

OCCUPATIONAL THERAPY GRADUATE STUDENT HANDBOOK



**EASTERN KENTUCKY UNIVERSITY
COLLEGE OF HEALTH SCIENCES
FALL 2016**

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**DEPARTMENT OF OCCUPATIONAL SCIENCE AND OCCUPATIONAL THERAPY
EASTERN KENTUCKY UNIVERSITY
LEARNING TO EMPOWER LIVES THROUGH OCCUPATION**

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, Suite 200, Bethesda, MD 20814-3449, (301) 652-2682, or www.aota.org.

Mission of EKU

As a school of opportunity, Eastern Kentucky University fosters personal growth and prepares students to contribute to the success and vitality of their communities, the Commonwealth, and the world.

Eastern Kentucky University is committed to access, equal opportunity, dignity, respect, and inclusion for all people, as integral to a learning environment in which intellectual creativity and diversity thrives.

Eastern Kentucky University (EKU) Occupational Therapy Curricula Framework

Vision of the Department of Occupational Science and Occupational Therapy

Faculty and students of the Department of Occupational Science and Occupational Therapy will achieve excellence in the study of occupation as a therapy and a science. Through its faculty and graduates the Department will be recognized for supporting engagement of individuals and communities to foster full participation in life, advancing Kentucky and impacting the world.

Tag Line of the Department of Occupational Science and Occupational Therapy

Preparing leaders to empower lives through occupation.

Mission of the Department of Occupational Science and Occupational Therapy

The mission is to prepare future professionals who are leaders in occupational science and occupational therapy reaching the community, the Commonwealth and the world through education, research, and service.

Philosophy of the Department of Occupational Science and 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 wellbeing of individuals and the community. Occupational therapy supports individuals' engagement in meaningful everyday occupations within the context of their lives.

The Department of Occupational Science and 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 Science and Occupational Therapy at Eastern Kentucky University, is comprised of four interwoven tenets:

Occupation is essential to individual, community and societal health and wellbeing.

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.

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 & 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).

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 (E^4) 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 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 1

Bachelor of Science in Occupational Science Program Outcomes

Occupation	<ol style="list-style-type: none"> 1. Apply knowledge of occupational science to understand yourself and others as occupational beings to promote health and wellness 2. Analyze the dynamics of context and occupation across the lifespan
Reasoning	<ol style="list-style-type: none"> 3. Demonstrate the use of varied types of reasoning required of health professionals. 4. Understand the purpose and demonstrate methods of scholarly inquiry
Diversity	<ol style="list-style-type: none"> 5. Explore your dimensions of diversity 6. Understand how diversity influences occupational opportunity and participation of persons, populations and organizations.
Communication	<ol style="list-style-type: none"> 7. Communicate using the ideas and language of occupational science 8. Demonstrate observation and interview skills
Professional Identity	<ol style="list-style-type: none"> 9. Demonstrate knowledge of societal health concerns and approaches 10. Evaluate your actions as a student, advocate, educator, leader and researcher

Table 2

Master of Science in Occupational Therapy Program Outcomes

Theme	Expectations on entry	Instructional Outcomes	Level II Fieldwork Outcomes	Graduation Outcomes
Occupation	<p>Apply knowledge of occupational science to understand yourself and others as occupational beings to promote health and wellness.</p> <p>Analyze the dynamics of context and occupation across the life span.</p>	<p>Analyze occupational performance based on occupational profiles reflecting the diversities of persons across the life span and continuum of care.</p> <p>Plan occupation-based intervention by acquiring, analyzing, and synthesizing knowledge from assessments.</p> <p>Implement and review interventions to engage persons in their valued occupations and promote health and wellness.</p> <p>Adapt context during assessment and intervention to support occupational performance within lived environments.</p> <p>Use outcome measures throughout the OT process as they relate to supporting health and participation in life through engagement in occupation.</p>	<p>Demonstrate entry-level practice competency in the occupational therapy process.</p>	<p>Design, provide and analyze Evidence-based occupational therapy services that support health and participation in life through engagement in occupation.</p>

