## STUDENT HANDBOOK TABLE OF CONTENTS

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Course Descriptions

References

Appendix A: Professional Behavior Policy and Procedure Form

Appendix B: Occupational Therapy Code of Ethics and Ethics Standards (2010)
Introduction and History of the Program

WELCOME to the Occupational Therapy Program! As an occupational therapy major you will be joining hundreds of students and graduates who have been admitted to and completed our professional program. The faculty and staff of the Department CONGRATULATE and WELCOME you.

The occupational therapy curriculum at Eastern Kentucky University was established in 1976 and is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). For further accreditation information, contact ACOTE at 4720 Montgomery Lane, Bethesda, MD 20814, (301) 652-2682, or www.aota.org.

Mission of EKU

For more than a decade, a mission statement approved by the Council on Postsecondary Education (formerly the Kentucky Council on Higher Education) has guided the University (see last section). During the planning process, this mission statement was refined to be more succinct and to better reflect our role for strategic planning purposes. We are not replacing the CPE mission statement, but rather, we developed a mission statement to appear in the context of the 2011-2015 University Strategic Plan. The revised mission statement is:

As a comprehensive public institution, Eastern Kentucky University prepares students to lead productive, responsible, and enriched lives. To accomplish this mission, the University emphasizes:

1. Student Success,
2. Regional Stewardship, and
3. Critical and Creative Thinking and Effective Communication.

Eastern Kentucky University (EKU) Occupational Therapy Curricula Framework

Vision of the Department of Occupational Therapy

Faculty and students of the Department of Occupational Therapy will achieve excellence in the study of occupation as a therapy and a science. We will be recognized for our engagement of individuals and communities in occupations to support participation in life.

Tag Line of the Department of Occupational Therapy

Learning to empower lives through occupation.

Mission of the Department of Occupational Therapy

The mission of the Department of Occupational Therapy is to provide students with an understanding of the essential links between occupational science and occupational therapy, to provide leadership that reaches international levels, and to help insure best-practice occupational therapy services to the citizens of the Commonwealth, through education, research, and service.

Philosophy of the Department of Occupational Therapy

Faculty members place occupation at the core of the curricular design. Occupations are activities...of everyday life, named, organized, and given value and meaning by individuals and
a culture. Occupation is everything people do to occupy themselves, including looking after themselves…enjoying life…and contributing to the social and economic fabric of their communities…(Law, Polatajko, Baptiste, & Townsend, 1997, p. 32; American Occupational Therapy Association, 2008a)

Occupations form identity for individuals and communities by meeting needs for being, belonging and becoming (Fidler, G., & Fidler, J., 1978; Kielhofner, 2002; Wilcock, 1998). Occupations are organized into patterns or the “elemental routines that occupy people” and enable them to adapt to environmental demands (Yerxa, 1998, p. 413). Each occupation has many dimensions including performance, psychological, social, symbolic, spiritual, contextual and temporal elements. Therefore, the loss of engagement in occupations has a negative impact on the health and well being of individuals and the community. Occupational therapy supports individuals’ engagement in meaningful everyday occupations within the context of their lives.

The Department of Occupational Therapy in assuring its congruence with current best practice has selected as its foundation the discipline of Occupational Science. Occupational Science is the study of occupation and humans as occupational beings who engage in evolving and personally meaningful repertoires of daily occupations over the lifespan (Clark et al., 1991). The philosophy of occupational therapy and its relationship to occupational science, as adopted by the faculty of the Department of Occupational Therapy at Eastern Kentucky University, is comprised of four interwoven tenets:

**Occupation is essential to individual, community and societal health and well being.**

Humans have a biological, psychological, social, cultural and environmental need to engage in occupation. The growing body of research evidence highlights that engagement in occupations contributes to health, well-being and life satisfaction (Christiansen & Townsend, 2010; Hasselkus, 2002). Occupation captures the breadth and meaning of “everyday life activity” (American Occupational Therapy Association, 2008a, p. 628) and “enables humans to develop as individuals and as members of society” (Townsend, 1997, p. 19).

**Humans construct and seek meaning within multiple contexts.**

Context refers to interrelated environments within and surrounding the individual that influence the construction of daily life (American Occupational Therapy Association, 2008a). Context includes the cultural, personal, physical, social, temporal and virtual environments. Humans use their repertoire of skills in order to respond to the demands of the context and organize their occupations around internalized roles that give purpose and meaning to their lives. Fulfillment of these occupational roles connects individuals to their culture and contributes to mastery, health and well-being. Participation in occupation within multiple contexts is the primary way humans construct and seek meaning.

**The cycle of adaptation and occupational performance is foundational for expression of well-being in multiple contexts.**

Humans interact with their environment by using occupations to make adaptive responses to occupational demands and changes (Yerxa, 1998). Adaptation is influenced by the individual’s beliefs and values and contexts in which her/his occupations occur. The ability to organize and engage in occupations facilitates the development of new skills that enable the achievement of valued goals within a personalized environment (Yerxa, 1998).
Occupational therapy is a dynamic force for preventing, remediating, and compensating for occupational performance dysfunction.

In every life, adaptation occurs. Sometimes the ability to adapt cannot be achieved by individuals or by the community and in those instances intervention is needed. Occupational therapists provide service to diverse individuals and communities (American Occupational Therapy Association, 2010). Each person is unique, has inherent worth and shares the same fundamental rights and opportunities (American Occupational Therapy Association, 2010). Occupational therapy is both an art and science that strives to improve occupational performance, promote adaptation, foster role competence, enhance quality of life and influence health and wellness through interventions designed to reduce occupational dysfunction (American Occupational Therapy Association, 2008a). Occupational therapists maximize occupational performance for individuals and the community by advocating for best practice within the context of social, cultural and political service delivery systems.

Content, Scope, and Sequence in the Occupational Science and Occupational Therapy Curricula

Content

Content is organized by the five curricular themes that flow from the beginning of the Bachelor of Science (B.S.) in occupational science through the Master of Science (M.S.) in occupational therapy. These themes are: occupation, reasoning, diversity, communication, and professional identity. By understanding occupation in typical, developing and diverse people, students are better prepared to apply occupation as the profession’s primary means and ends of intervention.

Key constructs and concepts describing aspects of occupation include: the construction of self, contexts of occupations, design of occupation, occupational engagement across the lifespan, conditions affecting occupational performance, and the anatomical and neurophysiological basis of occupation. Students learn to design and provide occupation-based interventions to improve occupational performance, health, and well-being of diverse persons and groups of all ages and populations including our historic commitment to individuals with disabilities.

The curricula are responsive to emerging social trends and reflect developing theory and evidence in occupational science and occupational therapy. The M.S. curriculum is organized around the occupational therapy process as it is similar and different in health care, education, and community systems. Courses in research and management contribute knowledge that spans systems and develops professional identity.

Scope

The depth and breadth of the curriculum are designed to develop a generalist occupational therapist with a strong foundation in human occupation and occupation-based practice. The understanding of occupation is broad and grounded in the discipline of occupational science. Students are educated in uses of occupation to provide occupation-based intervention for individuals and groups of all ages through in-depth exploration of the occupational therapy literature.

The scope covers the spectrum of entry-level practice competencies in health care, education, and community systems. Throughout the curriculum students are introduced to the role responsibilities of a clinician, educator, advocate, educator, researcher, manager, and consultant. Each semester, integrative seminars focus students’ personal and professional understanding of the curricular themes through a portfolio process. Opportunities to develop
specialized knowledge are offered through elective coursework, fieldwork experiences and inquiry team participation. The educational outcome is a competent entry-level occupational therapist prepared to assume the responsibility and direct the life-long learning necessary for dynamic engagement and best practice in the professional role.

**Sequence**

The sequence of the B.S. and M.S. curricula builds from comprehension of the complexity of occupation, to the foundations of occupation-based practice, with application of that knowledge in occupational therapy settings. Students’ understanding of occupation develops in the following sequence within the B.S. curriculum: self as an occupational being in context, meaning of occupation to diverse individuals, patterns of occupation at the population level, occupation across the lifespan, conditions and barriers constraining occupational potential, and design and adaptation of occupations to support health, wellness, and quality life. This immersion in occupation continues as students develop an understanding of occupation-based practice in the M.S. curriculum within the following sequence: foundations of occupation-based practice, systems within which occupation-based interventions differ, and application of that understanding within fieldwork experiences. Experiences in the community progress from observation and active learning to graded application in Level I and Level II fieldwork with community partners. Skills of scholarship are first developed in didactic work, as students become consumers of research. They become active participants in research and contributors to the research process through participation in a faculty-mentored inquiry team.

**Master of Science Curriculum Design**

The EKU Occupational Science and Occupational Therapy curriculum design is consistent with the mission of the Department and the Institution. Both mission statements emphasize instruction, research, and service. The model is illustrated in Figure 1.

![Figure 1](image-url)
The curriculum model is comprised of 4 pedagogical elements which include: (1) concepts and knowledge base, (2) active learning experiences, (3) integrative seminars and (4) authentic assessment and portfolio creation. This model guides the development and implementation of course content and student learning outcomes, curriculum theme sequence and program outcomes.

**Concepts and Knowledge Base.**

The curriculum assists students in developing the skills for reflective practice and continued competence by recognizing that concepts and knowledge are socially constructed and always evolving. Students are offered varied opportunities and contexts for dynamic learning, personal growth and intellectual development including design work, collaborative scholarship (i.e., inquiry teams), self-directed study and other active/reflective methods.

**Active Learning Experiences.**

Active learning experiences are in-context learning opportunities designed for discovery, application and integration of concepts and knowledge. These experiences occur in individual courses and integrative seminars. Students may serve as they learn through service learning opportunities in selected occupational science and occupational therapy courses. They engage in socially relevant scholarship and research in collaboration with fellow students, faculty coaches and other university and community partners.

**Integrative Seminars.**

Integrative seminars provide students, faculty and community partners with reflective discussions designed to tie the five curriculum themes of occupation, reasoning, diversity, communication and professional identity together and create holistic understanding (Mezirow, 1991; Schon, 1987). Participants bring to these conversations their life experience as well as their study and practice in occupational science and occupational therapy.

**Authentic Assessment and Portfolio Creation.**

Portfolio creation and other forms of authentic assessment contribute to self-discovery and foster the integration and synthesis of each student’s learning toward curriculum outcomes (Jarvinen & Kohonen, 1995). Authentic assessment is evident in coursework and an individual student portfolio development process. Students engage in productive tasks and disciplined inquiry to demonstrate outcomes with opportunities for self-reflection, self-assessment and public presentation (Cumming & Maxwell, 1999).

**Curriculum Theme Statements**

Occupation, communication, diversity, reasoning and professional identity reflect the profession’s core and the essential values, knowledge and skills of occupational therapists. These five themes provide the framework for student outcomes and illuminate all aspects of the curriculum model. Occupation is the core theme. The focus of occupation in the bachelor’s curriculum is the occupation of self and others; in the master’s curriculum the focus is occupation in therapy and research contexts. Student outcomes for the curricula express what students are expected to be able to do at graduation. The five themes are defined as follows.

**Occupation.**

An informed perspective on occupation is grounded in the emergence of occupational science as the unique knowledge base of the profession. Occupational science includes the study of the individualized and self-directed nature of occupational experience (Pierce, 2003), cultural repertoires of activities, typical patterns of occupation across the lifespan (Cronin & Mandich, 2005; Munier, Myers, & Pierce, 2008), the context of occupation (Blakeney &
Progression of student learning.

