students

Due August 1 or sooner:

- Hepatitis B-series of three shots and a titer
- CPR Certification
- Physical Examination
- Influenza (due October 10)

- Tdap
- Varicella
- MMR
- Two-Step TB
- Medical History
- OSHA
- HIPAA
- Confidentiality Statement
- Workforce Member Review of HIPAA Policies
- Health Insurance
- AOTA Membership
- Agreement to Submit Medical Information
- Fieldwork Permission Form
- Consent Form
- Drug Test

- Background Check

For 2nd Year Students

Due September 10 or sooner (as part of grade for OT course):

- Influenza (Due October 10)
- Two-Step TB
- HIPAA Score
- Drug Test
- Background Check
- Updated Proof of Health Insurance
- CPR

Academic Rights and Appeal Policies

The *University of Southern Indiana Bulletin* is published biannually. The student is responsible for reading and understanding the contents. Students are specifically requested to read the following areas:

1. Academic rights and responsibilities.
2. Freedom of inquiry and expression.
3. Policy and procedure for academic and nonacademic student discipline.
4. Policy regarding cheating and plagiarism.

Academic Integrity Policy

ACADEMIC INTEGRITY POLICIES AND PROCEDURES

3.1 Purpose

The University of Southern Indiana is an engaged learning community advancing education and knowledge, enhancing civic and cultural awareness, and fostering partnerships through comprehensive outreach programs. The campus is dedicated to a culture of civility among students, faculty, and staff. Academic integrity is vital to the campus mission and culture. The academic integrity statement serves

as an educational tool, defining academic integrity, violations of academic integrity, outlining sanctions for violations and administration of academic integrity policy.

Academic Integrity:

✦ Demonstrates respect for all students' right to a safe, quality learning environment

✦ Does not interfere with others' educational goals

✦ Promotes professional and ethical behaviors of all majors

✦ Appropriately cites other ideas, writings, and/or work

✦ Prohibits unapproved assistance with all academic endeavors which includes but is not limited to tests, writing, research, analysis, interpretation

Academic Integrity ensures:

✦ Fairness to students

✦ All students have the same opportunities

✦ Everyone receives appropriate credit for their work

✦ Academic honor

✦ A culture of civility

Failure to uphold academic integrity:

✦ Diminishes degree value

✦ Threatens the credibility of the institution and students

The benchmarks of any great university are high academic standards and academic integrity. Academic integrity is the hallmark of truth and honesty in an engaged university community. Students have the right and responsibility to pursue their educational goals with academic integrity. All members of the university are accountable for their actions in maintaining high standards of academic integrity. Students are responsible for completing academic requirements without action and/or material that violate academic integrity.

3.2 Violations of Academic Integrity

3.2.1 Cheating
Cheating is intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

Examples of cheating include, but are not limited to:

✦ Using external assistance during any examination unless the instructor has specifically authorized such assistance. Examples of external assistance include but are not limited to: books, calculators, notes, formula lists, cues on a computer, photographs, cell phones, symbolic representation, and electronic devices.

✦ Copying from another student's work. Examples include, but are not limited to: a test, paper, project, product, performance, or electronic document of file.

- Completing assignments for someone or having someone complete an assignment for them
- Taking a test for someone
- Having someone take a test for them
- Submitting the same academic work more than once without permission from all instructors who may be involved.
- Obtaining a copy of an examination from an unauthorized source
- Submitting another's works as their own, using commercial term-paper companies, and/ or past papers

3.2.2 Interference

Interference is behavior that detracts from a safe, quality learning environment of others educational goals.

Examples of interference include, but are not limited to:

- Disruptive classroom behavior
- Disrespectful classroom behavior
- *Failure to comply with instructor instructions*

3.2.3 Fabrication

Fabrication is creating something for the purpose of deception.

Examples of fabrication include, but are not limited to:

- Creating false citations
- Falsifying research, lab, clinical activities, data, or source material

3.2.4 Plagiarism

Plagiarism is using the work and/or ideas of another person as if it is your own.

Examples of plagiarism include, but are not limited to:

- Quoting another person's actual work without appropriate citation
- Using another person's ideas, opinion, or theory without appropriate acknowledgement
- Using facts, statistics, or other illustrative material without appropriate citation

3.2.5 Academic Sabotage

Academic sabotage is intentional impediment of others academic progress.

