Occupational Therapy Program
MSOT 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 USI OT Program was created and continues to be delivered upon the following philosophical foundation. 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 (American Occupational Therapy Association, 2017).

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 across the lifespan. 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 occupation-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 (American Occupational Therapy Association, 2018). 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.

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Curriculum

Professional Coursework:

First Year

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

Spring Semester		**19**
OT 663	Occupation Centered Practice	4
OT 641	Occupational Therapy Research	3
OT 643	Occupational Considerations of Activities of Daily Living	4
OT 657	Specialized Evaluation Strategies	4
OT 671	Occupational Therapy Leadership	4

Summer Semester		**7**
OT 651	Professional Trends/ Emerging Practice	3
OT 637	Occupational Interventions/Evidence Based Practice	4

Second Year

Fall Semester		**18**
OT 633	Physical Disabilities/Orthopedics in Occupational Therapy	4
OT 662	Professional Issues	4
OT 683	Advanced Occupational Therapy Research Strategies	3
OT 695	Professional Practicum Seminar A, B, C	3
OT 699	Occupational Therapy Synthesis	4

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

The emphasis of this course is the development of professional level skills in the areas of listening, speaking, reading, and writing in regard to occupational therapy practice. This course includes skills such as interviewing, group interaction, documentation to ensure accountability, critical reading of research and scholarly papers, and public speaking. Additionally, students learn the history and philosophical base of occupational therapy practice as well as ethical aspects of practice.

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/Orthopedics in Occupational Therapy

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 provide an introduction to 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 Strategies
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: Occupational Therapy 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 Occupational Therapy Research Strategies
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.

OT 695: Professional Practicum Seminar A, B, C
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 three 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 (Core 39) 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 (Core 39) 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 such as a research project or innovative scholarly project, this course also emphasizes professional reflection on the process aspect.

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 and Physiology 1
- BIOL 122: Anatomy and Physiology 2
- 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 or EXSC 391: Kinesiology
- HP 302: Biostatistics, or PSY 353: (USI PSY majors PSY 303 prereq), or STAT 241: Principles of Statistics

MSOT 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

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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*
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Although the occupational therapy profession has an abundance of theoretical approaches, the OT Program at USI emphasizes an occupation-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 occupation-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, occupation-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 community needs.

Curriculum Strands: Weaving the Fabric of the USI MSOT Curriculum

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, 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/Orthopedics in Occupational Therapy
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 occupation-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 Strategies
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 occupation-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 occupation-centered practice. 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: Occupational Therapy 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 Occupational Therapy Research Strategies
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, C
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 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. 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 AOTA 2020 Occupational Therapy Code of Ethics 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.

Cognitive/Critical Thinking Skills

- Collect, measure, calculate, analyze, interpret, and apply information
- Exercise good judgment in a variety of settings
- Ability to set priorities and manage time effectively

Interpersonal and Behavioral Skills

- 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

Sensory Skills

- 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.

General Information

Student Support Services

The USI library and information resources are available to support the program and students. The University offers a variety of critical student services (financial aid, registrar, graduate studies, library, counseling and assistance, multi-cultural center, disability resources, wellness center, and career services and internships) to every student. Students receive information about these services when they complete the mandatory orientation to the University. Both a Financial Care and University CARE teams are available to students. The goal of the Financial Care Team is to assist students who find themselves in unexpected financial distress. The team will thoroughly assess each situation and direct the student to the appropriate resources on campus for assistance with payment options, employment opportunities, housing, personal budgeting skills, or financial resources. The University's CARE Team is a cross-functional assessment group, chaired by the Dean of Students, that responds to students in apparent/potential distress. C.A.R.E. stands for Campus Action Response and Engagement (CARE) of students in distress. The CARE team works collaboratively to provide confidential, respectful, and proactive support while offering resources and balancing the educational needs of students within the overall mission of the University. Students also have access to CAPS (USI Counseling and Psychological Services) to address a variety of needs including adjusting to college life, depression/anxiety, body-image concerns, trauma, or anything else the student may need services for with both virtual and in-person options. The OT program is committed to student success and works with USI Disability Resources Office, the USI ADA Accessibility Coordinator, and the USI Institutional Equity Office to ensure each student's individual academic accommodations are met. An additional valued USI resource is the Multicultural Center (MCC), which was established to enhance the personal and academic success of students.

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 notify Occupational Therapy Program support staff of any changes.

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.