Undergraduate students begin to understand the human as an occupational being by learning concepts and skills such as therapeutic use of self (Price & Miner, 2007, 2009), how to analyze the factors in specific occupations (AOTA, 2008a), how to support health and wellness through occupation (Clark et al., 1997), and how context impacts occupation. Graduate students then learn how occupation is therapeutically applied in practice. The occupational therapy process, as reflected in best practice applications of occupation (Case-Smith & Clifford-O’Brien, 2010; Trombly Latham, 2008), requires graduate students to understand how occupation-based assessments and intervention are done (Clark, Jackson, & Carlson, 2004; Townsend & Wilcock, 2004; Whiteford, 2005; Wood, 1998), how the client-centered approach is used (Law, 1998), how to use occupational context to reach intervention goals, and how to function effectively in specialized areas of occupational therapy practice (Radomski & Trombly Latham, 2008). Applications of this understanding can be a dynamic force for graduate students to prevent, remediate, and compensate (Pendleton & Schultz-Krohn, 2006) for occupational dysfunction and for using strategies of grading, adapting, modifying and making life context changes to support engagement in occupation.

Reasoning.

Excellence in occupational science and occupational therapy requires reasoning to effectively meet the challenges presented in practice. Forneris (2004) defines four basic critical thinking attributes: reflective, context, dialog and time. These attributes are the essence of clinical reasoning, and reflect the mission of EKU and the Quality Enhancement Program (QEP) goal to develop informed, critical and creative thinkers who communicate effectively. The QEP was “initiated with the 2007 Southern Association of Colleges and Schools (SACS) re-accreditation process to develop informed, critical and creative thinkers who can communicate effectively. This is represented with the E to the fourth power (E⁴) to indicate four basic tenets of thinking critically: Explore, Evaluate, Expand, and Express” (Eastern Kentucky University, 2011a).

Progression of student learning.

Using the model presented by Torcivia and Gupta (2008), undergraduate students develop and build upon knowledge of multiple types of reasoning including: scientific (procedural), narrative, pragmatic and ethical. Creative reasoning is also emphasized. Undergraduate students have multiple opportunities to learn and practice critical thinking skills. They develop these skills as they interact with individuals, groups and populations using multiple types of reasoning. They also explore occupational science research questions through reasoning. Students use reflection as a primary method for learning reasoning skills. These reflection skills are demonstrated in a variety of active learning experiences presented throughout the program and in their formative and summative portfolios.

Equipped with the fundamental clinical reasoning skills, graduate students apply the clinical reasoning skills developed as undergraduates to develop their interactive reasoning skills through case studies in the classroom, Level I and Level II fieldwork and in some courses, service learning opportunities. Graduate students then incorporate intellectual standards to assess thinking and reasoning as recommended by the QEP. Students learn to reason in clinical situations with breadth and depth. They present significant findings with clarity and accuracy. Students reason from a theoretical perspective and structure their thinking to gather

Marshall, 2009; Robinson & Godbey, 2005; Rowles, 1991; Whiteford, 2004; Wicks & Whiteford, 2005) and occupational patterns in differing life conditions, such as age and disability (Christiansen & Townsend, 2010). Occupational science also supports the advancement of occupational justice to meet the health and well-being needs of populations (Wilcock, 2006). Occupation is both the means and ends of occupational therapy intervention (Cynkin & Robinson, 1990; Gray, 1998; Trombly, 1995).
information and provide interpretation and inference to influence occupational performance of clients.

Concurrent with the acquisition of fundamental reasoning skills, students use these skills to understand and then participate in the research process. All graduate students participate in either an inquiry team doing a group project or thesis requiring the use of their skills in reasoning and contribute to research or a thesis. Elements of thought to develop relevant research purposes and questions are emphasized. Application of a variety of research methods is included to investigate occupational science and occupational therapy research questions. Analysis and significance of findings and fairness to human subjects are considered carefully. Implications and consequences for clinical practice are interpreted. New knowledge is generated to improve service to clients and to provide evidence-based support for occupational therapy.

**Diversity.**

Diversity can include differences in “race, ethnicity, religion, socioeconomic status, gender, sexual orientation, and physical disabilities” (Eastern Kentucky University, 2011b, p. 7). Culture is considered to be a contextual factor in human function by the World Health Organization (2001). Diversity in the curriculum includes particular attention to Appalachia and the Commonwealth, as well as global and community health issues and the public policies affecting them (Keefe, 2005; Kronenberg et al., 2005; Williams, 2001). Understanding and appreciating diversity enhances respect, improves relationships with others, and facilitates good communication skills.

**Progression of student learning.**

Undergraduate students begin to learn about diversity in a person’s occupational self-concept and context as the beginning of their evolution toward cultural competency. This journey is supported through cultural self-exploration, cultural knowledge, cultural skill, and advocacy for diverse persons and groups (Black & Wells, 2007). Graduate students collaborate with diverse people and communities to identify, evaluate and act on issues related to culture and diversity. Graduate students also learn to create occupation-based intervention and provide holistic, high quality care with diverse persons and groups.

**Communication.**

Communication skills are essential to an occupational therapist’s potential to serve the needs of society, collaborate with other service providers, advocate on behalf of clients, and interact with clients of diverse cultural and language backgrounds. Communication is used to express occupational science and occupational therapy contributions to promoting the health and participation of “individuals, organizations, communities and populations” (AOTA, 2008b, p. 695). Knowledge of the unique language and concepts of occupational science and occupational therapy is essential and requires skills in both oral and written communication. A skilled communicator demonstrates effective verbal and nonverbal abilities such as “…speaking, body language, reading, writing, listening… for varied audiences and purposes” (Masin, 2006, p. 132). Skilled communication develops so that students can convey ideas clearly and effectively as they become effective advocates for clients and the occupational therapy profession. Emphasis on communication skills reinforces the institutional mission of the QEP initiative.

**Progression of student learning.**

Undergraduate students learn to collaborate with individuals, groups, other students, and professors to develop an optimum course of action in the pursuit of intellectual growth. They learn to logically present information orally and through preparation of literature reviews, papers, and formal reports, and to share knowledge through professional presentations and publications. At the graduate level, the ability to interpret and use both verbal and nonverbal communication as a part of professional growth and development is emphasized. Meaningful
communication of listening and empathy are viewed as essential abilities for the fully present listener who is able to establish rapport and facilitate client-centered interactions (Froelich, 2010).

Communication skills progress on a continuum from the personal perspective at the undergraduate level, to the more complex interaction expected of professionals in health care and community environments. Inherent in these complex interactions is the graduate students' efficient application of data gathering skills based on interviews and observations used to obtain information about clients and groups. Since the documentation process is seen as an important aspect of professional communication (MacRae & Croninger, 2010), graduate students learn documentation skills related to various practice settings and become acquainted with written communication expectations developed by associations and regulatory bodies.

**Professional Identity.**

Basic and essential professional behavior includes, but is not limited to: demonstrating personal responsibility and accountability, dependability, promptness, membership in student and professional organizations, integrity, cooperation, commitment to learning, self-regulation, effective use of time and resources, dedication to high standards of excellence, and projecting a professional image (Kasar, 2000; McCormack, Jaffe, & Goodman-Lavey, 2003; Randolph, 2003). In addition, professionals act ethically and morally, with honesty, empathy, compassion, and continuous regard for all. Occupational therapists must be prepared to skillfully negotiate multiple systems and to assume within these systems a variety of professional roles, including: continually competent practitioner with a strong occupational therapy identity, life-long learner, collaborator with clients, occupational therapy assistants (Sands, 2003), and other professionals, leader, entrepreneur, educator, manager, strategic planner, program designer and evaluator, consultant, researcher, grant-writer, advocate, ally in the shaping of policy and service, and interdisciplinary team member.

**Progression of student learning.**

Students engage in an ongoing process of learning professional behavior, roles, and values in order to establish a professional identity (Schell, Crepeau, & Cohn, 2003). Undergraduate students learn, demonstrate, and reflect on basic professional behavior appropriate to the occupational science educational setting. Graduate students progress to advanced learning, projecting, and evaluating the behavior, roles, and values essential to a practicing occupational therapist (Fidler, 1996). A graduate student with a strong occupational therapy professional identity demonstrates actions based on the profession’s code of ethics that reflect the profession’s values, principles, and beliefs, and is able to articulate the unique history, attributes, and constructs of occupational therapy that separate this discipline from others.

**Occupational Therapy Program Outcomes**

The curriculum model is designed to provide opportunities for students to achieve program outcomes. The portfolio and other measures of authentic assessment are the primary means for evaluating student learning and program outcomes. See Tables 1 & 2.
<table>
<thead>
<tr>
<th>Occupation</th>
<th>1. Apply knowledge of occupational science to understand yourself and others as occupational beings to promote health and wellness</th>
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<tr>
<td></td>
<td>2. Analyze the dynamics of context and occupation across the lifespan</td>
</tr>
<tr>
<td>Reasoning</td>
<td>3. Demonstrate the use of varied types of reasoning required of health professionals.</td>
</tr>
<tr>
<td></td>
<td>4. Understand the purpose and demonstrate methods of scholarly inquiry</td>
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<tr>
<td>Diversity</td>
<td>5. Explore your dimensions of diversity</td>
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<td></td>
<td>6. Understand how diversity influences occupational opportunity and participation of persons, populations and organizations.</td>
</tr>
<tr>
<td>Communication</td>
<td>7. Communicate using the ideas and language of occupational science</td>
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<tr>
<td></td>
<td>8. Demonstrate observation and interview skills</td>
</tr>
<tr>
<td>Professional Identity</td>
<td>9. Demonstrate knowledge of societal health concerns and approaches</td>
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<tr>
<td></td>
<td>10. Evaluate your actions as a student, advocate, educator, leader and researcher</td>
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## Table 2

### Master of Science in Occupational Therapy Program Outcomes

<table>
<thead>
<tr>
<th>Theme</th>
<th>Expectations on entry</th>
<th>Instructional Outcomes</th>
<th>Level II Fieldwork Outcomes</th>
<th>Graduation Outcomes</th>
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<tr>
<td><strong>Occupation</strong></td>
<td>Apply knowledge of occupational science to understand yourself and others as occupational beings to promote health and wellness. Analyze the dynamics of context and occupation across the life span.</td>
<td>Analyze occupational performance based on occupational profiles reflecting the diversities of persons across the life span and continuum of care. Plan occupation-based intervention by acquiring, analyzing, and synthesizing knowledge from assessments. Implement and review interventions to engage persons in their valued occupations and promote health and wellness. Adapt context during assessment and intervention to support occupational performance within lived environments. Use outcome measures throughout the OT process as they relate to supporting health and participation in life through engagement in occupation.</td>
<td>Demonstrate entry-level practice competency in the occupational therapy process.</td>
<td>Design, provide and analyze evidence-based occupational therapy services that support health and participation in life through engagement in occupation.</td>
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<tr>
<td>Reasoning</td>
<td>Demonstrate the use of varied types of reasoning required of health professionals.</td>
<td>Articulate a clear and logical rationale for the assessment and intervention process.</td>
<td>Demonstrate entry-level practice competency in the occupational therapy process.</td>
<td>Contribute to occupational therapy practice, education and research through the ethical application of reasoning abilities.</td>
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<tr>
<td>Understanding the purpose and demonstrate methods of scholarly inquiry.</td>
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<td>Use evidence to support assessment and intervention decisions.</td>
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<td>Contribute to knowledge relevant to the profession of occupational therapy by developing skills of scholarly inquiry.</td>
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<tr>
<td>Diversity</td>
<td>Explore your dimensions of diversity.</td>
<td>Describe political processes and products that affect occupational therapy.</td>
<td>Demonstrate entry-level practice competency in the occupational therapy process.</td>
<td>Collaborate with others to promote the health and well-being of diverse persons, populations and organizations.</td>
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<td>Understand how diversity influences occupational opportunity and participation of persons, populations and organizations.</td>
<td>Conduct appropriate assessments to determine the occupation-based needs of persons, populations and organizations.</td>
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<tr>
<td>Communication</td>
<td>Communicate using the ideas and language of occupational science.</td>
<td>Express and justify occupational therapy’s unique value to diverse populations.</td>
<td>Demonstrate entry-level practice competency in the occupational therapy process.</td>
<td>Collaborate with diverse persons, populations and organizations to promote health and wellness.</td>
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<td></td>
<td>Demonstrate observation and interview skills.</td>
<td>Interact with diverse persons, populations and organizations demonstrating collaborative relationships.</td>
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<tr>
<td><strong>Professional Identity</strong></td>
<td><strong>Demonstrate knowledge of societal health concerns and approaches.</strong></td>
<td><strong>Articulate the values, beliefs and principles of occupational therapy.</strong></td>
<td><strong>Demonstrate entry-level practice competency in the occupational therapy process.</strong></td>
<td><strong>Reflect the profession’s values, principles and beliefs in carrying out professional requirements and responsibilities.</strong></td>
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<td>Evaluate your actions as student, advocate, educator, leader and researcher.</td>
<td>Create an occupational therapy professional identity through reflective processing of learning experiences.</td>
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<td>Demonstrate actions based on the American Occupational Therapy Association Code of Ethics.</td>
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<td>Promote the value and practice of occupation-based practice.</td>
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References


mental health, and social service professionals. Knoxville, TN: University of Tennessee Press.