Examples of academic sabotage include, but are not limited to:

- Destroying another's work
- Impeding another from completing their work

- Removing books, papers, journals and/or electronic devices from a student or the University

- Changing another student's data, papers, results, and/or assignments ✦ Defacing resources

3.2.6 Facilitating Academic Dishonesty

Facilitating academic dishonesty is intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

Examples of facilitating academic dishonesty include, but are not limited to:

- Allowing another to copy assignments, papers, examination answers, lab results
- Providing copies of unauthorized examinations
- Providing copies of papers, examinations, lab results
- Developing methods for exchanging information during an examination

3.2.7 Violation of research or professional ethics

Violations in this category include professional ethical codes, University code of conduct, ethical research protocol and/or any professional standard communication by a professor or program.

Examples of violations of research or professional ethics and/ or standards include, but are not limited to:

- Violation of professional ethical codes of behavior or professional standards
- Conducting research without completing University procedures
- Violation of HIPAA
- Misuse of funding
- Misuse of positions, such as teaching assistant, graduate assistant, or student worker

3.2.8 Violations Involving Potentially Criminal Activity

Violations in this category include actions such as theft, fraud, forgery, and/or distribution of unauthorized materials.

Examples of violations include, but are not limited to:

- Stealing material, including electronic files
- Forging any University documents such as grade change forms
- Falsifying transcripts or grades
- Selling stolen materials
- Violating state and federal regulations governing a profession

3.2.9 Repeated Academic Integrity Violations

Students found responsible of multiple Academic Integrity related violations may be referred to the appropriate College dean's office for further action. Being found responsible of multiple Academic Integrity violations may result in disciplinary probation, removal from the academic program, removal from the college, and/or expulsion from the University.

3.3 Student Rights and Due Process in the Academic Integrity Process

3.3.1 Violation of Policy

A student is considered to have violated the *Academic Integrity Policy* when the student:

✦ Admits to their responsibility for a violation; or

✦ Is found responsible for one or more provisions of the *Academic Policy.*

3.3.2 Informal Resolution

The first step of any resolution should be at the lowest unit level between the student and the faculty member involved or the appropriate administrator. The faculty member involved, or appropriate administrator should meet with the student to discuss the alleged violation. In the event an informal resolution is reached, the faculty will notify the appropriate college administrator (typically an associate or assistant dean) of the violation and the outcome and provide documentation. The college administrator will create an academic integrity conduct case file and send an official informal resolution letter to the student recapping the charge and the outcome. The student will have five (5) university business days after receipt of the letter to request a formal resolution if they do not agree with outcome of the informal resolution.

3.3.3 Formal Resolution

If the student and faculty member or administrator are not able to reach an informal resolution or if the student requests a formal resolution within five (5) University business days of the receipt of the letter, the faculty member or administrator should notify the appropriate college administrator (typically an associate or assistant dean) who will send a formal charge letter to the student.

3.3.4 Presentation of Information Relevant to the Complaint Resolution Process

Charged students and complainants will be given every reasonable opportunity to present their information, including questions and presentation of additional testimony, during the complaint resolution proceedings. Students have the right against self-incrimination.

3.3.5 Standard of Proof

The standard of proof will be "more likely than not" University policy has been violated. That proof need only show that the facts are more likely to be so than not so. Evidence, when considered and compared with that opposed to it, has more convincing force and produces in the hearing body's mind the belief that what is sought is more likely true than not true (Journal of College and University Law).

3.3.6 University Advisor

The student and the complainant each have the right to an advisor. The student's advisor must be a member of
the University community—student, faculty, administrator, staff, coach, recognized University affiliate, etc. The role of the advisor is to provide support and to assist in preparing for the hearing. Since the complaint resolution process is not a civil or criminal court hearing, the advisor's role is not that of an attorney representing you. This person may not address the hearing officer or hearing board or ask questions of any witnesses. For assistance in securing an advisor, contact the provost's office.