Advising

Every student enrolled in the OT Program is assigned an advisor, who is a MSOT faculty member. The administrative assistant will notify you of your advisor each August prior to the start of the fall semester. You will have the same advisor for the entire academic year. Advisors will meet formally at least once a semester and informally with you as often as needed. Students and advisors will complete the required program advising paperwork each semester addressing academic progress, professionalism, and academic standing. All advising paperwork will be stored in the student's locked storage area.

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. Students are also required to obtain a Stone Center for Family Science Access Card. Arrangements for Eagle Access Cards and Stone Center Access Cards can be made in the University Center. The purchase of each card is associated with a fee.

Car and Parking Policies

Residents of campus housing are required to fulfill USI parking regulations. Complementary parking is available at/around the Stone Family Center. Students will receive parking access cards the first week of class. Students are responsible for transportation to all educational activities off campus.

Tobacco-Free Policy

The University of Southern Indiana prohibits the use of all tobacco products including cigarettes; pipes; cigars; smokeless tobacco including snuff, chewing tobacco, smokeless pouches, loose-leaf tobacco; and all electronic vaping devices on University-owned, operated or leased property and vehicles (see student housing exception below). The use of all above mentioned products is permitted only inside personal vehicles. The use of all previously mentioned tobacco products and electronic vaping devices is prohibited inside all student housing facilities. This includes residence halls, apartments, common areas, balconies, building entries, student rooms and the Community Center. The use of all tobacco products and electronic vaping devices is only permitted outdoors within student housing areas, per Vanderburgh County ordinance, at least 10 feet outside any enclosed area where smoking is prohibited to ensure that tobacco smoke does not enter any such enclosed area through entrances, windows, ventilation systems, or any other means. USI's Tobacco-Free Policy: https://www.usi.edu/rfw/alcohol-drug-prevention-and-intervention/tobacco-cessation.

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/institutional-analytics/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

Maintaining health insurance throughout the duration of the OT Program is required. Most clinical sites require that students provide evidence of health insurance coverage. You must provide a copy of your health insurance to 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 the Indiana Occupational Therapy 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 continuing education programs and begin to develop important relationships with practicing members of the local community.

Email Accounts: eagles.usi.edu

Upon admission to USI, e-mail addresses are automatically assigned to all students. The University routinely uses this USI email account for both formal and informal communications with students. During the duration of your USI OT Program you are required to use your USI account for correspondence with faculty and clinical sites.

Technology Requirement:

The USI OT Program requires technology both in the classroom and for online learning. System requirements are found here: https://www.usi.edu/online-learning/student-services

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 throughout the duration of the OT Program. 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.

Data Communications & Computer Use

All students are required to abide by USI data communications and computer use policies. See https://www.usi.edu/it/security/information-security-policy/data-communications-computer-use for more information.

Temporary Credentials

For students wishing to practice on a temporary license, the Occupational Therapy Program will assist students in obtaining temporary credentials. Upon request, a student will receive a letter after final grades are submitted to the registrar.

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). 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) taking the *Certification Examination for the Occupational Therapist Registered*® and (b) state credentialing such as licensure. If you have been convicted of a felony or being charged with a felony, you must contact your advisor immediately.

Health and Safety During Educational Experiences

The USI OT Program provides students various activities, equipment, and supplies to further the students' professional and technical development. Equipment, supplies, and/or activities may potentially 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, & Pertussis (T-dap): 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. Annual Flu vaccine

3. Annual Drug Test
4. Annual Background Check
5. Health Insurance
6. CPR (Basic Life Support for the Healthcare Provider): copy of new card is needed with each renewal period.

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

Disability Status

For on-campus courses: If you have a disability for which you may require academic accommodations for this class, please register with Disability Resources as soon as possible. Students who have 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 with Disability Resources at Science Center Rm. 2206, 812-464-1961. 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. However, if you will be in an internship, field, clinical, student teaching, or other off-campus setting this semester please note that approved academic accommodations may not apply. Please contact Disability Resources as soon as possible to discuss accommodations needed for access while in this setting.

For online learning courses:
If you have a disability for which you may require academic accommodations for this class, please contact Disability Resources at 812-464-1961 or email Disability Communications at usi1disres@usi.edu as soon as possible. Students who are approved for accommodations by Disability Resources should request their accommodation letter be emailed to them to forward to their online instructors. Due to the nature of online courses some accommodations approved for on campus courses may not apply. Please discuss this with Disability Resources to clarify as needed. Students who receive an accommodation letter from Disability Resources are encouraged to discuss the provisions of those accommodations with their professors before or during the first week of the semester. If you will be in an internship, field, clinical, student teaching, or other off-campus setting this semester please note that approved academic accommodations may not apply. Please contact Disability Resources as soon as possible to discuss accommodations needed for access while in this setting. For more information, please visit the Disability Resources website.