**Curricular Framework Reaffirmed: 9/2011**

- **Vision of the Department of Occupational Therapy Approved: 1/2004**
- Tag Line of the Department of Occupational Therapy Approved: 1/2004
- Mission of the Department of Occupational Therapy Approved: 1/2004; Revised and Approved: 3/2010
- Philosophy Approved: 1/2004; Revised & Approved: 2/2006
- Content, Scope and Sequence Approved: 2/2006
- Curriculum Theme Statements Approved: 2/2010
- Curriculum Model Approved: 2/2011
Code of Ethics

All students are expected to become knowledgeable about and adhere to the Code of Ethics of the College of Health Sciences and the profession as set forth by the American Occupational Therapy Association, Inc. A copy of the AOTA Code of Ethics begins on p. 9 of this manual.

Code of Ethics of the Occupational Therapy Curriculum
Eastern Kentucky University

Faculty and students of the Professional Occupational Therapy Curriculum believe in the dignity and worth of each individual and respect that individual’s right to receive the highest quality health care. We make the following commitments:

I. Commitment of the Faculty
   1. To assist the individual in meeting health care needs through the education of students in the Occupational Therapy Curriculum.
   2. To strive for mastery of subject matter presented.
   3. To strive for excellence in instruction.
   4. To provide a variety of teaching/learning opportunities or activities.
   5. To collaborate with the student in the teaching/learning process.
   6. To serve as role models for the students.
   7. To be non-discriminating in relationships with students.
   8. To hold in confidence privileged information unless disclosure is professionally or legally required.
   9. To share bases for evaluation with students.
  10. To be self-disciplined and morally responsible.
  11. To uphold the Occupational Therapy Code of Ethics.

II. Commitment of the Students
   1. To show respect and concern for other individuals.
   2. To present a personal appearance that will inspire confidence in the professional arena.
   3. To hold in confidence privileged information unless disclosure is professionally or legally required.
   4. To collaborate with the faculty in the teaching/learning process.
   5. To be well-prepared for teaching-learning experiences.
   6. To undertake without supervision only those assessments and interventions in which competency has been determined by the instructor.
   7. To perform only assessments and interventions which are within the realm of occupational therapy.
   8. To act on ethical concerns as they arise.
   9. To make every effort to uphold the Occupational Therapy Code of Ethics.
EKU Academic Integrity Policy

Preamble

Eastern Kentucky University is a community of shared academic values, foremost of which is a strong commitment to intellectual honesty, honorable conduct, and respect for others. In order to meet these values, students at Eastern Kentucky University are expected to adhere to the highest standards of academic integrity. These standards are embodied in the Eastern Kentucky University Academic Integrity Policy, which all students shall pledge to uphold by signing the Eastern Kentucky University Honor Code. By honoring and enforcing this Academic Integrity Policy, the University community affirms that it will not tolerate academic dishonesty [www.academicintegrity.eku.edu](http://www.academicintegrity.eku.edu).

Academic Dishonesty Defined

Academic integrity is a fundamental value for the Eastern Kentucky University community of students, faculty, and staff. It should be clearly understood that academic dishonesty is not tolerated and incidents of it will have serious consequences. Anyone who knowingly assists in any form of academic dishonesty shall be considered as responsible as the student who accepts such assistance and shall be subject to the same sanctions. Academic dishonesty can occur in different forms, some of which include cheating, plagiarism, and fabrication.

- **Cheating**

  Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he/she has mastered information on an academic exercise. Cheating includes, but is not limited to:

  - Giving or receiving assistance not authorized by the instructor or University representative;
  - Participating in unauthorized collaboration on an academic exercise;
  - Using unapproved or misusing electronic devices or aids during an academic exercise.

- **Plagiarism**

  Plagiarism occurs when a student represents work taken from another source as his/her own. It is imperative that a student gives credit to information, words, ideas, and images that are integrated into his/her own work. Acknowledgement of a source of information in any form should consist of complete, accurate, and specific references and, if verbatim statements are included, quotation marks as well. Examples of plagiarism include, but are not limited to:

  - Using words, ideas, or images from another source (including the Internet); whether in quotation marks or not, without giving credit to that source in the form of a bibliographic citation;
  - Facts, statistics, or other supporting materials that are not clearly common knowledge without acknowledgment of the source.
• Fabrication

Fabrication is a form of deception and occurs when a student misrepresents written or verbal information in an academic exercise. Fabrication includes, but is not limited to:

- Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials;
- Listing sources in a bibliography not directly used in the academic exercise;
- Submission in a paper, thesis, lab report, practicum log, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence;
- Submitting as your own any academic exercise (verbal, written, electronic, or artistic work) prepared totally or in part by another person.

Pledge

I hereby affirm that I understand, accept, and will uphold the responsibilities and stipulations of the Eastern Kentucky University Honor Code and Academic Integrity Policy.

Procedures for Dealing with Academic Integrity Cases

Step 1 - When a violation of the Academic Integrity Policy is suspected:

If an incident of alleged violation of the AI Policy is suspected, any member of the EKU community can initiate the process of review by reporting the incident, in writing, directly to the responsible faculty/staff. The responsible faculty/staff may elect to conduct his/her own review of the allegations or may elect for the matter to be referred to the Academic Integrity Office.

Option A: The Faculty/Staff Member Conducts a Review of the Allegations:

If the responsible faculty/staff chooses to continue the review of the allegations autonomously, the faculty/staff should obtain and assess the applicable information in determining whether a violation of the AI policy has occurred. If the faculty/staff member determines that an AI policy violation has occurred, a notification of the violation must be made to the Office of Academic Integrity for recordkeeping. At this point, the faculty/staff also notifies the student in writing of the allegation, the sanction, AND the right to contest the allegation and sanction according to the AI Policy procedure. If the student accepts responsibility for the violation and the sanction in writing, the case is closed. There is no appeal from this decision. Upon determination of responsibility, the AI Coordinator will enter the report data in the database. If the student does not accept responsibility and chooses to contest the allegation and/or sanction, the process proceeds to Step 2. Note: The faculty/staff involved in Step 1 should request information from the AI Coordinator regarding the student’s previous violations of the AI Policy prior to rendering a sanction in this particular case.

Option B: The Faculty/Staff Member Refers the Case to the Academic Integrity Office:

If a faculty/staff chooses to directly refer the case to the AI Office, the AI Coordinator will meet with the student to discuss the alleged violation. If the student chooses not to contest the allegation and sanction, the sanction is imposed and the case is closed. There is no appeal from this decision. Notification of the violation is made by the AI Office for recordkeeping. If the student contests the allegation and/or sanction, the AI Office will schedule a hearing, as soon as
practicable, with the specific College Academic Integrity Committee from which the incident occurred. (Then proceed on to Step 3.)

**Step 2 - When an Academic Integrity Charge or Sanction is Contested:**

After the faculty/staff and student have met and the student chooses to contest the charge and/or sanction, the faculty/staff will refer the case to the AI Office, within 5 academic days of the meeting. The AI Coordinator will meet with the student to discuss the charge and/or sanctions and the right to contest these. If the student chooses not to contest the charge and sanction, the case is closed. There is no appeal from this decision. Notification of the violation is made by the AI Office for recordkeeping. If the student contests the allegation and/or sanction, the AI Office will schedule a hearing, as soon as practicable, with the specific College Academic Integrity Committee from which the incident occurred. (Then proceed on to Step 3.)

**Step 3**

At the College Academic Integrity Committee hearing, both the student and the faculty/staff will present their information. The Committee members will review all of the information presented and then deliberate in private. At the discretion of the Chair of the Committee, the proceeding may be extended to an additional meeting. At this level of hearing and continuing throughout the process, the student has the option of having a Peer Advisor present. Absent exceptional circumstances beyond the control of the student as determined by the Chair of the Committee, if the student who has been notified of the hearing fails to appear, the proceeding may take place in his/her absence and the Committee’s decision will be binding. If the Committee determines that the student has violated the AI Policy, before the sanctioning stage of the hearing, the AI Coordinator will provide the Committee information regarding whether the student has any previous AI Policy violations recorded and sanctions imposed. The Committee will deliberate again in private in order to determine the appropriate sanction for this violation. The Chair will announce the decision of the Committee to those present at the conclusion of the hearing.

**Step 4**

A student can appeal the decision of the College Academic Integrity Committee to the University Academic Integrity Committee. This appeal can only be made based upon irregularities in procedure, new evidence not available for the first hearing, or punishment not consistent with the violation. The student will notify, in writing, the AI Office of their request to appeal to the University Academic Integrity Committee within 5 academic days of the College Academic Integrity Committee’s decision, and a meeting of the University Academic Integrity Committee will be scheduled as soon as practicable.

**Step 5**

At the University Academic Integrity Committee appeal review meeting, the Committee members will consider all the written information supplied by the student. The Committee can modify or set aside the applied sanction, refer the case back to the College Academic Integrity Committee, or uphold the decision. The Chair of the Committee will notify the student of its decision, in writing, within 5 academic days of the hearing. The decision of the University Academic Integrity Committee is final, unless the Committee determines suspension or expulsion is the appropriate sanction to be imposed.

**Step 6 through Step 9**

The following steps will **ONLY** be necessary if it is determined that the student may face the sanctions of suspension or expulsion for the alleged AI Policy violation. According to KRS
164.370, Eastern Kentucky University’s Student Disciplinary Council is the only body authorized to suspend or expel a student. KRS 164.370 provides that: “Each board of regents may invest the faculty or a committee of the faculty and students with the power to suspend or expel any student for disobedience to its rules, or for any other contumacy, insubordination, or immoral conduct. In every case of suspension or expulsion of a student the person suspended or expelled may appeal to the board of regents. The board of regents shall prescribe the manner and the mode of procedure on appeal. The decision of the board of regents shall be final.”

**Step 6**

If the College Academic Integrity Committee or University Academic Integrity Committee or AI Coordinator determines that the sanction of expulsion or suspension is appropriate for the AI Policy violation and the student wishes to appeal the sanction, the student must notify, in writing, the AI Office, within 5 academic days of the decision of the College or University Academic Integrity Committee’s decision, of his/her desire to appeal. As soon as practicable, the AI Office will schedule a hearing before the Student Disciplinary Council.