Reasoning	<p>Demonstrate the use of varied types of reasoning required of health professionals.</p> <p>Understand the purpose and demonstrate methods of scholarly inquiry.</p>	<p>Articulate a clear and logical rationale for the assessment and intervention process.</p> <p>Use evidence to support assessment and intervention decisions.</p> <p>Contribute to knowledge relevant to the profession of occupational therapy by developing skills of scholarly inquiry.</p>	<p>Demonstrate entry-level practice competency in the occupational therapy process.</p>	<p>Contribute to occupational therapy practice, education and research through the ethical application of reasoning abilities.</p>
Diversity	<p>Explore your dimensions of diversity.</p> <p>Understand how diversity influences occupational opportunity and participation of persons, populations and organizations.</p>	<p>Describe political processes and products that affect occupational therapy.</p> <p>Conduct appropriate assessments to determine the occupation-based needs of persons, populations and organizations.</p> <p>Employ knowledge of diversity to collaborate with persons, populations and organizations.</p>	<p>Demonstrate entry-level practice competency in the occupational therapy process.</p>	<p>Collaborate with others to promote the health and well-being of diverse persons, populations and organizations.</p>
Communication	<p>Communicate using the ideas and language of occupational science.</p> <p>Demonstrate observation and interview skills.</p>	<p>Express and justify occupational therapy's unique value to diverse populations.</p> <p>Interact with diverse persons, populations and organizations demonstrating collaborative relationships.</p>	<p>Demonstrate entry-level practice competency in the occupational therapy process.</p>	<p>Collaborate with diverse persons, populations and organizations to promote health and wellness.</p>

Professional Identity	Demonstrate knowledge of societal health concerns and approaches.	Articulate the values, beliefs and principles of occupational therapy.	Demonstrate entry-level practice competency in the occupational therapy process.	Reflect the profession's values, principles and beliefs in carrying out professional requirements and responsibilities.
	Evaluate your actions as student, advocate, educator, leader and researcher.	Create an occupational therapy professional identity through reflective processing of learning experiences.		
		Demonstrate actions based on the American Occupational Therapy Association Code of Ethics.		
		Promote the value and practice of occupation-based practice.		

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Curricular Framework Reaffirmed: 9/2011

- ***Vision of the Department of Occupational Science and Occupational Therapy Approved: 1/2004***
- Tag Line of the Department of Occupational Science and Occupational Therapy Approved: 1/2004
- Mission of the Department of Occupational Science and 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.

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 ECU 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
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, CPO 66 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 ECU 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 OS/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 up through the 12th week of classes during a regular semester. Withdrawal Timetable

a) During the first 4 weeks of the semester students may withdraw from the University through EKUDirect by withdrawing completely from all classes and reducing their enrollment down to 0.0 cr. hr. (no withdrawal fee will be incurred).

b) Beginning with the 5th week, and until the end of the 12th week of a fall/spring semester classes, students may withdraw online through EKUDirect. If that is not possible they may complete a form to withdraw from the University (no withdrawal fee will be incurred). The form is available at this link:

<http://registrar.eku.edu/sites/registrar.eku.edu/files/files/University%20Withdraw%20Form%202014.pdf>

c) Students may not officially withdraw from the University after the 12th week of a fall/spring semester. See the Colonel's Compass online (www.eku.edu/compass) for partial-semester or summer withdrawal deadlines.

d) Students with extenuating circumstances occurring after the 12th week should refer to the Registrar's website (<http://www.registrar.eku.edu/Withdrawing>).

If you have questions please call 859-622-2320.

A grade of "W" is assigned. Students who leave the University without an official withdrawal are subject to the grade of "F".

Late Withdrawals due to Exceptional Medical Conditions

When physical or mental illness, or other extraordinary circumstances, intrude upon a student's ability to successfully meet the requirements of his or her course of study, such that the student is unable to avail themselves of standard methods for withdrawing from the University, per the above described timeframe, the student may complete a request for a Medical Withdrawal or a Compassionate Withdrawal.

