

**Georgia State University**



**STUDENT HANDBOOK  
AND  
FIELDWORK MANUAL**

**Department of Occupational Therapy**

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**2016-2017**

## FOREWORD AND WELCOME

This student handbook and Fieldwork Manual of Department of Occupational Therapy is to guide you while you are a student in the Occupational Therapy program at Georgia State University. The faculty welcomes you and will assist you in every way possible along your journey toward becoming an occupational therapist.

The statements set forth in this handbook are not intended and should not be construed as a contract between a student and the Department of Occupational Therapy or the university. This handbook is intended to provide information for the guidance Georgia State University Occupational Therapy students. While every effort has been made to ensure the accuracy of the information contained herein, accuracy cannot be absolutely guaranteed, and anyone who needs to rely on any particular matter is advised to verify it independently. The contents of this handbook are subject to change, and the OT/M program, the Occupational Therapy Department and the Lewis School of Nursing and Health Professions reserve the right to depart without notice from any policy or procedure referred to in this handbook, or to revise and amend this handbook in whole or in part at any time. The students will be made aware of any changes made to this handbook through communication from the department head and will be posted within the student's access. Should you have any questions regarding the material contained in this handbook, please do not hesitate to ask your faculty advisor. For information and guidance related to graduate student life, student resources, and general information refer to the Graduate Catalog for the Byrdine F. Lewis School of Nursing & Health Professions (<http://catalog.gsu.edu/graduate20152016/>). All of the information relates to some aspect of your education, and it is important that you become familiar with the contents. Students should also refer to the Student Affairs Policies for the students, <https://app.gsu.edu/policies/index.cfm?category=64> as well as GSU's student handbook, <http://studenthandbook.gsu.edu/>

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# INTRODUCTION

Welcome to the Department of Occupational Therapy. This document contains both the student handbook and the fieldwork manual. The OT/M curriculum is the new program in the Lewis School and follows the philosophical base of the profession, the mission of the school and the university and reflects the beliefs and values of the faculty about the professional graduate education in occupational therapy. Our entry-level professional masters (OT/M) program has been granted CANDIDACY STATUS by the Accreditation Council for Occupational Therapy Education (ACOTE®). We will admit our first class in the Spring of 2017. The Accreditation Council for Occupational Therapy Education (ACOTE®) is part of the American Occupational Therapy Association (AOTA), and can be contacted by telephone (301) 652 2682), via their website ([www.acoteonline.org](http://www.acoteonline.org)), or by mail at:

ACOTE  
C/o Accreditation Department  
American Occupational Therapy Association (AOTA)  
4720 Montgomery Lane, Suite 200  
Bethesda, MD 20814-3449

The entry-level Occupational Therapy program at Georgia State consists of a curriculum that incorporates didactic, clinical, and research experiences. The degree is a professional clinical degree that signifies the achievement of qualifications necessary to enter the occupational therapy profession. The degree represents the completion of comprehensive academic and clinical course work and fulfillment of all stated requirements.

# MISSION, VISION, AND VALUES

## **Mission**

The mission of the Georgia State University's program of occupational therapy is to improve human lives through innovations in research, community engagement, and education in occupational therapy and rehabilitation in general. We will prepare highly competent and ethical entry level occupational therapist in the delivery of evidence based, culturally-competent, and compassionate care to improve health and independence of individual and community within a highly technological and globally diverse environment.

## **Vision**

To be locally and globally recognized and regarded as a preferred destination for exemplary occupational therapy research and scholarly activity, education, and community engagement.

## **OT Values: GSU CARES**

**G:** Growth

**S:** Science

**U:** Unique

**C:** Compassion

**A:** Accountability

**R:** Respect

**E:** Excellence

**S:** Service

# PHILOSOPHY

The scientific study of humans as occupational beings is a central concept of this master program. Our concept of occupational therapy is based on the fundamental premise that occupation is an integral part of life and a pre-requisite to participation (Kielhofner 2008, Christiansen and Townsend, 2010). The program is designed by keeping in mind the demand of the increasingly dynamic healthcare system that requires graduates to be flexible, autonomous, broadly educated generalists. The program also focuses to produce leaders who are able to use creative and critical thinking, as well as clinical reasoning with great effectiveness and efficiency. This is accomplished through enhanced understanding of the rich complexities of occupation. The intent of this understanding of occupation is to improve the effectiveness of using occupation as an assessment as well as intervention within the health and wellness system. This simply means that the students investigate the art and science of occupation: doing the everyday activities of life within their socio-cultural contexts; examining how life-styles influence health and wellbeing, and how participation in occupation can be used therapeutically. Our curriculum philosophy therefore strongly embodies the profession's Centennial Vision concepts of an evidence-based profession that is globally connected with a diverse workforce prepared to meet society's occupational needs (AOTA, 2007).