**Step 7**

At the Student Disciplinary Council hearing, both the student and the faculty/staff will present their information. The Council will review all of the information presented and then deliberate in private. At the discretion of the Chair of the Student Disciplinary Council, the proceeding may be extended to an additional meeting. Absent exceptional circumstances beyond the control of the student as determined by the Chair of the Council, if the student who has been notified of the hearing fails to appear, the proceeding may take place in his/her absence and the Committee’s decision will be binding. If the Council determines that the student has violated the AI Policy, before the sanctioning stage of the meeting, the AI Coordinator will provide the Council information regarding whether the student has any previous AI Policy violations recorded and sanctions imposed. The Council will deliberate again in private in order to determine the appropriate sanction for this violation. The Chair will announce the decision of the Council to those present at the conclusion of the hearing.

**Step 8**

If the student chooses to contest the allegation and/or sanction, the student can appeal to the Provost. The student will notify, in writing, the AI Office of his/her request and grounds for such request, within 5 class days of the Student Disciplinary Council’s decision. An appeal to the Provost can only be based upon irregularities in procedure, new evidence not available for the first hearing, or punishment not consistent with the violation. The Provost will render a decision, in writing, within 10 academic days of receipt of the appeal.

**Step 9**

If the Provost upholds the decision of the Student Disciplinary Council, and if the student chooses to contest the allegation and/or sanction, the student can appeal to the Board of Regents. The student will notify, in writing, the AI Office of his/her request and the grounds for such request, within 5 academic days of the Provost’s decision. An appeal to the Board of Regents can only be based upon irregularities in procedure, new evidence not available at the first hearing, or punishment not consistent with the violation. The decision of the Board of Regents is final.
Sanctions

Minimum Sanction:
The standard minimum sanction for an AI Policy violation shall be the assignment of an “F” for the test, assignment, activity in which an incident of academic dishonesty occurred. The student will not be allowed to retake or rewrite the test, assignment, or activity. A student so assigned an “F” will not be permitted to drop or withdraw from the course.

Minimum Sanction for student with one previous Academic Integrity Policy violation:
The standard minimum sanction for an AI Policy violation for a student with one previous AI Policy violation will be an “FX” recorded for the course on the student's transcript. The “FX” grade denotes failure in the course due to academic dishonesty. A student so assigned an “FX” for a course will not be permitted to drop or withdraw from the course.

Sanctions:
In addition to the minimum sanctions for an AI Policy violation, other appropriate educational sanctions may be assigned. These sanctions may be given even if this is the first violation of the AI Policy. Such sanctions could include, but are not limited to, the following:

- Removal from the course
- Educational sanctions
- Community service
- Restriction of computer access
- Precluded from graduating with Honors
- Assigned an "F" for the course
- "FX" notation on transcript
- Suspension*
- Expulsion*

* Note: According to KRS 164.370, Eastern Kentucky University’s Student Disciplinary Council is the only body authorized to suspend or expel a student, Steps 6 through Step 9.

Academic Integrity Policy can be found at [www.academicintegrity.eku.edu](http://www.academicintegrity.eku.edu)
Please review EKU Student Handbook for remainder of this policy.
Evaluation of Student Learning

It is the policy of the University and the Department that students must be made aware of the criteria, methods and weights of measures to be used to evaluate student learning. All course syllabi are given to the student within one week of the beginning of the course.

The Departmental Curriculum Committee reviews all course objectives and learning activities to determine if and how the course objectives are being met. The Committee also monitors textbooks for all courses. As part of the annual faculty review process the Department Chair evaluates individual instructors to determine if course objectives are being met and if strategies for instruction and evaluation are appropriate or fair.

The Departmental policy on Evaluation of Student Performance states:

Each instructor has an obligation to evaluate the academic achievement of students in a manner consistent with the following statements of the purposes and principles of grading.

Purposes of grading:

To define and communicate the level of educational achievement

To motivate students to greater effort

To appraise the effectiveness of teaching methods

Principles of grading:

Grading should be directly related to the objectives of the course. Grades assigned should reflect the relative level of attainment of objectives. The grading system should take into account the emphasis given the various objectives during the course.

Students will be informed in writing, normally not later than the second class meeting, of the course objectives and the procedures to be used in determining grades.

Grades should be based upon a combination of several factors for higher validity and more effective evaluation.

Every effort should be made to make measurements valid, reliable and objective.

Grading should be based on understanding rather than belief.

Evaluation should be consistent with accepted norms for the Institution.

Evaluation should be an integral part of the teaching/learning process; hence the necessity for students having knowledge of progress during the course.

Student personality should not be a factor in grading, except where clearly relevant to stated course objectives.

The instructor has the responsibility to construct and administer tests.
In all sections of a multi-section course, evaluations should be consistent with accepted norms for the course.

Grade Appeals

If a student believes that the final grade assigned in a course is unjustified that student should consult the instructor, seeking a satisfactory explanation. If, after doing so, the student still feels that the grade is unjustified, the student may appeal the grade, in writing, to the Department Chair. A written appeal must be filed with the Chair within 30 days after the beginning of the next semester (exclusive of summer session). Refer to the current graduate catalog for complete policy concerning grade appeals.

Office of Services for Students with Disabilities

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the office in the Whitlock Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933.

Degree Works

All students should be familiar with their Degree Works and should meet with their assigned advisor to review their Degree Works as needed. Any electives taken outside the departmentally approved electives must be approved by their advisor. (See Graduate Catalog for approved electives). Students are responsible for obtaining an EKU College Exception from the Graduate School catalog and having it completed, signed and submitted to the Graduate School for any substitute electives taken. Students are responsible for reviewing their Degree Works at the end of each semester to ensure they are correct and up to date.

Program Advising

A minimum of nine hours is considered a full academic load during a regular fall or spring semester. Students may enroll in up to 12 hours maximum. The OT Department requests credit overrides for each graduate student for semesters that require 13 credit hours. During summer session, students are limited to nine hours of credit per session. Courses offered during highly concentrated periods (e.g., weekend offerings, concentrated summer courses) must adhere to the policies of Graduate Education and Research for transfer credit. Students selecting employment during regular fall or spring semester are encouraged to meet with their advisor to determine the feasibility of this work schedule.

All policies noted in the Graduate Catalog are upheld and enforced. Refer to the catalog for general academic information.

Student Responsibilities

It is the student’s responsibility to become familiar with all regulations and procedures relevant to the professional occupational therapy program. All students should become familiar with the general academic information section of the Graduate Catalog.
### Changes of Schedule

The University reserves the right to cancel a course when the registration is not sufficient to warrant its continuance, to divide classes if the enrollment is too large for efficient instruction, and to change instructors when necessary.

### Leave of Absence / Delay of Progression

Students have other responsibilities that are in addition to the occupational role of student and these other responsibilities or obligations may interfere with progression in the MS in OT programs. In recognition of this, the Department offers to students the opportunity to apply for a delay in program progression or a leave of absence.

- A delay in progression is indicated for students who do not successfully complete an OTS course and are unable to progress to the next semester due to pre-requisite restrictions.
- A leave of absence is indicated for students who are not able to begin or complete coursework for medical, military, personal, etc. reasons.

#### Policy:

1. Students requesting a delay in progression must submit an Application for Delay in Progression/Leave of Absence form (Forms are available from the Graduate Coordinator and on the OT web page) to the Admission, Progression and Retention Committee within two weeks of the last semester of enrollment in OTS courses.
2. Students requesting a leave of absence must submit an Application for Delay in Progression/Leave of Absence form (Forms are available from the Graduate Coordinator and on the OT web page) to the Admission, Progression and Retention Committee as soon as possible.
3. The Application for Delay in Progression/Leave of Absence will be reviewed by the Admission, Progression and Retention Committee.
4. Students and appropriate parties will be notified of the decision.
5. A delay in progression or leave of absence may be granted for no longer than 1 year.
6. To extend a delay in progression or a leave of absence, a student must reapply to the Admission, Progression and Retention Committee.
7. Students are required to notify the Chair of the Admission, Progression and Retention Committee in writing of their intent to return to the program, March 1 for summer/fall semester and October 31 for spring semester.
8. Failure to comply with the above will result in a loss of reserved space. Loss of reserved space will require re-admission to the OT Program through the Admission, Progression and Retention Committee.

#### Procedure:

The Admission, Progression and Retention Committee will receive the applications for delay in progression/leave of absence and render a decision within two weeks of receipt of the application.

### Withdrawal from the University

Students finding it necessary to withdraw from the University must withdraw from all courses via the Web. A withdrawal is granted only through the eighth week of classes during a regular semester or through the midpoint of any summer session or nonstandard course. A grade of “W”
is assigned. Students who leave the University without an official withdrawal are subject to the grade of “F”.

After the eighth week, a student who is the victim of extraordinary circumstances may petition to the Late Withdrawal Appeals Committee through the Office of the Registrar. The deadline for filing a petition for withdrawal under extraordinary circumstances is the last day of the full semester following the term from which the student is seeking withdrawal. The student should prepare a written petition and should include justification and documentation for the withdrawal. If approved, the Registrar will assign grades of “W” and will notify the instructors of the classes.

**Time Requirements**

For master’s degree programs of 40 or fewer hours, a graduate student is expected to complete requirements for the master’s degree no later than seven years after beginning course work (e.g., a student whose initial registration for courses was Fall 2007 must complete the program in order to include this course work by the end of the Summer term 2014). For master’s degree programs of 41 or more hours, a graduate student is expected to complete requirements for the master’s degree no later than ten years after beginning coursework. The minimum time interval required for completion of a graduate degree is two semesters of full-time study.

**EASTERN KENTUCKY UNIVERSITY**

**Smoke-Free Zone Policy**

**POLICY**

The use of tobacco products, including smokeless tobacco products, is prohibited in all University residence halls, academic and service buildings, athletic venues, and designated non-smoking areas. The use of tobacco products is prohibited within twenty-five (25) feet of any such building intake duct, window or entrance or entryway, including ramps, walkways, pathways, and any such similar means of entry, unless a University designated tobacco use shelter is otherwise provided.

Persons who wish to use tobacco products outside of a building shall do so in a manner that minimizes an accumulation of smoke and tobacco waste. Individuals who use tobacco products are responsible for the proper disposal of such in designated receptacles.

The use of tobacco products is prohibited in vehicles owned, leased or rented by the University. The University will provide educational information and programs on tobacco use cessation.

**POLICY VIOLATIONS/SANCTIONS**

All members of the University community share in the responsibility for adhering to this policy and bringing it to the attention of visitors.

Violations of this policy are subject to the corrective action and disciplinary procedures as set forth in the Faculty Handbook, Staff Handbook and University Handbook for Students.

Approved by the EKU Board of Regents: June 12, 2006
Effective Date of Policy: July 1, 2006
DEPARTMENT GUIDELINES

Progress in the Program / Retention

All graduate occupational therapy students must maintain a minimum graduate grade point average of 3.0 for all graduate work completed. Students must successfully complete course offerings with the minimum of a C. Repeat students who do not successfully pass a course with a C, must wait for the course to be offered with the next class in order to repeat the course. Students waiting to retake a graduate course will not be allowed to progress in the curriculum until successfully passing with a “C”. Minimum grades for transfer work from other accredited graduate institutions will be set by the Office of Graduate Education and Research. Refer to the visiting student permit for further stipulations on transfer work.

Academic Probation

If a student’s graduate grade point average falls below 3.0, the student will automatically be placed on academic probation by the Office of Graduate Education and Research. The student will have one semester to remedy the situation by obtaining an overall GPA of 3.0. Refer to the Graduate Catalog for further information.

Student Identification Cards

A student may request an identification card from the Office of Student Life in the Powell Student Center. Graduate students will need this identification card to check materials out of the library and to access other services.