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. The student must provide to the Occupational Therapy Program and to pertinent clinical sites, copies of a physician's release 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.)

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 at https://www.usi.edu/health/about-the-college/handbook-for-college-of-nursing-and-health-professions.

Health Information Privacy Policies and Procedures

As a member of the University of Southern Indiana College of Nursing and Health Professions (CNHP) workforce you may have access to confidential personal health information. Members of the CNHP workforce include but are not limited to faculty, staff, students, and volunteers.

As a member of the CNHP workforce, you will likely have access to and use confidential information in any or all of the following categories:

- Client personal health information (such as charts and other paper and electronic records, demographic information, conversations, admission/discharge dates, names of attending healthcare providers, client financial information, etc.);
- Information pertaining to members of the CNHP workforce (such as health records, salaries, employment records, student records, disciplinary actions, etc.);
- University of Southern Indiana and CNHP information (such as financial and statistical records, strategic plans, internal reports, memos, contracts, peer review information, and communications); and
- Third-party information (such as insurance).

As a member of the CNHP workforce you shall:

- Only access, use, or disclose confidential personal health information as necessary to perform your job functions.
- Only access, use, and disclose confidential personal health information which you have authorization to access, use, and disclose as necessary to do your job.
- Not in any way access, use, divulge, copy, release, sell, loan, review, alter, or destroy any confidential personal health information except as properly and clearly authorized within the scope of your job and as in accordance with all applicable University of Southern Indiana and CNHP policies and procedures and with all applicable laws.
- Report to your supervisor and to the appropriate office any individual's or entity's activities that you suspect may compromise the confidentiality of confidential personal health information.

More information may be found at https://www.usi.edu/health/faculty-staff-resources/hipaa-module.

Zachary Law Compliance Policy

At the University of Southern Indiana, the Occupational Therapy Program complies 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 during the student's duration of time in the program. 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.

All information regarding the criminal history check will remain confidential. Each criminal background check shall be submitted in castleBranch.

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 facilities.

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 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

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. The refrigerator, microwave, and sink in the ADL Lab must always remain clean. 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 always respect and guard each patient's privacy and confidentiality.

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.

Charles E. Day Learning Resource Center: Main Campus

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.

Policies

- The Day Learning Resource Center is for the use of University of Southern Indiana Nursing and Health Professions students and faculty.
- Students using the Day LRC are required to sign in and out at the computer near the main entrance.
- Resource books, media, software, hardware, and clinical skills equipment may not be removed from the Day LRC without the express permission of an LRC employee.
- Use of the Day LRC facilities, media, and clinical equipment is on a first come first served basis. During peak hours of operation, students may be asked to observe a 2-hour time limit on their use of equipment and media.
- Eating and drinking are not permitted in the Day Learning Resource Center.
- The Day LRC has been designed to promote a learning environment for individual and small group study. Students are asked to maintain an atmosphere conducive to study. Headphones are available for use when viewing media in the learning carrels. The doors to the individual A/V study rooms and the Clinical Skills Lab should be kept closed when those rooms are in use.
- Report problems with equipment or media to the Day Learning Resource Center staff.
- All equipment, media, models, and supplies are to be returned to their proper place after use. Bed linens should be straightened and trash removed after use of the Clinical Skills Lab.

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

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. Students may sign-out as well as sign-in items in the Equipment Sign-out Notebook located in room 3058. 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.

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 of 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,

- 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.

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.

Alumni and Employer Surveys

An alumni survey will be sent every January (one-year post graduation) to our graduates regarding job placement and satisfaction with the program. An employer survey will be sent every January to employers of our graduates regarding their satisfaction on placement and performance of our graduates. The information collected and analyzed will be utilized in our program evaluation for meaningful analysis on the program's achievement of its goals and objectives.

Attendance, Preparation, and Assignments Policies

Attendance – Not negotiable

1. Objective: The primary objective of this protocol is to ensure consistent student attendance in classroom sessions, thereby maximizing learning opportunities and fostering an environment conducive to academic success.

2. Scope: This protocol applies to all students enrolled in USI OT courses where mandatory attendance is stipulated by the institution. It governs the process for monitoring attendance and managing exceptions.

3. Attendance Requirement:

a. Attendance in all scheduled classroom sessions is mandatory unless explicitly stated otherwise by the instructor.

b. Each student is allowed one excused absence for unforeseen circumstances or emergencies. The student is responsible for ensuring understanding of missed content. All assignments are still due as instructed.