The underlying philosophy of the master program at the Georgia State is, therefore, also in sync with the Philosophical Base of Occupational Therapy as stated by the American Occupational Therapy Association as follows (AOTA, 2011):

“Occupations are activities that bring meaning to the daily lives of individuals, families, and communities and enable them to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health, and well-being across the lifespan. As such, participation in meaningful occupation is a determinant of health.

Occupations occur within diverse social, physical, cultural, personal, temporal, or virtual contexts. The quality of occupational performance and the experience of each occupation are unique in each situation due to the dynamic relationship between factors intrinsic to the individual, the contexts in which the occupation occurs, and the characteristics of the activity.

The focus and outcome of occupational therapy are individuals' engagement in meaningful occupations that support their participation in life situations. Occupational therapy practitioners conceptualize occupations as both a means and an end to therapy. That is, there is therapeutic value in occupational engagement as a change agent, and engagement in occupations is also the ultimate goal of therapy.

Occupational therapy is based on the belief that occupations may be used for health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation/adaptation. The use of occupation to promote individual, community, and population health is the core of occupational therapy practice, education, research, and advocacy”

## **View of Humanity**

Our view of humanity is consistent with the AOTA Core Values and Attitudes of Occupational Therapy Practice (AOTA, 1993).

- All human life has intrinsic dignity and inherent worth. This inherent worth and dignity are not diminished by disease, dysfunction or disability.
- Participation in occupations fosters a sense of competence and self-worth, which enhances dignity and quality of life.
- Every individual has the potential for growth and change and meaningful, satisfying interaction with the environment.
- Each individual is unique. Diversity in human attributes, values, beliefs and life styles is acknowledged and respected.
- Human beings must be viewed holistically. The dynamic interaction of all aspects of the individual's life and environment, including physical, psychological, cognitive, social, emotional, spiritual and cultural components, must be considered when developing an understanding of the individual and the impact of occupational challenges on the individual.
- Life experience and perspectives are unique to the individual, and every individual has the right to make choices, experience self-determination, freedom and independence.

## **Approach to Learning and Instruction**

The preparation of entry level occupational therapists at Georgia State University is viewed as a collaborative effort between each student and faculty member and is based on the educational philosophy of pragmatism (Orstein, 1993, Breines, 1987) and the occupational therapy tenant of learning by doing. Central to pragmatism are the concepts of change, process, and relativity. Pragmatism views knowledge as a process that is constantly changing and learning is considered a transaction between the learner and the environment, both of which are constantly changing and adapting. The following statements represent our view of the teaching and learning process.

- "Learning occurs as the person engages in problem solving; problem solving is moreover, transferable to a wide variety of subjects and situations" (Orstein, 1993, p.39).
- Learning becomes an active process that may take place individually or in groups. Active learning is facilitated through reflection, critiquing, critical analysis, collaboration and discussion, viewing information from different perspectives, associating and organizing relevant information and, clarifying one's own point of view (Schmidt, 1993).
- Given guidance and relevant experiences, the learner develops the ability to critically analyze and approach problems in a variety of settings and situations and to see the wholes and the parts and the relationships to each other and human performance.
- Teaching students to be reflective and critical thinkers is central to the educational process and our philosophy of education. The curriculum fosters the acquisition of clinical reasoning, critical thinking, and judgment through teaching and active learning activities that promote reflective and evidence based decision-making in a student centered learning environment.
- Teaching and learning is a collaborative process between faculty and students. It is fostered by faculty who are well-informed educators, scholars and professionals who model the level of excellence required of the students. The faculty member is accountable to design learning activities that challenge the student intellectually, convey accurate information and promote the professional development of the student as occupation- based and client-centered practitioner.
- Students have a responsibility in the teaching and learning process to ensure that they have a commitment to a consistent level of preparation and participation in the collaborative process that will ensure mastery at the levels of knowledge, skill and attitude required.

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- Christiansen, C. H., & Townsend, E. A. (Eds.). (2010). *Introduction to occupation: The art and science of living* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

## CURRICULUM DESIGN AND FLOW

The current healthcare system in the United States is very complex and constantly undergoing scrutiny and revisions in response to the demand and feedback from consumers, governmental agencies, and third party payers. Pressure to increase the infusion of rapidly advancing modern technology, decrease cost, provide services guided by evidence, and increase life quality and patient outcomes in our health care operations are becoming everyday headlines in the media. Occupational therapy is an integral part of this health care system. Advocacy, evidence based practice, and belief in core professional philosophy are essential elements for a successful delivery of professional practice. Today it is vital to our clients as well as to our profession, that occupational therapy graduates are flexible, autonomous, broadly educated generalists, scholars, and leaders. The graduates must be able to use creative and critical thinking, as well as clinical reasoning with great effectiveness and efficiency. These factors, along with the mission of the institution, were guiding principles in the development of the OT curriculum at Georgia State. The curriculum is designed in a planned progression to build upon and develop knowledge and skills at increasing levels of complexity, competence and integration through the course of the program.