Class Attendance and Dress Policies

It is the policy of the Department that individual course instructors may determine if class attendance will be included as a graded item for the course. In general, regular attendance is expected of all students, who are advised to review course syllabi to determine if attendance will count toward a final course grade. Courses that include a fieldwork component may have specific attendance requirements. Students are expected to give prior notification of any planned absences.

If the student misses an exam, field trip, or assignment, it is the student’s responsibility to inform the course instructor of the reasons for the absence and to request a consideration for alternative means to complete the exam, special exercise or assignment. As per the Faculty Handbook, faculty are not obligated to accept physician statements of illness as reasons for not meeting course requirements.

The Department does not have a specific policy related to dress codes during regular meetings of a course on campus; however, individual instructors may impose specific dress standards for specific course activities (e.g., a field trip or client involvement during lab activity). Level I and Level II Fieldwork courses do have a specific dress code which is detailed in a following section. Students will sign an acknowledgment form at the Graduate Occupational Therapy Student orientation session indicating they understand and agree to abide by the Fieldwork Dress Policy. Students are expected to comply with these specific standards of professional behavior. Students may be invited to cease participation in an activity if the instructor deems their attire to be inappropriate for the specific situation.
Level I and Level II Fieldwork Policies and Requirements

Educational Agreements/ACOTE Standards
Occupational therapy services are provided in a variety of service delivery settings including healthcare, community, educational, emerging practice settings and specialized services such as hand and upper extremity outpatient clinics. Eastern Kentucky University maintains educational agreements with agencies representative of all of these settings. Both Level I and Level II Fieldwork experiences are required by the Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and these standards are met through the following courses: OTS 821, OTS 831, OTS 871, OTS 845, OTS 846 and OTS 846. For a complete review of these guidelines, students are referred to this document (section C.1.0 through C.2.5) available at www.aota.org.

Timeline for Completion of Coursework and Fieldwork
In accordance with Eastern Kentucky University’s Graduate School policy, a student must complete the Master of Science degree, which includes Level II Fieldwork (OTS 845, OTS 846, OTS 847), no later than seven years after enrolling in the first graduate course. In order to earn the degree, all students in the program must satisfactorily complete three Level I Fieldwork experiences (embedded in OTS 821, OTS 831, and OTS 871) and the equivalent of 24 full-time weeks of Level II Fieldwork experiences. Prior to engaging in any Level II experience, a student must successfully complete the didactic portion of the program including the written comprehensive examination or oral thesis defense.

Occupational Therapy Department Policy on Repeating Courses
The Department of Occupational Therapy abides by the Graduate School’s policy on repeating courses. In accordance with that policy, students may repeat a graduate course, which includes the courses in which Level I or Level II Fieldwork are embedded, one time for the purposes of grade replacement. A graduate student may enroll in a course for the third time (second repeat) only under unusual circumstances and with the written approval of the student’s advisor, the Department chair, the Dean of the College of Health Sciences, and the Dean of the Graduate School (see EKU Graduate School Repeat Policy).

Evaluation of Foundational Professional Behaviors
Successful fieldwork performance requires good interpersonal, written and oral communication skills as well as the ability to reason and apply knowledge to real life situations. Expression of the student’s professional identity development and understanding of providing services to people of diversity are also requisite at the fieldwork setting and are evaluated there and through the portfolio process. Students must demonstrate behaviors expected of a professional during fieldwork experiences. Failure to demonstrate professional and ethical behavior will result in a delay of progression or dismissal from the program. Performance evaluations during fieldwork and evaluation of the developing professional portfolio in seminar courses (OTS 821, OTS 831, and OTS 871) are part of the authentic assessment process integral to the curriculum design.

Fundamentals of Practice
Educational agreements between Eastern Kentucky University and a facility are required in order to place any student at a particular site. Occupational therapy fieldwork placement settings are a premium resource of the University and this resource must be used responsibly. Many educational agreements contain a clause that requires the University, via the Academic Fieldwork Coordinator, to certify that only fully prepared, fully qualified students can be placed at the facility. Being a fully prepared student includes demonstration of professional behaviors and professional identity development which includes the ability to make ethical decisions, follow
safety regulations and demonstrate sound judgment in the area of safety. If a student receives unsatisfactory ratings in any of these fundamental areas of adherence to ethics, safety regulations or judgment in the use of safety on the Level I or Level II performance evaluation, the student will not be offered an opportunity to repeat the Level I and/or Level II Fieldwork until after careful consideration by the Fieldwork Advisory Committee, Graduate Coordinator, and the Department Chair. Because these three items are fundamental practice skills and performance based, the student may be required to repeat academic courses where competency can be demonstrated in an environment which does not risk consumer safety. Any student who receives unsatisfactory ratings in Level II Fieldwork will be required to complete an Action Plan for Level II Fieldwork Success, which may also require additional coursework, before being offered another Level II Fieldwork placement.

Level I Fieldwork
Level I Fieldwork is embedded in three integrative seminar courses: OTS 821, OTS 831 and OTS 871. Placements in Level I Fieldwork are arranged by the Academic Fieldwork Coordinator(s) and are selected to enrich and enhance the didactic portion of the curriculum by allowing student participation in selected aspects of the occupational therapy process. According to ACOTE standards, students do not need to be placed directly with an occupational therapist in order to practice selected aspects of the occupational therapy process. Because Kentucky is a primarily rural state, students should expect that supervisors of Level I Fieldwork will be qualified personnel other than an occupational therapist. Student performance while on Level I Fieldwork is assessed by both the fieldwork educator(s) at the fieldwork site and the academic instructor of record for the Practice Seminar courses (OTS 821, OTS 831, and OTS 871). The course syllabus fully describes the student learning outcomes and the evaluation of student performance. The Level I Fieldwork Student Evaluation of performance at the fieldwork site is distributed to students at the beginning of the semester and to the fieldwork educators. Students may download a copy of the syllabus and the Level I Fieldwork Student Evaluation from the course website at any point throughout the semester.

Level II Fieldwork Courses
Students must satisfactorily complete 24 weeks of Level II Fieldwork at two or three different facilities. OTS 845, Health Care Practice Fieldwork, must be 12 weeks in length. OTS 846, Community Practice Fieldwork, is six to ten weeks in a community or education setting. OTS 847, Emerging Practice Fieldwork is a two to six week fieldwork in an emerging or traditional practice setting to develop, refine and expand professional roles and skills. OTS 845, 846 and 847 all include an online seminar which contributes to the final grades for these Level II Fieldwork experiences.

Assignment to Level II Fieldwork Sites
Students in Level II Fieldwork are placed in settings across the United States with the majority of students placed in the Southeastern Region of the United States. Students are not guaranteed a Level II Fieldwork placement within the Bluegrass Region or in any other specific location. Students must be fiscally responsible to have the financial resources for this portion of the professional program. The availability of contracted fieldwork education sites for Level II Fieldwork experiences varies as the result of changing factors at the setting. Students sign an acknowledgment statement at the beginning of the program which states that they are prepared to accept the assigned fieldwork placement or delay progression in the program until a setting becomes available in a desired geographic region or area of practice. Placements are assigned for Level II Fieldwork by a collaborative process between the Academic Fieldwork Coordinator, the student and the fieldwork site. The student's practice setting and geographical requests are expressed by the student in a written format. Assignments to facilities are initially made by the Academic Fieldwork Coordinator. The Fieldwork Advisory Committee approves the assigned Level II Fieldwork placements prior to the final confirmation of a student at a site. After a
student is informed that the Fieldwork Advisory Committee has approved the placement, the site will be confirmed and the student should consider that placement final.

**NO CHANGES** will be made in Level II Fieldwork placements after the student is confirmed with a site unless there is an extreme emergency situation. An extreme situation is defined as death or serious illness of an immediate family member or serious illness of self. It does not include personal reasons such as financial hardship, housing changes, weddings of self/friends/family, car problems, travel concerns, or changing one's mind. Documentation of the situation will be required (obituary or confirmation of medical problem from physician).

**Evaluation of Level II Fieldwork Performance**
Student performance while on Level II Fieldwork is evaluated using the Fieldwork Performance Evaluation Form (FWPE) (AOTA, 2002) and participation in online seminars. The fieldwork educator(s) at the student’s site provide an assessment of the student’s performance via the FWPE and weekly supervision forms. The Academic Fieldwork Coordinator is the instructor of record for Level II Fieldwork and assigns the final grade of Satisfactory (S) or Unsatisfactory (U). The Academic Fieldwork Coordinator takes into consideration the FWPE, the weekly supervision forms, the online seminar participation when assigning the final grade. The decision to assign S or U is not solely based on the final score on the FWPE.

**Withdrawal from OTS 845, OTS 846, or OTS 847**
A student whose performance is satisfactory may withdraw from fieldwork due to a serious health, personal, or family problem. The student must consult with the Academic Fieldwork Coordinator and the Occupational Therapy Graduate Coordinator prior to any change enrollment in one of these courses so that the student’s decision is based on understanding the potential consequences to progression in the program and the financial consequences. A student whose performance on Level II Fieldwork is unsatisfactory at the time of cessation of the fieldwork experience will be assigned a final grade of Unsatisfactory (U).

**Transportation to Fieldwork Sites, Costs of Housing, Immunizations and Insurance**
The Occupational Therapy Program is a professional program which has costs other than tuition associated with the courses. Costs of transportation to all fieldwork sites for Level I and Level II Fieldwork is the student’s responsibility. Acquisition of housing, health insurance, CPR certification in Basic Life Support for Healthcare Workers, TB skin tests (or chest x-ray) background checks, drug screenings and additional immunizations or tests for proof of immunity to communicable diseases is the responsibility of the student. Proof of current CPR certification is required. Professional Liability Insurance is purchased by registering for the insurance during course registration time. Typically, students register for the insurance as part of fall semester registration and the policy is in force from July 1 of one year to June 30 the following year. If a student’s Level II experience extends past June 30, the student will be required to purchase liability insurance again in order to finish the Level II fieldwork.

**Acknowledgment of Fiscal Responsibility**
Students are informed and sign acknowledgment statements at several points during the MS program that they need to be planning and saving for the expenses associated with Level I and Level II Fieldwork. If a student does not have the financial resources necessary to complete Level II Fieldwork at the assigned facilities, the student may opt to take a leave of absence to work and acquire adequate resources to complete the Level II Fieldwork experiences.

**Certification and Licensure**
Following the satisfactory completion of all Level II Fieldwork courses, the Master of Science degree will be awarded; however, in order to practice as an occupational therapist, graduates must apply for certification and/or licensure prior to practicing in any state. The certification examination cannot be taken until the degree is posted to the student’s final transcript and the
transcript is sent to the National Board for Certification of Occupational Therapists (NBCOT). Generally, a student’s final transcript is available sometime between August 15 and September 1 following the degree conferral date in early August.

**Early Determination for Eligibility to Examine**

A criminal record (excluding minor traffic violations) may make a person ineligible to sit for the national certification examination and/or licensure or state certification for practice and is the reason that all incoming students to the Master of Science program are required to complete a background check prior to August 1 of the academic year in which the student begins the Program. Students with such a history should contact the National Board for Certification in Occupational Therapy, Inc. (NBCOT) and relevant licensing or certifying bodies to receive early determination of eligibility to sit for the national certification examination and ability to be licensed in a particular state. If NBCOT or a state licensure board find that a student will not be eligible to take the examine or be licensed, the student will be disenrolled from classes and dismissed from the Occupational Therapy Program.

**Dress Policy for Level I and Level II Fieldwork Settings**

The student will be an active participant with clients and, as such, must dress with the safety of clients and themselves in mind at all times. An EKU fieldwork polo shirt must be worn. Students will purchase shirts from an approved vendor prior to the first day of on-site fieldwork visits in the Fall Semester and are responsible for making sure that shirts are clean and neat. The shirt tails must be long enough so that there is no visible skin between the bottom of the shirt and the top of the pants. Students may elect to dress in layers in order to be in compliance with the no visible skin policy.