3.3.7 Witnesses

Witnesses, including the student accused of violating policy, are permitted in all complaint resolution proceedings. Witnesses may present information on behalf of the student or the complainant. It is the responsibility of the student or the complainant to secure their witnesses or witness statements. Witnesses may be questioned by the hearing administrator or hearing board members, by the complainant and by the student. Witness(es) will be asked to provide information concerning only the violation(s) being adjudicated. Since the complaint resolution process does not have the authority to subpoena, witness statements may be submitted in place of having witness(es) present during the hearing.

3.3.8 Academic Integrity Process Environment

All hearings are closed to the public. Only individuals involved in the situation may be present. Involved individuals may include:

- ✦ Hearing officer and/or hearing board members
- ✦ Student accused of violating University policy
- ✦ Advisor
- ✦ Complainant
- ✦ Witnesses*

* Witnesses will remain only for the duration of their own testimony.

3.4 Notification

Generally, within ten (10) working days of receipt of the complaint, the associate or assistant dean will notify the charged student. This notification will include:

- ✦ The nature of the alleged inappropriate behavior.
- ✦ The date, time, and place of the alleged inappropriate behavior.
- ✦ The source of the complaint.
- ✦ A summary of information to be presented.
- ✦ The date, time, and place of the hearing.
- ✦ A description of the preservation and the release of information from the conduct record; and ✦ A notice that a decision will be made in the student's absence if the student chooses not to appear at the hearing, and failure to appear will be considered in reaching a decision whether the behavior code has been violated.

3.5 Academic Integrity Resolution Procedures

3.5.1 Academic Integrity Authority

The provost's office is charged with the development and administration of the University of Southern Indiana academic integrity process. Under the supervision of the provost's office, the following individuals will be charged with the execution of academic integrity proceedings:

- ✦ Associate Provost for Academic Affairs
- ✦ Director of Graduate Studies
- ✦ Academic Deans

✦ Associate and Assistant Academic Deans

✦ Department Chairs

3.5.2 University Hearing Board
These individuals are appointed and trained by the dean of students to hear cases involving student conduct or academic integrity. When the University hearing board is convened, the dean of students/ associate provost of academic affairs or their designee will comprise the board by members of the University hearing board pool:

✦ Students residing in University housing

✦ Students who live off campus

✦ Undergraduate students

✦ Graduate students

✦ Undergraduate faculty members

✦ Graduate faculty members

✦ Administrative staff members

3.5.3 Academic Integrity Process
In cases involving potential dismissal from an academic program or suspension or expulsion from the University, the student may request a hearing before the University Hearing Board (see 3.5.2).

Most complaints are resolved via the administrative hearing process. An administrative hearing involves the student, the hearing officer (typically the department chair), and any other individuals necessary to determine whether the student is responsible for a violation of University policy. Advantages of an administrative hearing include a timelier resolution of the conflict and the involvement of fewer individuals.

An administrative hearing also may become necessary for those times when the full University hearing board is unable to meet. In such instances where the University hearing board would normally be convened, the associate provost for academic affairs or their designee will conduct the administrative hearing.

3.5.4 Administrative Hearing Process

✦ Students will meet with a department chair. Members of the University hearing board will not conduct administrative hearings.

✦ Student rights will be reviewed by the hearing officer with the student.

✦ Charges will be reviewed with the student. At this time, students can indicate whether they believe they are responsible for the policy violation(s) or not responsible for the policy violation(s).

✦ A student will be given the opportunity to present their version of events to the hearing officer and respond to any of the materials associated with the violation.

✦ The hearing officer may ask questions of the student and any witnesses.

✦ The hearing officer will deliberate over the information and will make every attempt to reach a decision within five (5) business days from the date of the meeting as to whether or not the student is responsible or not responsible for the violation(s).

✦ The student will be notified of the outcome in writing. Any sanctions associated with the outcome will be included in the written notification.

✦ The appeals process will be outlined and included in the notification of outcome.

3.5.5 University Hearing Board Procedures

✦ A student will meet with the University hearing board.

✦ Student rights will be reviewed by the hearing officer with the student. ✦ Charges will be reviewed with the student. At this time, the student can confirm whether he/she pleads responsible for the policy violation(s) or not responsible for the policy violation(s).

✦ The University representative bringing charges against the student will present their testimony to the University hearing board.