A student who is not eligible for a medical withdrawal may be able to withdraw from the University after the 12th week if the student is the victim of extraordinary circumstances. This is called a Compassionate Withdrawal. The deadline for filing a petition for withdrawal under extraordinary circumstances (Compassionate Withdrawal) is the last day of the full semester following the term from which the student is seeking withdrawal. The student must complete a Withdrawal Petition Form 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 class.

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 2008 must complete the program in order to include this course work by the end of the Summer term 2015). 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 Tobacco-Free Campus

POLICY

EKU supports initiatives designed to foster a healthy campus climate for ECU faculty, staff, students, volunteers, vendors, patrons, customers, guests, visitors, and contractors (“Persons”). This Policy is designed to support health initiatives for ECU and its extended regional campuses by designating all ECU owned, rented and leased property as Tobacco-free, including surrounding exterior spaces and recreational areas.

POLICY PROCEDURE

The use of all Tobacco is prohibited on all Property that is owned, leased, occupied, or controlled by the University. This includes buildings and structures, residence halls, housing facilities operated by Employee Housing, grounds, exterior open spaces, parking lots, and garages, on-campus sidewalks, streets, driveways, stadiums, recreational spaces, practice fields, University Property outside the main campus such as regional campuses, farm facilities, art galleries, performance venues, and sporting venues and functions that are held in these facilities and venues.

The use of Tobacco is prohibited in Vehicles owned, leased or rented by the University, including maintenance Vehicles, automobiles, shuttles, utility Vehicles, and golf carts as well as while in personal Vehicles on University Property.

The University will provide educational information and programs on Tobacco use cessation.

POLICY VIOLATIONS/SANCTIONS

Violations of this policy are subject to the corrective action and disciplinary procedures as set forth in the Faculty Handbook, Staff Handbook or Student Handbook, as applicable. Persons refusing to comply may be asked to leave campus.

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”. To progress, MS OT students must achieve a grade of ‘C’ or higher in all OTS courses. If a student fails an OTS course twice OR fails two separate courses, they will be dismissed from the program. 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

Eastern Kentucky University Policy

Research shows that students who regularly attend class are more likely to succeed. Regular class attendance or online participation is expected of all students. The attendance policy of the Department of Occupational Science and Occupational Therapy is consistent with Eastern Kentucky University Regulation 4.1.6R.

(http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6_student_absence_adopted_12.1.14.pdf).

Please refer to this regulation for examples of excusable reasons for absences and more complete information on compliance with this regulation. Consistent with the regulation, students should be prepared to provide appropriate verification of any absences. Students who are unable to resolve an absence issue with the instructor, may appeal to the Department Chair. The Department Chair decision is final.

EKU students are responsible for course work covered during all class periods, including the first class meeting. Students should be prepared to provide appropriate verification of any absence. In the case of excused absences, students will be provided an opportunity to make up missed class work as is feasible. To the extent possible, students should notify the instructor in advance of an absence. No absence of any nature will be construed as relieving the student from responsibility for the timely completion of all work assigned by the instructor. Initiating the request to make up class work is the student's responsibility.

DEPARTMENT POLICY

The Department of Occupational Science and Occupational Therapy adheres to the attendance policy published by Eastern Kentucky University. 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. Students are advised to review course syllabi to determine specific course requirements.

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 847.

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 the integrative seminars 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 oral thesis defense. OTS 845, OTS 846, and OTS 847 are the capstone courses and successful completion of these three courses is required in order to be granted the Master of Science degree.

Occupational Therapy Department Policy on Repeating Courses related to Fieldwork

The Department of Occupational Science and 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; however, the Department has an additional policy that states that a student fails the same OTS course twice OR fails two separate courses OTS, they will be dismissed from the program.