Pants must be of woven material and khaki, black, brown, olive or light tan in color. Blue jeans are not allowed. Pants are to be no shorter than capri or cropped length. No pants that are above the bottom of the patella are acceptable. If a site specifically requires the student to wear scrubs, the site dress code supersedes the Occupational Therapy Program dress code. Students are required to wear closed toe shoes. At health care settings, socks are required with shoes.

Adherence to the dress code is included as part of the grade consideration if professional behavior and participation is assessed in OTS 821, OTS 831, and OTS 871. Any breach of the dress requirements will result in the student being sent home from the fieldwork site with loss of all participation points for that day. Two or more breaches of dress requirements will result in a written professional development plan which will include a behavioral contract that must be agreed upon by the instructor and the Academic Fieldwork Coordinator (or Fieldwork Coordinator Assistant) before the student can return to the fieldwork site.

Small earrings and a watch unless your site prohibits jewelry of any kind are acceptable jewelry at most sites. Large or dangly earrings, nose, lip, face or tongue jewelry must be removed while at the fieldwork site.

**Professional Liability Insurance**

All occupational therapy students are required to carry professional liability insurance (PLI) for the duration of their academic and fieldwork education. Students are to purchase the standard student coverage beginning in the first semester admitted and each subsequent year.
Equipment Loan and Maintenance Policy

Students in the program have access to and may use education equipment and supplies in designated areas (classroom, labs, fieldwork sites, professional presentations locations). Equipment may be checked out to students with the permission of the instructor or organization faculty sponsor. The student is responsible for following the procedure for checking out equipment and must return it in good condition. If the item is broken or is some way not functioning appropriately the instructor or faculty sponsor should be informed of the problem. Equipment is usually checked out for 1 day/overnight. If needed for longer periods an exception will be required.

If multiple people need the equipment at the same time, then classroom instruction takes priority over other needs. Equipment may be reserved in advance to make sure it is available. Please return all borrowed equipment to the Department as the items are expensive and are needed by other students and faculty. Failure to return borrowed items will result in reporting of a financial obligation to the EKU Business Office. Students will then receive a bill for the item.

Student Forms

All students are required to complete the Student Information Form. The Student Information Form is to be completed annually or when changes are made in the demographics or activities of the student. The information contained in the Student Activity Form is used to complete Department reports for evaluation and accreditation purposes and to nominate students for awards of recognition.

In concert with the academic integrity policy, students will sign an agreement acknowledging their understanding of and participation in this agreement. Forms will be filed in the student’s academic folder and the information contained in the forms will be released only with the permission of the student.

Student Mailboxes

As space and equipment permits, the department provides “student mailboxes” for all students. These mailboxes are used by faculty, advisors and course instructors to communicate with the students. The “mailboxes” are located in the general department office area (Dizney 102) and should be checked by students daily.

Faculty Mailboxes

Students may communicate with their professors via faculty mailboxes located in Dizney 102.

Graduate Assistantship

Graduate Assistantships are available to qualified students who have achieved clear admission to the Graduate School and the OT program. Duties may include teaching undergraduate courses (under the supervision of a graduate faculty member), assisting professors and research-related tasks. Graduate Assistant positions can be applied to via EKU's employment website. Contact the department you are interested in working for to obtain detailed information on their available assistantships. Typically, 20 hours of work per week is considered the normal assignment. Most Graduate Assistant positions in the OT program are 10 hours per week. Graduate assistants are expected to maintain a minimum of nine semester hours. Graduate assistants must be full-time students; if the graduate assistant drops to part-time status, he/she will lose their assistantship. Additional information on policies governing graduate assistantships can be found using the GA Information link posted on the menu.
Scholarship Information

Information on Occupational Therapy department and other scholarship information is posted online at [http://www.ot.eku.edu/scholarships-os-and-ot-students](http://www.ot.eku.edu/scholarships-os-and-ot-students) and on a bulletin board in the cross hallway near the OT office. It is recommended that students check these two locations periodically.

Student Emergency Loan Fund

An emergency loan of up to $150.00 for a maximum of 90 days is available to full time CHS students. For further information or an application, contact Raglena Salmans, in Rowlett 311.

Department Committees

The Department believes in student participation in the organization and administration of the Department. As an expression of its belief, students are encouraged to participate in a number of Departmental committees and activities. Students may participate in the following:

Representative to Faculty Meeting - Students are elected by their peers to serve as a representative for two semesters.

Academic Practices Committee – The president of Pi Theta Epsilon Occupational Therapy Honor Society, or another officer if the president is unavailable, will be appointed by the Chair of the Department.

MS Sub Committee of the Curriculum Committee – Two students are elected by their peers to serve as a representative for two years.
Student Organizations

Students may join the following organizations:

Student Occupational Science Association (SOSA) - open membership. See a SOSA officer for a membership form.

Student Occupational Therapy Association (SOTA) – Open membership for students enrolled in the occupational therapy programs.

Kentucky Occupational Therapy Association (KOTA) - open membership; student membership rates are available. See Department secretary or the KOTA membership chair for a membership application. Benefits include reduced rates at workshops and the KOTA Newsletter. www.kotaweb.org.

American Occupational Therapy Association, Inc. (AOTA) - open membership, student membership rate available. See Department secretary for a membership application form. www.aota.org.

Pi Theta Epsilon - Occupational Therapy Student Honor Society; membership by election based on grade point average. For admitted majors only.

National Certification and State Regulation

Following successful completion of the program, the graduate is eligible to sit for the national certification examination for Occupational Therapists administered by the National Board of Certification in Occupational therapy (NBCOT), 800 S. Frederick Ave., Suite 200, Gaithersburg, MD 20877-4150, (301) 990-7979, www.nbcot.org.

Following successful completion of the program and application for the national exam, the graduate is able to apply for state licensure or regulation in order to practice occupational therapy. A list of state regulatory boards is available from www.nbcot.org or www.aota.org. Each state must be contacted individually to obtain the regulation or licensure application process and requirements. A criminal record (excluding minor traffic violations) may make a person ineligible for national certification examination and/or licensure or state certification for practice. Students with such a history should contact NBCOT and relevant licensing or certifying bodies prior to enrollment to determine their situation.
Degree Completion Requirements

Application for Graduation

All students must apply for graduation prior to the beginning of the semester in which they intend to graduate. Students will be considered for graduation only if they have an overall and program grade point average of 3.0 or higher at the beginning of the term in which they wish to graduate. Please review the information posted on the Apply for Graduation section of the graduate school website.

Thesis / Research Contribution

As a candidate for the Master of Science degree, the student is required to produce written evidence of graduate level scholarship. There are two options:

(1) OTS 898 and OTS 899, for a total of six credits hours of thesis. The oral thesis defense serves as the comprehensive exam.

(2) OTS 896, a three credit hour special project. With this option students must also satisfactorily complete a written comprehensive exam. An elective course for three credits is also required.

Comprehensive Examinations

All students shall perform satisfactorily on a written and/or oral examination of the contents of their program of studies and/or the defense of their thesis. Students will not be permitted to begin Level II Fieldwork before receiving a satisfactory grade on their comprehensive exam. The comprehensive exam will be defined by the Graduate Coordinator.
OTS 715 Early Childhood Sensorimotor Development  
(3) A. Prerequisite: education major or degree or instructor’s approval. Provides an overview of normal sensorimotor development in infants and young children. Includes contrasting normal/abnormal development and application of appropriate developmental tasks. Laboratory experiences will be provided.

OTS 720 Providing Health Services in Appalachia  
(3) A. Prerequisite: departmental approval. An analysis of development and delivery of health care services in Appalachia. Examination of relevant current and historical factors, which have an impact on the health of the Appalachian people.

OTS 820 OBP: Fundamentals  
(4) A. Corequisite: OTS 821. Foundational knowledge in occupation based practice including philosophy, theory, context, process, and reasoning. Emphasis on active learning and reasoning skills.

OTS 821 Practice Seminar I  
(2) A. Corequisites: OTS 820 and OTS 822. Integration of occupation-based practice through reflection on curriculum themes, participation in a continuum of community learning experiences, exploration of Level II Fieldwork and development of a professional portfolio.

OTS 822 OBP: Health Care Practice 1.  
(4) A. Corequisite: OTS 821. Lecture and lab to include theories, principles and methods of evaluation, intervention and outcome processes for individuals accessing health systems. Course will focus on engagement in occupation to support participation in life roles across the lifespan.

OTS 824 OBP: Health Care Practice 2.  
(4) A. Prerequisites OTS 821 and OTS 822. Continued study of theories, principles and methods of evaluation, intervention and outcome processes for individuals accessing health systems. Course will focus on engagement in occupation to support participation in life roles across the lifespan.

OTS 825 Technology and Rehabilitation  
(3) A. Prerequisite: computer literacy or departmental approval. Advanced exploration of occupational therapy knowledge and skill about assistive technology. Emphasis on application and use of assistive technology to enhance occupational performance of individuals with disabilities.

OTS 830 OBP III: Education Communities  
(4) A. Prerequisites: OTS 824 and OTS 832. Corequisite: OTS 871. Occupation-based assessment and intervention for children and young adults in educational contexts. Course addresses models of practice, service delivery, federal/state legislation and philosophy of administration. Active learning experiences in the community.
OTS 831  Practice Seminar II  
(2) A.  Prerequisite:  OTS 821 or Corerequisites:  OTS 824 and OTS 832.  Integration of occupation-based practice through reflection on curriculum themes, participation in community-based settings, preparation for Level II Fieldwork and ongoing development of a professional portfolio.

OTS 832  OBP IV:  Community-Based Practice  
(4) A. Corequisite:  OTS 831.  Theories, principles and methods of evaluation, intervention and outcome processes for individuals and groups assessing social systems through the lifespan.  Course will focus on engagement in occupation for community participation.

OTS 834  Advanced Dimensions OBP V  
(3) A.  Prerequisite:  permission of department.  Advanced conceptualization and synthesis of Occupational Science and existing models of Occupational Therapy for practice. Includes analysis and application of occupation-based practice and evidence within specialty areas.

OTS 835  Occupational Therapy Intervention in the Workplace  
(3) I, II, A.  Prerequisite:  OTS 820 or departmental approval.  Exploration of the direct and indirect service roles and functions of the occupational therapist in the workplace.  Emphasis will be on the work-related behaviors and environmental assessments for health promotion, prevention and work adjustment.

OTS 836  OBP VI:  Optimizing Occupation  
(3) A.  Prerequisites:  graduate standing in the occupational therapy program; OTS 822 and 832.  Specialized evaluation and intervention in occupational therapy practice with emphasis on emerging practice areas.  Students will synthesize and apply skills of best practice for optimizing occupations.

OTS 837  Upper Extremity Evaluation and Intervention  
(3) A.  Prerequisite:  OTS 822 or departmental approval.  This course focuses on advanced study of the upper extremity including evaluation and treatment techniques in evidence-based occupational therapy practice.

OTS 845  Health Care Practice Fieldwork  
(6) II.  Prerequisite:  Successful completion of all didactic coursework or department approval.  Twelve weeks of fieldwork in health care practice to promote reasoning, professionalism and competence in providing occupation-based intervention. Includes on-line reflective seminar.

OTS 846  Community Practice Fieldwork  
(3-5) A. Prerequisite:  Successful completion of all didactic coursework.  Six to ten-week fieldwork in community/education to promote reasoning, professionalism and competence in providing occupation-based intervention. Includes online reflective seminar.