✦ The student will be given the opportunity to respond to the charges and to present materials associated with the violation.

✦ The University representative and accused student shall have the opportunity to present witnesses/witness statements to the University hearing board.

✦ The University representative and accused student may ask questions of the witnesses through the chair of the University hearing board.

✦ The University hearing board members may ask questions of the witnesses, the student, and the University representative.

✦ The University representative and accused student may summarize evidence and testimony through closing statements.

✦ The University hearing board will deliberate over the information and reach a decision generally within five (5) business days as to whether or not the student is responsible or not responsible for the violation(s). Decisions will be made by a majority vote of the University hearing board. ✦ Students will be notified of the outcome in writing by the chairperson of the board. Any sanctions associated with the outcome will be included in the written notification. Additionally, the appeals process will be outlined and included in this notification.

3.5.6 Conflict of Interest

No member of the hearing board or no hearing officer who has a conflicting interest in a particular case may conduct an academic integrity hearing for said situation. Hearing board members and hearing officers with conflicting interests must recuse themselves from the proceedings. Either the student or the complainant may challenge a member of the hearing board or a hearing officer in writing with the provost's office.

3.6 Findings

A hearing officer or the University hearing board will reach one of the following findings at the conclusion of the hearing:

✦ *Charges Dropped*: If the alleged conflicts prove to be unfounded, no action will be taken against the student. All written materials will be retained for a minimum of seven years and then destroyed.

✦ *Not Responsible:* The finding of the facts of the case found that it was NOT "more likely than not" that the student was responsible for the violation(s). No action will be taken against the student. All written materials pertaining to that charge will be retained for one year and then destroyed.

✦ *Responsible*: The finding of the facts of the case found that it was "more likely than not" that the student was responsible for the violation(s). Sanctions, restrictions, and/or stipulations can be imposed (see 3.7). All written materials will be retained for a minimum of seven years and then destroyed, except in the case of suspension or expulsion and/or at the discretion of the dean of students, which becomes a matter of permanent record.

3.7 Levels of Violations and Sanctions

A violation of academic integrity is a serious offense subject to sanction. The University of Southern Indiana classifies violations into three levels. Classification of violations depends upon several factors, such as premeditation/ planning, dishonest or malicious intent, first- time violation/ multiple violations, the academic experience, and the assignment. The classification of violations examines offenses in the context of the situation, facts, and evidence. Therefore, academic integrity violations committed by graduate students often are more severely penalized than the same violation committed by an inexperienced undergraduate student. Violation of academic integrity, even a first offense, places the student in jeopardy of the most severe form of sanction – expulsion from the University.

Severity of Offense	Examples	Possible Sanctions
Level I	• Small portion of work not cited • Unauthorized assistance/collaboration on assignments • Disruptive classroom behaviors *First violation*	• Failing the assignment • Educational activity • Rewriting the assignment for partial credit • Removal from the class

Level		Sanctions
Level II	• Plagiarism • Using unauthorized devices or material on exams • Facilitating dishonesty *Multiple violations*	• Failing the assignment • Failing the class • Dismissal from the program • Probation
Level III	• Falsifying data • Violating research and/or professional ethics or standards • Criminal activities • Destroying or obstructing another student's work *Multiple violations*	• Dismissal from the program • Academic probation • Expulsion from the institution

3.8 Appeals

Students found responsible for a violation of the *Academic Integrity Policy* may appeal. An appeal from any decision, either administrative hearing or University hearing board, must be made in writing within two (2) business days following the date the hearing record notification is assigned and notice is received by the student. The *University Disciplinary Appeal Form* can be found at https://www.usi.edu/media/5519768/appeals-process-pdf.pdf

3.8.1 Format of Appeal

An appeal shall be written and contain the student's name, the date of the decision or action, and the reason(s) for the appeal. The appeal letter must specify in detail one or more of the following bases for appeal:

✦ Student's rights were violated as a result of failure of due process (specify right believed to have been violated),

✦ Decision is arbitrary (no basis in University policy for decision) or capricious manner (the finding is against the substantial weight of the evidence),

✦ Significant new evidence is available that could change the outcome, and/or ✦ The appropriateness of the sanction is inconsistent with University community standards.