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 Level I and Level II fieldwork experiences. Failure to demonstrate professional and ethical behavior will result in a delay of progression or dismissal from the program. Performance evaluations during Level I and Level II 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 (also referred to as contracts) between Eastern Kentucky University and a facility are required in order to place any student at a particular site. 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 Management Committee, 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 the three areas while at 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 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 (FWSE) 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 Blackboard 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 are expected to have the financial resources available to include relocation and housing expenses incurred during this portion of the professional program. The availability of contracted fieldwork education sites for Level II Fieldwork experiences varies as the result of multiple, quickly changing factors beyond the control of the Fieldwork Office and University. 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 through a collaborative process between the Academic Fieldwork Coordinator, the student and the fieldwork site. There are specific policies governing assignment to the fieldwork site which are explained to students at the initial orientation session upon entering the program and distributed to students by email during the first semester the student is in the program. Copies of the policies are also posted at the Department website under the Fieldwork Office and Community Partners link at www.ot.eku.edu.

NO CHANGES will be made in Level II Fieldwork placements after the student is confirmed with a site unless there is a documented extenuating circumstance which includes illness of self or close family member. 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. Formal documentation of the extenuating circumstances 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 bi-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, and 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 Professionals, 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. 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. Membership with the American Occupational Therapy Association is required as long as the student is in didactic coursework, or participating in Level I and Level II Fieldwork as students must be able to access journals and documents at that website. Proof of membership is required.

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 scores will not be released to the student by NBCOT 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 September 1 and October 1 following the degree conferral date in late 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 July 15 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 examination 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 ECU 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 dress 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 full length at healthcare settings and no shorter than capri or cropped length at community or education settings. 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 with socks at healthcare settings.

Adherence to the dress code is included as part of the grade consideration of 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 fieldwork coordinator(s) 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 ECU 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 ECU'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.ecu.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), 12 South Summit Ave., Suite 100, 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.

Capstone Classes

All entry-level Master of Science students must successfully complete the following capstone classes with a "Satisfactory" grade, OTS 845, OTS 846 and OTS 847 in order to graduate.

EASTERN KENTUCKY UNIVERSITY
DEPARTMENT OF OCCUPATIONAL SCIENCE AND OCCUPATIONAL THERAPY
Course Descriptions

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. Co-requisite: 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. Co-requisites: 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. Co-requisite: 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: Education Communities

(4) A. Prerequisites: OTS 824 and OTS 832. Co-requisite: 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 **Co-requisites:** 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: Community-Based Practice

(4) A. Co-requisite: 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

(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: 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 Capstone

(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 Capstone

(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 Capstone

(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 855 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. Prerequisite: 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). Co-requisite: 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 post professional Masters 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

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Appendix A: Professional Behavior Policy and Procedure Form

Department of Occupational Science and 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 Science and 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 ECU 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 Science and 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.

PROFESSIONAL BEHAVIOR		RATING	COMMENTS
1.	Respects faculty and classmates by arriving punctually to class and other academic events	S / U	
2.	Promptly notifies faculty and concerned parties if circumstances prevent attendance and assumes initiative to make up missed assignments	S / U	
3.	Recognizes and productively utilizes knowledge of own strengths and weaknesses	S / U	
4.	Demonstrates the ability to problem solve by logically evaluating evidence	S / U	
5.	Demonstrates the ability to be flexible with unexpected situations	S / U	
6.	Asks appropriate questions when in doubt	S / U	
7.	Communicates professionally and effectively in scholarly writing	S / U	
8.	Communicates professionally and effectively in clinical writing	S / U	
9.	Demonstrates confidence and self-assurance	S / U	
10.	Demonstrates the ability to work collaboratively with faculty, clinical supervisor, other health professionals as well as peers	S / U	
PROFESSIONAL BEHAVIOR		RATING	COMMENTS
11.	Acts according to profession's values, principles and beliefs	S / U	
12.	Deals maturely with personal emotions	S / U	
13.	Assumes responsibility for own actions	S / U	

14.	Demonstrates the ability to modify behavior in response to feedback	S / U	
15.	Demonstrates the ability to give constructive feedback	S / U	
16.	Communicates effectively with peers both verbal and nonverbal	S / U	
17.	Communicates effectively with professionals both verbal and nonverbal	S / U	
18.	Projects professional image	S / U	
19.	Demonstrates an overall ability to be a cooperative and contributing member of the class and profession.	S / U	

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.