OTS 847  Emerging Practice Fieldwork  
(1-3) A. Prerequisite:  Successful completion of all didactic coursework.  Two to six-week fieldwork experience in an emerging or traditional practice setting to develop/refine skills. Includes online reflective seminar.

OTS 850  Planning and Managing in OT Practice  
(3) A.  An OT perspective of management including:  organizational theory, strategic planning, leadership, formulating decisions, consultation, political advocacy, health and social policy.  Development of practice models including program evaluation based on agency, systems or community needs.
OTS 851  Strategic Communication in Occupational Therapy
(3) A. Prerequisite: undergraduate/graduate course in administration or consent of instructor. Study of change theory and factors affecting communication in practice settings.

OTS 852  OT Services in Mental Health Settings
(3) A. Prerequisite: OTS 820 or departmental approval. Examination of external forces influencing mental health services and models of occupational therapy service delivery, emphasizing community-based and rural health programs.

OTS 853  Leadership in Human Services
(3) A. Focus on the development and application of leadership skills, including transformational and transactional leadership. Students will demonstrate development of their own leadership skills through a major project.

OTS 855S  The Role of OT & the Aging Adult
(3) A. Prerequisite: OTS 820 or departmental approval. Advanced study of occupational therapy's role in delivering services to the aging adult in emerging/innovative programming. Identification and analysis of factors which promote/hinder quality of life. Credit will not be awarded for both OTS 855 and 855S.

OTS 855S  The Role of OT & the Aging Adult
(3) A. Prerequisite: OTS 820 or departmental approval. Advanced study of occupational therapy's role in delivering services to the aging adult in emerging/innovative programming. Identification and analysis of factors which promote/hinder quality of life. Credit will not be awarded for both OTS 855 and 855S.

OTS 862  Therapeutic Modalities in OT Practice
(3) A. Address occupational therapy theoretical principles, neurophysiological and electrophysical changes that occur as a result of the application of selected physical and electrical modalities. Students will develop skill in the application of these modalities.

OTS 863  Occupation and Sensory Processing
(3) A. Understanding the impact of sensory processing disorders on occupational natures will enable students to provide appropriate intervention. Occupational adaptation and sensory integrative theories will be applied as conceptual frameworks for occupational therapy intervention.

OTS 864  Early Childhood Practice
(3) A. Pre-requisite: OTS 820 or departmental approval. Advanced study of theories, models of practice, and therapeutic approaches in early intervention and preschool environments within the context of state and federal laws. Emphasizes the interdisciplinary nature of therapy service delivery in early childhood.

OTS 865 School-based Practice
(3) A. Pre-requisite: Instructor approval. In-depth study of school-based therapy. Theories, principles, models of practice, and methods of therapy services delivery for students with learning and behavioral difficulties, within the context of state and federal laws.

OTS 866  OT & Behavior Disorders in Schools
(3) A. Prerequisite: OTS 820 or departmental approval. Examination and application of occupational therapy theoretical models used in evaluation and intervention for this population and the external systems affecting service delivery.
OTS 870 Professional Trends and Issues in OT  
(3) I, II. Trends and issues impacting the occupational therapy profession. Advancement of professional roles of consultant, entrepreneur, educator, leader and researcher.

OTS 871 Practice Seminar III  
(2). Corequisite: OTS 830. Integration of occupation-based practice through reflection on curriculum themes, participation in education-based settings, preparation for Level II Fieldwork and ongoing development of a professional portfolio. Credit will not be awarded for both OTS 871 and 871S.

OTS 871S Practice Seminar III  
(3). A. Students assume leadership in learning communities, complete professional portfolios and participate in professional learning experiences. Credit will not be awarded for both OTS 871 and OTS 871S.

OTS 875 Special Topics: ______  
(1-3) A. Prerequisite: undergraduate degree in occupational therapy or departmental approval. May be retaken under different subtopics to a cumulative maximum of six hours. Advanced study of selected topics in occupational therapy practice.

OTS 880 Research in Occupational Therapy  
(3) I, II, A. Exploration, critical analysis and application of research and evidence-based practice in occupational therapy. Emphasis on preparation and implementation of a research study.

OTS 882 Advanced Occupational Science  
(3) A. Exploration of occupational science as a disciplinary knowledge base and of occupation and activity as the central concepts of occupational therapy. Emphasis on preparation for teaching and research related to occupation.

OTS 883 Change and Complexity in OBP  
(3) A. Comprehensive critique of disciplinary literature describing professional applications of occupation. Deriving insights into occupation-based practice (OBP) through perspectives from history, systems, chaos, changes, and complexity. Action and change research methods for the development of occupation-based practice.

OTS 884 Qualitative Inquiry Approaches  
(3) A. Prerequisite: Undergraduate course in research design. This course synthesizes the rationale, theoretical foundations, design, methods, analysis, and ethical issues related to qualitative research. Students analyze five approaches of qualitative inquiry, and develop a research prospectus.

OTS 885 Occupational Performance Measures  
(3) A. Prerequisites: OTS 880 and occupational therapy graduate student status or departmental approval. Analysis of critical evaluation instrumentation. Review of measurement issues and use of instruments in evidence-based practice in occupational therapy. Integration into occupation-based practice.

OTS 890 Independent Study in OT  
(3) I, II, A. Prerequisite: advisor/departmental approval. Student initiated directed study. Regular consultation with faculty supervisor and final paper required. May be retaken under different subtopics to a cumulative maximum of six hours. Approval of independent study proposal by faculty supervisor and department chair must occur prior to enrollment.
OTS 895 Special Project Proposal in OT
(3) I, II, A. Prerequisite: OTS 880. Development of special project proposal in a specific area of practice in occupational therapy. Student must have proposal form approved by instructor and department chair prior to enrollment.

OTS 896 Research Contribution
(3) A. Completion of a research contribution in a specific area of occupational therapy practice.

OTS 898 Thesis I
(3) I, II, A. Proposal development leading to thesis as directed by chair of thesis committee.

OTS 899 Thesis II
(3) A. Research leading to thesis as directed by chair of thesis committee.

OTS 899C Thesis/Project Continuation
(1-3) I, II, A. Prerequisite: advisor/departmental approval. Continuation of research leading to thesis/special project as directed by the chair of student’s committee. May be retaken as necessary to complete research. May not be used to satisfy degree program requirements.

GRD 887D Written Comprehensive Exam
(0) Registration in GRD 887 is required of all graduate students in the program for the term in which they wish to take their comprehensive examination. Prerequisite: Consent of Graduate Advisor

GRD 888C Thesis Defense
(0) Used in programs that require an exit competency exam different from or in addition to the comprehensive exam. Registration in GRD 888 is required of all graduate students in the program for the term in which they wish to take their Thesis Defense. Prerequisite: Consent of Graduate Advisor
References


Appendix A: Professional Behavior Policy and Procedure Form

Department of Occupational Therapy Policy and Procedure Form

Subject: Professional Behavior Evaluation

Policy ___ X________ Procedure ___ X_______

Prepared by: OT MS Subcommittee

University Reference: NA

Effective Date:

Preamble: The Department of Occupational Therapy recognizes that the development of professional behavior is an essential aspect in the preparation of occupational therapy practitioners. Professional behavior is identified as one of the MS Program Outcomes: Reflect the profession’s values, principles, and beliefs in carrying out professional responsibilities.

Policy: 1. It shall be the policy of the Department that all entry-level Master of Science students will be evaluated for professional behavior development as part of the progression and retention process. 
2. If a student does not meet the requirements of the professional behavior evaluation process he/she may be delayed in beginning Level I and / or Level II Fieldwork or may be dismissed from the program. 
3. Appeals will be processed according to the Department Admission, Progression and Retention Policy.

Procedure: 1. The Graduate Coordinator will oversee the professional behavior evaluation process.
2. Incoming Master of Science students will be oriented to the process of professional behavior evaluation. Each student will sign the Professional Behavior Policy Acknowledgment at the time of orientation and the acknowledgement will be placed in the student’s file.
3. The Graduate Coordinator will convene a meeting of faculty and advisors in the fall and spring of each academic year to review students’ professional behavior. The Graduate Coordinator will label a Professional Behavior Evaluation form for each enrolled student. Based on observation and appraisal of the individual learner in action, the Graduate Coordinator will document the student’s
unsatisfactory professional behavior or satisfactory professional development.

4. A student who receives an assessment of unsatisfactory behavior in one or more categories will be alerted to his/her less than competent performance. It will be the student’s responsibility to develop competence in the area(s) identified as unsatisfactory. Student will write a plan for correction/remediation on the Professional Behavior Evaluation Remediation Plan.

5. Any student who has not met the behavioral objectives identified on the remediation plan within the time frames specified will not receive permission to participate in fieldwork courses and may be dismissed from the program according to the Department Admission, Progression and Retention Policy.

6. Copies of all professional behavior documentation will be provided to the student and advisor and will be placed in the permanent student folder.

7. Student, instructor, advisor and Graduate Coordinator have responsibility for the overall success of the professional behavior evaluation process according to the following:

**Student Responsibility**

A. Acknowledge the need to achieve competence in professional behavior as an essential component of successful completion of the EKU Occupational Therapy Program through signing the Professional Behavior Policy Acknowledgement upon entry into the program.

B. Participate in the remediation of any unsatisfactory professional behavior identified on the Professional Behavior Evaluation. Meet with instructors and advisor to discuss needs, develop a remediation plan that meets faculty approval, and take initiative to meet objectives and achieve competence in professional behavior within the same semester.

C. Accept written/verbal feedback from instructors of professional behavior(s) that is unsatisfactory and work to develop competency in that area(s).

**Instructor Responsibility**

A. Will contribute to, and can initiate evaluation of student professional behavior using the Professional Behavior Evaluation criteria.

B. Provide students with written/verbal feedback in instances where unsatisfactory behavior is identified on the Professional Behavior Evaluation.

C. Contribute to the resolution of unsatisfactory performance by participating in the development of a remediation plan in conjunction with the student and advisor.
Advisor Responsibility
A. Meet with the student when unsatisfactory professional behavior(s) is identified and contribute to the development and resolution of a remediation plan.
B. Provide a copy of all remediation plan documentation to the student and place a copy in the student’s file.

Graduate Coordinator Responsibility
A. Provide newly admitted students with an orientation to the professional behavior program and have students sign the Professional Behavior Evaluation Policy Acknowledgement at the time of orientation.
B. Organize and conduct meetings each semester for the purpose of completing a Professional Behavior Evaluation for each student enrolled in the Master of Science curriculum. Provide instructors and advisors with ongoing support with the evaluation and remediation process.
C. Insure all parties have needed written forms and guidelines.
Eastern Kentucky University  
Department of Occupational Therapy  

PROFESSIONAL BEHAVIOR EVALUATION

Student ________________________________  Semester __________________________

Directions: The purpose of this evaluation is to provide feedback to the student regarding his/her professional development towards becoming an Occupational Therapist. The following rating scale will be used by faculty to evaluate performance each semester.

Satisfactory: The student demonstrates the required level of professional skill.
Unsatisfactory: The student does not demonstrate the required level of professional skill.