3.8.2 Appellate

The dean of the College in which the alleged violation occurred will review appeals.

3.8.3 Appeal Process

The appellate officer will review the written letter of appeal from the student and determine if one of the bases for appeal is present. If it is, a consideration of the appeal will be granted. The appellate officer shall review:

- ✦ The response from the hearing officer/body.
- ✦ Materials presented at the original hearing, and if available the recorded transcript of the hearing.

Appeals shall be decided upon the record of the original proceedings and upon the written briefs submitted by
the parties. Decisions of the hearing bodies will be given great deference by the appellate decision maker. After reviewing these materials, the appellate officer may decide to do one of the following:

- ✦ Affirm the finding and the sanction imposed.

- ✦ If specified errors occurred, remand to the original decision makers to reverse the error, change the procedures, consider new evidence that could not have been discovered by a properly diligent accused before or during the original hearing, substitute new adjudicators, or otherwise repair the grounds that gave rise to the appeal.

- ✦ Affirm the finding and reduce, but not eliminate or increase the sanction if found to be grossly disproportionate to the offense.

- ✦ Cases may only be dismissed if the finding is held to be arbitrary and capricious.

A crucial point in the appeals process is the shifting of the burden of proof. At the initial hearing, the burden of proof lies with the complainant. Once there is a finding of responsibility, the burden shifts to the petitioner. The decision on the appeal will generally be made within ten (10) business days of receipt of the appeal but may take longer during University recesses or in the event of complex cases.

3.8.4 Provost Review

If the dean upholds the original decision, the Appellant may request that the dean's decision be reviewed by the provost or their designee if the outcome is dismissal from an academic program or suspension or expulsion from the University. Persons wishing to pursue this review must submit a request in writing to the provost's Office within ten (10) business days after the date of receiving written notice of the dean's appeal decision. Upon receipt of this written request from the appellant, the provost's office will request the complete file of the complaint and the dean's appeal evaluation.

The provost or their designee will review all documentation and evidence that was used in support of both the original complaint outcome and the appeal decision. The provost or their designee will have the option to uphold the prior decision all or in part, to overturn and reverse the decision all or in part, or to refer all or part back to the department chair with recommendations for further action. Within ten (10) business days after receiving the request for review, the provost or their designee will notify the student of the outcome.

Family Educational Rights and Privacy Act (FERPA)

The University of Southern Indiana College of Nursing and Health Professions adhere to standards set forth in the
Family Educational Rights and Privacy Act (FERPA) of 1974. A copy of the Act is available at <http://www.clhe.org/3a2-1.htm>. According to Section 99.5 of FERPA, "when a student becomes an eligible student, the rights accorded to, and consent required of, parents under this part

transfer from the parents to the student" [Authority: 20 U.S.C. 1232g (d)]. "Eligible student," according to Section 99.3, "means a student who has reached 18 years of age or is attending an institution of postsecondary education" [Authority: 20 U.S.C. 1232g (d)]. Personal information about students or graduates of the University of Southern Indiana College of Nursing and Health Professions is protected under the tenets of FERPA. Therefore, Occupational Therapy Program faculty and staff will not provide information to parent(s) or guardian(s) of a student unless:

1. The student's written consent to release information to his or her parent(s) or guardian(s) is on file in the Occupational Therapy Program office
2. The student is present with his or her parent(s) or guardian(s) during a meeting or on another phone extension or conference call speaker system for a telephone call.

For additional information, please contact the University of Southern Indiana College of Nursing and Health Professions office for specifics. Please contact the Occupational Therapy Program office for further information about forms available for students to provide permission for the University of Southern Indiana College of Nursing and Health Professions to provide information to (e.g., employers and other educational institutions) or to allow personal information to be shared or to request review of their academic file.

Title IX Statement

USI does not tolerate acts of sexual misconduct, including sexual harassment and all forms of sexual violence. If you have experienced sexual misconduct, or know someone who has, you may seek help by contacting USI's Title IX Coordinator, Carrie Lynn, at 812-464-1703 or at cnlynn@usi.edu. It is important to know that federal regulations and University policy require faculty to promptly report incidences of potential sexual misconduct known to them to the Title IX Coordinator. The University will work with you to protect your privacy by sharing information with only those who need to know to ensure we can respond and assist. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with a counselor in the University Counseling Center by calling 812-464-1867. Find more information about sexual assault prevention and response, including campus and community resources.