4. Recording Attendance:
a. Instructors are responsible for accurately recording attendance for each classroom session.
b. Attendance records should be maintained in a secure and accessible format.
5. Notification of Absence:
a. Students are required to notify the instructor AND OT Program Chair in advance of any planned absences whenever possible.
b. In the event of an unforeseen absence, students must inform the instructor AND OT Program Chair as soon as reasonably practicable.
6. Excused Absences:
a. Excused absences may include but are not limited to: - Illness or injury (with appropriate documentation if required). - Family emergencies. - Religious observances. - University-sanctioned events. - Jury duty or military service.
b. The OT Program Attendance Committee reserve the right to determine the validity of excuses provided by students.
7. Requesting an Excused Absence:
a. Students requesting an excused absence should submit their request to the instructor AND OT Program Chair.
b. Requests should include a brief explanation of the reason for the absence and any supporting documentation if applicable.
8. Penalty for Unexcused Absences:
a. Students will receive a 6% grade deduction for each unexcused absence beyond their one allowed absence.
9. Appeals Process:
a. Students have the right to appeal decisions regarding attendance penalties or excused absence requests. To appeal, schedule a meeting with your advisor and OT Program Chair.
10. Review and Modification: This protocol shall be subject to periodic review and modification as necessary to ensure its effectiveness and alignment with the program's objectives and policies.
11. Implementation: This protocol shall be implemented at the beginning of each academic term and communicated to all students on the first day of class.
12. Conclusion: This protocol aims to strike a balance between the importance of regular attendance and the recognition of unforeseen circumstances that may necessitate occasional absences. By adhering to these guidelines, students and instructors can collaborate to create a supportive and productive learning environment.

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 as needed. Individual courses may have points associated with class preparation.

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. Failure to submit written assignments on time may result in the student being given an assignment grade deduction.

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. 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.

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 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

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. 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.

Students are expected to always demonstrate professional behavior, meaning that each student is individually responsible for his/her own actions, and must abide by the standards, procedures, policies, rules, and regulations as outlined by the program/clinical affiliates. While off campus and during fieldwork assignment, students represent the program, the college, and profession and are required to conduct themselves in a positive manner.

Infractions of professional behavior can include, but are not limited to: insubordination, falsification of any documents or statements, intoxication or abuse of prescription or nonprescription drugs, theft of any kind, malicious gossip, use of profane/vulgar language, failing or refusal to work/communicate with classmates or clinical personnel, displaying rude or discourteous behavior, violating HIPAA, gambling, inappropriate use of technological devices, excessive absenteeism, abandonment of clinical assignment, inattention or carelessness of fieldwork responsibilities and other misconduct as deemed by program administration or fieldwork affiliates.

Each fieldwork affiliate reserves the right to refuse a student admission or continued education at their facility resulting from a violation of the code of ethics, infractions of professional behavior, or other violations of program or fieldwork affiliate policies. Fieldwork affiliates also reserve the right to ask a student to leave their facility when patient safety is a concern.

Student Retention, 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. 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. Degree completion must not exceed four years from the date of initial acceptance into the MSOT program. MSOT degree completion must be done by end of summer term August 2028.

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. Students must complete Level II Fieldwork and experiential requirements within 24 months following completion of the didactic portion of the program. MSOT degree completion must be done by end of summer term August 2028.

Progression and Retention Requirements

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

1. General Information
    a. Only one course with a letter grade of C or C+ is allowed in the program. One letter grade of a C or C+ will result in a student being placed on academic probation.
    b. Students must achieve at least a grade of B (3.00) for all additional occupational therapy courses
    c. Achieve at least a 3.00 grade point average on a 4.0 scale each semester.
    d. Achieve at least a B on required competency-based skills checkoffs
    e. Demonstrate acceptable levels of maturity and integrity, as well as behaviors and attitudes normally expected of healthcare professionals.
2. Didactic Course Progression Information
    a. To begin taking courses:
        i. Admission to the MSOT Program
        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 CastleBranch requirements
    b. To enroll subsequent semester courses:
        i. Successful completion of previous semester courses.
        ii. Pass all competency testing required of previous semester courses.
        iii. Keep CastleBranch account current.

iv. Meet with OT academic advisor each semester to evaluate and monitor academic standing i.e. grades, overall GPA, and professional behaviors

3. Progression in Relation to Fieldwork
    a. If a student earns a letter grade of C or C+ in OT 696: Professional Fieldwork I or OT 697: 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.