Date Negotiated	Date Completed
Student Signature	Student Signature
Instructor Signature	Instructor Signature
Advisor Signature	Advisor Signature

Approved: 4/6/2010

Appendix B: Occupational Therapy Code of Ethics (2015)

Preamble

The 2015 Occupational Therapy Code of Ethics (Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations (AOTA, 2014b).

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

1. It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles, and
2. It delineates enforceable Principles and Standards of Conduct that apply to AOTA

members. Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote compliance with these Principles and 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. Recognizing and resolving ethical issues is a systematic process that includes analysis of the complex dynamics of situations, weighing of consequences, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel, including students in occupational therapy programs, are expected to abide by the Principles and Standards of Conduct within this Code.

Personnel roles include clinicians (e.g., direct service, consultation, administration); educators;

researchers; entrepreneurs; business owners; and those in elected, appointed, or other

professional volunteer service. The process for addressing ethics violations by AOTA members (and associate members, where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2014a).

Although the Code can be used in conjunction with licensure board regulations and laws that guide standards of practice, the Code is meant to be a free-standing document, guiding ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist in resolving ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees, ethics officers, the AOTA Ethics Commission or Ethics Program Manager, or an ethics consultant.

Core Values

The profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. Altruism involves demonstrating concern for the welfare of others. Equality refers to treating all people impartially and free of bias. Freedom and personal choice are paramount in a profession in which the values and desires of the client guide our interventions. Justice expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009). Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and Dignity of the client, by treating him or her with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (Truth). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (Prudence).

The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the Core Values are not themselves enforceable standards, they should be considered when determining the most ethical course of action.

Principles and Standards of Conduct

The Principles and Standards of Conduct that are enforceable for professional behavior include (1) Beneficence, (2) Nonmaleficence, (3) Autonomy, (4) Justice, (5) Veracity, and (6) Fidelity.

Reflection on the historical foundations of occupational therapy and related professions resulted in the inclusion of Principles that are consistently referenced as a guideline for ethical decision making.

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, 2013). 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, 2013).

Related Standards of Conduct

Occupational therapy personnel shall

- A. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs.
- B. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised.

- C. Use, to the extent possible, evaluation, planning, intervention techniques, assessments, and therapeutic equipment that are evidence based, current, and within the recognized scope of occupational therapy practice.**
- D. Ensure that all duties delegated to other occupational therapy personnel are congruent with credentials, qualifications, experience, competency, and scope of practice with respect to service delivery, supervision, fieldwork education, and research.**
- E. Provide occupational therapy services, including education and training, that are within each practitioner’s level of competence and scope of practice.**
- F. Take steps (e.g., continuing education, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice.**
- G. Maintain competency by ongoing participation in education relevant to one’s practice area.**
- H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial.**
- I. Refer to other providers when indicated by the needs of the client.**
- J. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including determination of potential risks and benefits.**

Nonmaleficence

Principle 2. Occupational therapy personnel shall refrain from actions that cause harm. Nonmaleficence “obligates us to abstain from causing harm to others” (Beauchamp & Childress, 2013, p. 150). The Principle of 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. The standard of due care “requires that the goals pursued justify the risks that must be imposed to achieve those goals” (Beauchamp & Childress, 2013, p. 154). For example, in occupational therapy practice, this standard applies to situations in which the client might feel pain from a treatment intervention; however, the acute pain is justified by potential longitudinal, evidence-based benefits of the treatment.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.**
- B. Avoid abandoning the service recipient by facilitating appropriate transitions when unable to provide services for any reason.**
- C. 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.**
- D. Avoid any undue influences that may impair practice and compromise the ability to safely and competently provide occupational therapy services, education, or research.**

- E. Address impaired practice and when necessary report to the appropriate authorities.**
- F. Avoid dual relationships, conflicts of interest, and situations in which a practitioner, educator, student, researcher, or employer is unable to maintain clear professional boundaries or objectivity.**
- G. Avoid engaging in sexual activity with a recipient of service, including the client's family or significant other, student, research participant, or employee, while a professional relationship exists.**
- H. Avoid compromising rights or well-being of others based on arbitrary directives (e.g., unrealistic productivity expectations, falsification of documentation, inaccurate coding) by exercising professional judgment and critical analysis.**
- I. Avoid exploiting any relationship established as an occupational therapy clinician, educator, or researcher to further one's own physical, emotional, financial, political, or business interests at the expense of recipients of services, students, research participants, employees, or colleagues.**
- J. Avoid bartering for services when there is the potential for exploitation and conflict of interest.**

Autonomy

Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.