Student Organizations and Participation

Students are encouraged to participate actively in class, Occupational Therapy Program, College of Nursing and
Health Professions, and University of Southern Indiana organizations. To serve as officers in class or Occupational Therapy Program organizations (including representatives to national or state organizations), students must be in good standing (i.e., if students are placed on probation of any kind including Course Deficiency Report, they must relinquish their offices and duties).

Class Organizations

Class officers (including President, Vice President, Secretary, and Treasurer) for each year's class will be elected in the first fall or spring semester. A notebook containing copies of the minutes and treasurer's reports will be kept by each class president and in the faculty advisor's office. The notebook will be available upon request to members of the class. All class projects must be approved by the Occupational Therapy Program director.

SOTA: Student Occupational Therapy Association

In the fall of 2005, the Student Occupational Therapy Association (SOTA) at the University of Southern Indiana was established in accordance with University of Southern Indiana rules and

regulations regarding student clubs, associations, etc. This group elect officers, and representatives (and alternates) to the following organizations: the Assembly of Student Delegates (ASD) (formerly American Student Committee of the Occupational Therapy Association [ASCOTA] of the American Occupational Therapy Association [AOTA]), the American Occupational Therapy Association (AOTA), and the Indiana Occupational Therapy Association (IOTA). A faculty member or the chair of Occupational Therapy Program is the faculty advisor to this group.

University of Southern Indiana Student Organizations

Occupational therapy students are encouraged to participate in the University of Southern Indiana Student Association and other organizations and activities. Information regarding student organizations is available in a manual in the Health Professions Center Learning Resource Center upon request. This manual contains current copies of all organization bylaws, outline for activities and projects, and various forms necessary to initiate any activity or projects.

Fundraising and Other College Activities

Student involvement in fundraising or any activities identified with the University of Southern Indiana Occupational Therapy Program must have the approval of the Dean of the College of Nursing and Health Professions. Students must ensure the activity they propose is not in conflict with the USI Foundation. Proposal and final project forms for fundraising and other College activities are available in the Learning Resource Center. A formal written plan must be submitted to the Dean's office 30 days prior to implementation of the plan. The proposal must be signed by the organization's faculty advisor before submission to the Dean. Upon completion of the project/activity a final report must be submitted. This information is maintained in a fundraising file to assist students in selecting future projects or activities.

Personal Safety on USI Campus

Security Website

The University of Southern Indiana Campus and Security website is available at http://www.usi.edu/security .It addresses environmental health and safety issues on campus. It is recommended that new students review the website.

# Emergency Procedures: Evacuation

Directions

1. All building evacuations will occur when an alarm sounds continuously and/or upon notification by the University Security Department and/or the Building Coordinator.
2. Be aware of all the marked exits from your area and building. Know the routes from your work area.
3. In case of an emergency or if directed to do so by Security (or the Building Coordinator), activate the building alarms system. THIS ALARM ALSO SOUNDS IN THE PHYSICAL PLANT CONTROL ROOM. The dispatcher in the Physical Plant will immediately call the Fire Department and Security.
4. When the building evacuation alarms are sounded or when told to leave by Security or the Building Coordinator, walk quickly to the nearest marked exit and ask others to do the same.

5. ASSIST THE HANDICAPPED IN EXITING THE BUILDING. Remember that the elevators are reserved for handicapped persons. DO NOT USE ELEVATORS IN CASE OF FIRE, BOMB THREAT, OR EARTHQUAKE. Do not panic. Remain calm.
6. Once outside, move to an assigned clear area that is at least 500 feet away from the affected building(s). Keep streets and walkways clear for emergency vehicles and personnel. Stay with your group in assigned area and await further instructions.
7. If requested, assist the Security Officer, the Emergency Response Team, or the Building Coordinator.
8. In the event of a declared emergency, a University Command Center will be established; in addition, an On-Site Command Post may be established near the emergency site. Keep clear of the On-Site Command Post unless you have important information to report.
9. DO NOT RETURN TO AN EVACUATED BUILDING unless directed to do so by Security.