*An unsatisfactory rating in any category requires the student to develop a remediation plan.*

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<th>PROFESSIONAL BEHAVIOR</th>
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<tr>
<td>1. Respects faculty and classmates by arriving punctually to class and other academic events</td>
<td>S / U</td>
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<td>2. Promptly notifies faculty and concerned parties if circumstances prevent attendance and assumes initiative to make up missed assignments</td>
<td>S / U</td>
<td></td>
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<td>3. Recognizes and productively utilizes knowledge of own strengths and weaknesses</td>
<td>S / U</td>
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<td>4. Demonstrates the ability to problem solve by logically evaluating evidence</td>
<td>S / U</td>
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<td>5. Demonstrates the ability to be flexible with unexpected situations</td>
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<td>6. Asks appropriate questions when in doubt</td>
<td>S / U</td>
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<tr>
<td>7. Communicates professionally and effectively in scholarly writing</td>
<td>S / U</td>
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<tr>
<td>8. Communicates professionally and effectively in clinical writing</td>
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<td>9. Demonstrates confidence and self assurance</td>
<td>S / U</td>
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<td>10. Demonstrates the ability to work collaboratively with faculty, clinical supervisor, other health professionals as well as peers</td>
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<td>11. Acts according to profession’s values, principles and beliefs</td>
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<td>12. Deals maturely with personal emotions</td>
<td>S / U</td>
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<td>13. Assumes responsibility for own actions</td>
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<td>Demonstration</td>
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<td>14.</td>
<td>Demonstrates the ability to modify behavior in response to feedback</td>
<td>S / U</td>
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<td>15.</td>
<td>Demonstrates the ability to give constructive feedback</td>
<td>S / U</td>
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<td>16.</td>
<td>Communicates effectively with peers both verbal and nonverbal</td>
<td>S / U</td>
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<tr>
<td>17.</td>
<td>Communicates effectively with professionals both verbal and nonverbal</td>
<td>S / U</td>
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<td>18.</td>
<td>Projects professional image</td>
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<tr>
<td>19.</td>
<td>Demonstrates an overall ability to be a cooperative and contributing member of the class and profession.</td>
<td>S / U</td>
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</tbody>
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Comments:

Student Comments on Evaluation:

Faculty Signature / Date  Student Signature / Date

Approved: 4/6/2010
Professional Behavior Evaluation
Remediation Plan

Student Name: _______________________________

Professional Behavior needing remediation:

Remediation and action plan developed by student:

Clear statement of outcome to be accomplished:

Date by which action plan / outcome will be accomplished:

How, when and who will evaluate attainment of Professional Behavior.

<table>
<thead>
<tr>
<th>Date Negotiated</th>
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<td>Student Signature</td>
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<td>Instructor Signature</td>
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<td>Advisor Signature</td>
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Approved: 4/6/2010
Appendix B: Occupational Therapy Code of Ethics and Ethics Standards (2010)

PREAMBLE

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

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

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

The historical foundation of this Code and Ethics Standards is based on ethical reasoning surrounding practice and professional issues, as well as on empathic reflection regarding these interactions with others (see e.g., AOTA, 2005, 2006). This reflection resulted in the establishment of principles that guide ethical action, which goes beyond rote following of rules or application of principles. Rather, ethical action it is a manifestation of moral character and mindful reflection. It is a commitment to benefit others, to virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage.

While much has changed over the course of the profession’s history, more has remained the same. The profession of occupational therapy remains grounded in seven core concepts, as identified in the Core Values and Attitudes of Occupational Therapy Practice (AOTA, 1993): altruism, equality, freedom, justice, dignity, truth, and prudence. Altruism is the individual’s ability to place the needs of others before their own. Equality refers to the desire to promote fairness in interactions with others. The concept of freedom and personal choice is paramount in a profession in which the desires of the client must guide our interventions. Occupational therapy practitioners, educators, and researchers relate in a fair and impartial manner to individuals with whom they interact and respect and adhere to the applicable laws and standards regarding their area of practice, be it direct care, education, or research (justice). Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and dignity of the client, by assisting him or her to engage in occupations that are meaningful to him or her regardless of level of disability. In all situations, occupational therapists, occupational therapy assistants, and students must provide accurate information, both in oral and written form (truth). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions to direct them in their area(s) of practice (prudence). These seven core values provide a foundation by which occupational
therapy personnel guide their interactions with others, be they students, clients, colleagues, research participants, or communities. These values also define the ethical principles to which the profession is committed and which the public can expect. The *Occupational Therapy Code of Ethics and Ethics Standards (2010)* is a guide to professional conduct when ethical issues arise. Ethical decision making is a process that includes awareness of how the outcome will impact occupational therapy clients in all spheres. Applications of Code and Ethics Standards Principles are considered situation-specific, and where a conflict exists, occupational therapy personnel will pursue responsible efforts for resolution. These Principles apply to occupational therapy personnel engaged in any professional role, including elected and volunteer leadership positions.

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

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

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

**DEFINITIONS**

- **Recipient of service**: Individuals or groups receiving occupational therapy.
- **Student**: A person who is enrolled in an accredited occupational therapy education program.
- **Research participant**: A prospective participant or one who has agreed to participate in an approved research project.
- **Employee**: A person who is hired by a business (facility or organization) to provide occupational therapy services.
- **Colleague**: A person who provides services in the same or different business (facility or organization) to which a professional relationship exists or may exist.
- **Public**: The community of people at large.
BENEFICENCE

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

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

**Occupational therapy personnel shall**

A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.
B. Provide appropriate evaluation and a plan of intervention for all recipients of occupational therapy services specific to their needs.
C. Reevaluate and reassess recipients of service in a timely manner to determine if goals are being achieved and whether intervention plans should be revised.
D. Avoid the inappropriate use of outdated or obsolete tests/assessments or data obtained from such tests in making intervention decisions or recommendations.
E. Provide occupational therapy services that are within each practitioner’s level of competence and scope of practice (e.g., qualifications, experience, the law).
F. Use, to the extent possible, evaluation, planning, intervention techniques, and therapeutic equipment that are evidence-based and within the recognized scope of occupational therapy practice.
G. Take responsible steps (e.g., continuing education, research, supervision, training) and use careful judgment to ensure their own competence and weigh potential for client harm when generally recognized standards do not exist in emerging technology or areas of practice.
H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the needs and goals of the recipient have been met or when services no longer produce a measurable change or outcome.
I. Refer to other health care specialists solely on the basis of the needs of the client.
J. Provide occupational therapy education, continuing education, instruction, and training that are within the instructor’s subject area of expertise and level of competence.
K. Provide students and employees with information about the Code and Ethics Standards, opportunities to discuss ethical conflicts, and procedures for reporting unresolved ethical conflicts.
L. Ensure that occupational therapy research is conducted in accordance with currently accepted ethical guidelines and standards for the protection of research participants and the dissemination of results.
M. Report to appropriate authorities any acts in practice, education, and research that appear unethical or illegal.
N. Take responsibility for promoting and practicing occupational therapy on the basis of current knowledge and research and for further developing the profession’s body of knowledge.
NONMALEFICENCE

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

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

Occupational therapy personnel shall

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

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

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

Occupational therapy personnel shall

A. Establish a collaborative relationship with recipients of service including families, significant others, and caregivers in setting goals and priorities throughout the intervention process. This includes full disclosure of the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention(s); and/or any reasonable alternatives to the proposed intervention.

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

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

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

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

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

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

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

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

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

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

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

Occupational therapy personnel shall

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

PROCEDURAL JUSTICE

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

Procedural justice is concerned with making and implementing decisions according to fair processes that ensure “fair treatment” (Maiese, 2004). Rules must be impartially followed and consistently applied to generate an unbiased decision. The principle of procedural justice is based on the concept that procedures and processes are organized in a fair manner and that policies, regulations, and laws are followed. While the law and ethics are not synonymous terms, occupational therapy personnel have an ethical responsibility to uphold current reimbursement regulations and state/territorial laws governing the profession. In addition, occupational therapy personnel are ethically bound to be aware of organizational policies and practice guidelines set forth by regulatory agencies established to protect recipients of service, research participants, and the public.
Occupational therapy personnel shall
A. Be familiar with and apply the Code and Ethics Standards to the work setting, and share them with employers, other employees, colleagues, students, and researchers.
B. Be familiar with and seek to understand and abide by institutional rules, and when those rules conflict with ethical practice, take steps to resolve the conflict.
C. Be familiar with revisions in those laws and AOTA policies that apply to the profession of occupational therapy and inform employers, employees, colleagues, students, and researchers of those changes.
D. Be familiar with established policies and procedures for handling concerns about the Code and Ethics Standards, including familiarity with national, state, local, district, and territorial procedures for handling ethics complaints as well as policies and procedures created by AOTA and certification, licensing, and regulatory agencies.
E. Hold appropriate national, state, or other requisite credentials for the occupational therapy services they provide.
F. Take responsibility for maintaining high standards and continuing competence in practice, education, and research by participating in professional development and educational activities to improve and update knowledge and skills.
G. Ensure that all duties assumed by or assigned to other occupational therapy personnel match credentials, qualifications, experience, and scope of practice.
H. Provide appropriate supervision to individuals for whom they have supervisory responsibility in accordance with AOTA official documents and local, state, and federal or national laws, rules, regulations, policies, procedures, standards, and guidelines.
I. Obtain all necessary approvals prior to initiating research activities.
J. Report all gifts and remuneration from individuals, agencies, or companies in accordance with employer policies as well as state and federal guidelines.
K. Use funds for intended purposes, and avoid misappropriation of funds.
L. Take reasonable steps to ensure that employers are aware of occupational therapy’s ethical obligations as set forth in this Code and Ethics Standards and of the implications of those obligations for occupational therapy practice, education, and research.
M. Actively work with employers to prevent discrimination and unfair labor practices, and advocate for employees with disabilities to ensure the provision of reasonable accommodations.
N. Actively participate with employers in the formulation of policies and procedures to ensure legal, regulatory, and ethical compliance.
O. Collect fees legally. Fees shall be fair, reasonable, and commensurate with services delivered. Fee schedules must be available and equitable regardless of actual payer reimbursements/contracts.
P. Maintain the ethical principles and standards of the profession when participating in a business arrangement as owner, stockholder, partner, or employee, and refrain from working for or doing business with organizations that engage in illegal or unethical business practices (e.g., fraudulent billing, providing occupational therapy services beyond the scope of occupational therapy practice).

VERACITY

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

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

**Occupational therapy personnel shall**

A. Represent the credentials, qualifications, education, experience, training, roles, duties, competence, views, contributions, and findings accurately in all forms of communication about recipients of service, students, employees, research participants, and colleagues.

B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.

C. Record and report in an accurate and timely manner, and in accordance with applicable regulations, all information related to professional activities.

D. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.

E. Accept responsibility for any action that reduces the public’s trust in occupational therapy.

F. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, students, research participants, or the public.

G. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.

H. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.

I. Give credit and recognition when using the work of others in written, oral, or electronic media.

J. Not plagiarize the work of others.

**FIDELITY**

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

The principle of fidelity comes from the Latin root *fidelis* meaning loyal. *Fidelity* refers to being faithful, which includes obligations of loyalty and the keeping of promises and commitments (Veatch & Flack, 1997). In the health professions, fidelity refers to maintaining good-faith relationships between various service providers and recipients. While respecting fidelity requires occupational therapy personnel to meet the client’s reasonable expectations (Purtillo, 2005), Principle 7 specifically addresses fidelity as it relates to maintaining collegial and organizational relationships. Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike must consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision-making and professional practice.
Occupational therapy personnel shall
A. Respect the traditions, practices, competencies, and responsibilities of their own and other professions, as well as those of the institutions and agencies that constitute the working environment.
B. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated by national, state, or local laws or permission to disclose is given by the individual.
C. Take adequate measures to discourage, prevent, expose, and correct any breaches of the Code and Ethics Standards and report any breaches of the former to the appropriate authorities.
D. Attempt to resolve perceived institutional violations of the Code and Ethics Standards by utilizing internal resources first.
E. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.
F. Avoid using one’s position (employee or volunteer) or knowledge gained from that position in such a manner that gives rise to real or perceived conflict of interest among the person, the employer, other Association members, and/or other organizations.
G. Use conflict resolution and/or alternative dispute resolution resources to resolve organizational and interpersonal conflicts.
H. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.
References


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Adopted by the Representative Assembly 2010CApr17.


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