The Principle of Autonomy 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, respect for Autonomy is referred to as the self-determination principle. However, respecting a person's 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 [his or her] values and beliefs" (Beauchamp & Childress, 2013, p. 106). Individuals have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, his or her autonomy should be respected through involvement of an authorized agent or surrogate decision maker.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Respect and honor the expressed wishes of recipients of service.**
- B. Fully disclose the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention.**
- C. Obtain consent after disclosing appropriate information and answering any questions posed by the recipient of service or research participant to ensure voluntariness.**
- D. Establish a collaborative relationship with recipients of service and relevant stakeholders, to promote shared decision making.**
- E. Respect the client's right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes.**

- F. Refrain from threatening, coercing, or deceiving clients to promote compliance with occupational therapy recommendations.**
- G. Respect a research participant's right to withdraw from a research study without penalty.**
- H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications, in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act).**
- I. Display responsible conduct and discretion when engaging in social networking, including but not limited to refraining from posting protected health information.**
- J. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, culture) with the recipient of service (or responsible party), student, or research participant.**

Justice

Principle 4. Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.

The Principle of Justice relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2013). Occupational therapy personnel should relate in a respectful, fair, and impartial manner to individuals and groups with whom they interact. They should also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent following of rules to generate unbiased decisions and promote fairness. As occupational therapy personnel, we work to uphold a society in which all individuals have an equitable opportunity to achieve occupational engagement as an essential component of their life.

Related Standards of Conduct

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. Assist those in need of occupational therapy services to secure access through available means.**
- C. Address barriers in access to occupational therapy services by offering or referring clients to financial aid, charity care, or pro bono services within the parameters of organizational policies.**
- D. Advocate for changes to systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy services.**
- E. Maintain awareness of current laws and AOTA policies and Official Documents that apply to the profession of occupational therapy.**
- F. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents.**
- G. Hold requisite credentials for the occupational therapy services they provide in**

academic, research, physical, or virtual work settings.

H. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines.

I. Obtain all necessary approvals prior to initiating research activities.

J. Refrain from accepting gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts.

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

L. Collaborate with employers to formulate policies and procedures in compliance with legal, regulatory, and ethical standards and work to resolve any conflicts or inconsistencies.

M. Bill and collect fees legally and justly in a manner that is fair, reasonable, and commensurate with services delivered.

N. Ensure compliance with relevant laws and promote transparency when participating in a business arrangement as owner, stockholder, partner, or employee.

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

P. Refrain from participating in any action resulting in unauthorized access to educational content or exams (including but not limited to sharing test questions, unauthorized use of or access to content or codes, or selling access or authorization codes).

Veracity

Principle 5. 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 refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information (Beauchamp & Childress, 2013). Veracity is based on respect owed to others, including but not limited to recipients of service, colleagues, students, researchers, and research participants. In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. When entering into a therapeutic or research relationship, the recipient of service or research participant has a right to accurate information. 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 of Veracity also requires thoughtful analysis of how full disclosure of information may affect outcomes.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication.**
- 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 or academic documentation and activities.**
- D. Identify and fully disclose to all appropriate persons errors or adverse events that compromise the safety of service recipients.**
- E. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public.**
- F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.**
- G. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.**
- H. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize).**
- I. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution.**
- J. Maintain privacy and truthfulness when utilizing telecommunication in delivery of occupational therapy services.**

Fidelity

Principle 6. Occupational therapy personnel shall treat clients, 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 the duty one has to keep a commitment once it is made (Veatch, Haddad, & English, 2010). In the health professions, this commitment refers to promises made between a provider and a client or patient based on an expectation of loyalty, staying with the patient in a time of need, and compliance with a code of ethics. These promises can be implied or explicit. The duty to disclose information that is potentially meaningful in making decisions is one obligation of the moral contract between provider and client or patient (Veatch et al., 2010).