Evacuation from Evansville, IN

The city of Evansville may call for an evacuation of the City under either a precautionary basis or due to a disaster.

In case of an emergency the evacuation routes are the same as the snow routes used during major snow storms. See City of Evansville Snow Routes diagram below for specific snow routes.
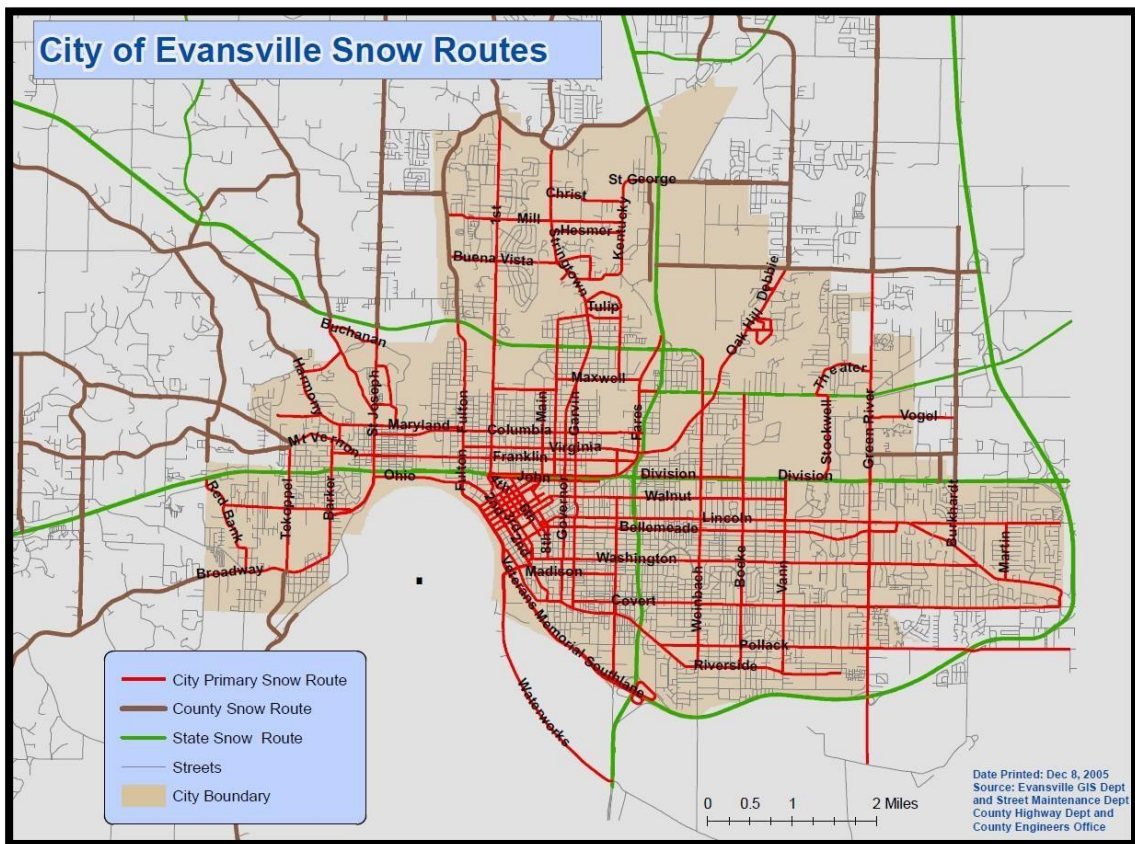
CNHP Handbook

All students and faculty are expected to abide by the policies found in the CNHP Handbook. The handbook is located on the CNHP website listed under "About the College."

Release for the Use of Student Work

The following release is being requested of _____, for the purpose of utilizing the work titled _____, produced during OT_____. The use of this work is being requested by_____ for the reasons listed below;

By signing this release, you are agreeing to the use and purpose of the work outlined above.

Signed in agreement on _____, 20_____.

_____   _____
       MSOT Student   MSOT Faculty Member

This Handbook is subject to change. You will be notified when a change occurs. The most current version of the   Handbook   will   be   available   on   the   program's   website: http://www.usi.edu/health/occupationaltherapy/studenthandbook/.