Students who fail to meet the retention criteria may:

1. Be placed on probation for not meeting academic or professionalism requirements in the MSOT Program resulting in a Performance Improvement Plan, 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.

Probation

A student in the Occupational Therapy Program who does not meet academic or professionalism requirements, thus resulting in an initial instance of deficiency, may be placed on probation. The student will be notified by email 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 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 or professional deficiency, the student will be dismissed from the OT Program.

A student will be placed on academic probation if the student demonstrates academic deficiency in the following areas:

a. Receives one letter grade of a C or C+ in a course
b. Receives less than a 3.00 grade point average on a 4.0 scale
c. Demonstrate unacceptable levels of maturity and integrity, as well as behaviors and attitudes normally expected of healthcare professionals.

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. Two terms of academic deficiency.
4. Be dismissed from the Program, based on the judgment of the majority of the MSOT faculty i.e. professional behavioral concerns.
5. Earns a letter grade of F in a course within the OT curriculum.

Appeal to Student 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 dismiss, suspend, or remove the student from the occupational therapy major.
2. The Occupational Therapy Chair meets with the Assistant Dean of the College of Nursing and Health Professions to discuss the Occupational Therapy Chair's charges.
3. The Assistant Dean of the College of Nursing and Health Professions meets with the student to review the charges.
4. If the Assistant Dean concurs with the Occupational Therapy Chair, the student is 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.
4. If a student withdrawals from the program, they will be required to complete a new MSOT application.

Incomplete Grade

An "incomplete" grade at the close of an academic semester **must be approved by the Occupational Therapy Chair.** 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.

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.

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. If the issue is not 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. 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) at Compliments & Complaints – ACOTE (acoteonline.org).

To receive formal consideration, all complaints against a program subject to ACOTE accreditation must be submitted in writing to the ACOTE Chairperson, c/o the AOTA Accreditation Department. The complaint must be submitted as an attachment to an e-mail addressed to accred@aota.org and must include a signed complaint form, "Complaint Against a Program Subject to ACOTE Accreditation". The Accreditation department will acknowledge the complaint within one week of receipt of the complaint. A complaint against an educational program must:

a. Describes 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, including any evidence or documents that might substantiate the complaint;

b. Provide documentation that the complainant has followed the academic program's complaint or grievance policy and made reasonable efforts to resolve the complaint, or alternatively information that demonstrates such efforts would be unavailing; and

c. Be signed by the complainant. (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

The USI MSOT Program has a Fieldwork manual that outlines all fieldwork policies and procedures. This manual is found online here.

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 August 1 or sooner:

- 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.

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).

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

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.

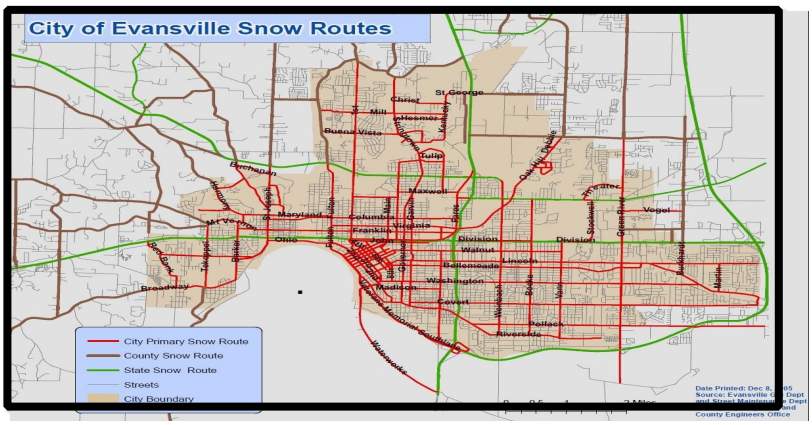
2. Be aware of all the marked exits from your area and building. Know the routes from your work area.
3. In case of an emergency or if directed to do so by Security (or the Building Coordinator), activate the building alarms system. THIS ALARM ALSO SOUNDS IN THE PHYSICAL PLANT CONTROL ROOM. The dispatcher 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.

Shelter-in-Place: In severe weather situations or other presented hazards, you may need to shelter in place, or within the building you are currently in.

- The emergency maps are shaded green designating shelter in place areas to go.
- If circumstances warrant, lock yourself and class inside the room, and barricade the doorway, if possible, for example a hallway disturbance or active shooter situation.
- Stay sheltered in place until directed otherwise by USI Public Safety or other University Official.
- The nearest shelter-in-place location for this classroom are the restrooms.

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