Whereas respecting Fidelity requires occupational therapy personnel to meet the client's reasonable expectations, the Principle also addresses maintaining respectful collegial and organizational relationships (Purtilo & Doherty, 2011). 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.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws.**
- B. Address incompetent, disruptive, unethical, illegal, or impaired practice that jeopardizes the safety or well-being of others and team effectiveness.**
- C. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.**
- D. Avoid using one's position (employee or volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations.**
- E. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.**
- F. Refrain from verbal, physical, emotional, or sexual harassment of peers or colleagues.**
- G. Refrain from communication that is derogatory, intimidating, or disrespectful and that unduly discourages others from participating in professional dialogue.**
- H. Promote collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients.**
- I. Respect the practices, competencies, roles, and responsibilities of their own and other professions to promote a collaborative environment reflective of interprofessional teams.**
- J. Use conflict resolution and internal and alternative dispute resolution resources as needed to resolve organizational and interpersonal conflicts, as well as perceived institutional ethics violations.**
- K. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization's official and authorized positions.**
- L. Refrain from actions that reduce the public's trust in occupational therapy.**
- M. Self-identify when personal, cultural, or religious values preclude, or are anticipated to negatively affect, the professional relationship or provision of services, while adhering to organizational policies when requesting an exemption from service to an individual or group on the basis of conflict of conscience.**

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Adopted by the Representative Assembly 2015AprilC3.

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Appendix C: Journal Format Thesis

DEPARTMENT OF OCCUPATIONAL SCIENCE AND OCCUPATIONAL THERAPY

OTS 898/899 Journal Format Thesis Organization

I. Overview of 898/899

The Department of Occupational Science and Occupational Therapy requires students selecting the thesis option to complete a journal format thesis. This should afford the student the opportunity to submit their research for publication as a component of the research experience. The student and thesis committee will review the "Authorship Guidelines of the Department of OS/OT" throughout the process of OTS 898 and OTS 899. Students selecting qualitative methodology may enroll in OTS 884 rather than OTS 898. The thesis chair will submit a College Exception Form (Course Substitution) by Week 3 of the semester in which their thesis student is taking OTS 884 as a substitute for OTS 898. Students in conjunction with their committee chair will form their thesis committee during OTS 898/884 and work in concert with the committee. The student should complete the majority of Chapter 1 and IRB submission during OTS 898 (OTS 884).

The student, in collaboration with the thesis committee, should select a journal appropriate for submission and use the Author Submission guideline from that journal to write the journal article. OTS 899 should allow the student to do data collection, analysis and evaluation resulting in Chapter 2 - journal article manuscript.

II. Oral Defense of Thesis

Following the completion of their thesis, the student will present an oral defense of their work. During the oral defense the student will present methodology, data collection, data analysis and results, draw conclusions, demonstrating theoretical interpretations of the work, apply the results to occupational therapy and discuss implications for OT practice.

III. Structure of journal-article-format theses

Thesis is assembled as follows:

1. Thesis approval page
2. Statement of permission to use
3. Title page
4. Copyright page
5. Dedication if desired
6. Acknowledgements if desired
7. Table of contents
8. List of Tables/Figures if needed
9. Abstract
10. Chapter 1 – Introduction (one paragraph) and Literature review
11. Chapter 2 – Journal article manuscript
12. References (APA format)
13. Appendices as needed

* APA formatting unless otherwise described. See EKU Graduate School Thesis manual/Encompass for specific information, <http://gradschool.eku.edu/thesis-guidelines>

IV. Content of thesis

Chapter 1: A brief, one paragraph introduction to the research topic. Extensive literature review related to topic

Chapter 2: Journal Article Manuscript

References (APA format must be used)

Appendixes

- IRB approval
- Consent forms
- Data Collection tools
- Other as needed