The occupational therapy masters (OT/M) curriculum is sequenced for the study of occupational behavior across the life span, therapeutic interventions to support occupational participation, professional skills, values and behaviors, and models of research and evidence-based practice. Understanding the complexities of occupation and how occupation can be used in assessments and interventions are fundamental aspects of the curriculum. Scholastic inquiry of occupation is woven through the curriculum and is paramount to the understanding of the complexities of occupation. Another fundamental component of the curriculum is the structure of the learning experiences based on adult learning theories to enhance the students' development of the necessary skills for thinking, self-reflection and reasoning as a therapist. The curriculum sequence includes six identifiable threads:

1. Foundational Knowledge – Reflects broad areas of study (i.e. social, behavioral, biological and physical sciences, education and contemporary society) which serve as foundations to the basic premises of occupational therapy.
2. Understanding the rich complexities of occupation (Individual, Family, Community, Society) – Addresses the reciprocal influence of lifespan development on areas of occupation and the health & wellness/illness continua. Focus is given to understanding the interdependent relationship between one's ability or inability to engage in occupation, and participation in life.
3. Using Occupation as a basis of assessment and intervention: – Focuses on the influence of factors such as: performance skills, performance patterns, context, activity demands and client factors on occupational performance. At this stage previously constructed knowledge is organized and applied to occupational therapy assessment and interventions throughout the life span. Influence of technology on occupational assessment and intervention are also applied.
4. Investigating occupation by integrating science and therapy – Focuses on developing research and scholarship skills as well as clinical reasoning skills to practice as an evidence based therapist.
5. Applying knowledge to Practice – Applies problem solving skills to assorted clinical contexts for the application of knowledge and skills in diversified environments.
6. Advocacy, Leadership and Cultural Competency – Instills acceptance of self as a professional with recognition of concomitant responsibilities, duties and rewards. Integrates the end process of the development of a professional and beginning of professional development a culturally competent occupational therapist who can advocate for and lead the profession.

The sequence of the OT curriculum allows the students to construct their knowledge and skills at increasing levels of complexity, competence and synthesis. As the students' progress through the program, it is the goal of the faculty that they will achieve transformative learning. The focus of all of the courses is human occupation, occupation's relationship to development, the impact along the wellness-illness continuum on occupational performance, and the occupational therapy process as defined in the OT Practice Framework, for the purpose of enabling individuals to fulfill occupational roles to their fullest potential. Learning activities shape the student's holistic understanding of the relationship between occupation and occupational performance including the areas of daily living, work or productive activities, as well as, play and leisure. Ethical, scientific, historical, socio-cultural, political and economic factors provide a foundation and ongoing perspective in the education process. As represented in the Curricular Sequence and Flow Document (attached), the Foundational and Occupation Focused courses provide general knowledge about occupational development, performance and disruptions, professional values and behaviors and the process of practice, and research in occupational therapy practice. While the Using Occupation as a Basis for Assessment and Intervention and Applying Knowledge to Practice courses progress to more specific detail about the relationship of occupational dysfunction to social participation. Throughout the curriculum, students learn about devising and implementing interventions that relate to deficits in occupational participation amongst individuals of all ages and from a broad range of cultural, ethnic, gender, and socioeconomic diversity.

Students participate in Level I Fieldwork experiences and accompanying FW seminars associated with each didactic semester in order to apply theory and knowledge learned in the classroom to clinical and community settings. As the semesters progress, the students take a series of courses designed to provide the fundamentals of clinical and scientific reasoning and research methodology that are relevant to the practice of occupational therapy. These courses culminate in research projects, meta-analyses or systematic reviews of occupational therapy practice areas, conducted under the supervision of occupational therapy faculty. As a final project, students present their findings in the form of a research report or professional presentation to their university colleagues.

Students in the OT/M program also participate in two inter-professional courses focusing on management, leadership and healthcare service delivery. Both courses have specific discipline content to address the standards of practice specific to occupational therapy. Students also have the opportunity to take elective graduate courses designed for special interest or that are relevant to their research project. Example courses might include special topics in motor control/motor learning, sensory integration, or policy analysis.

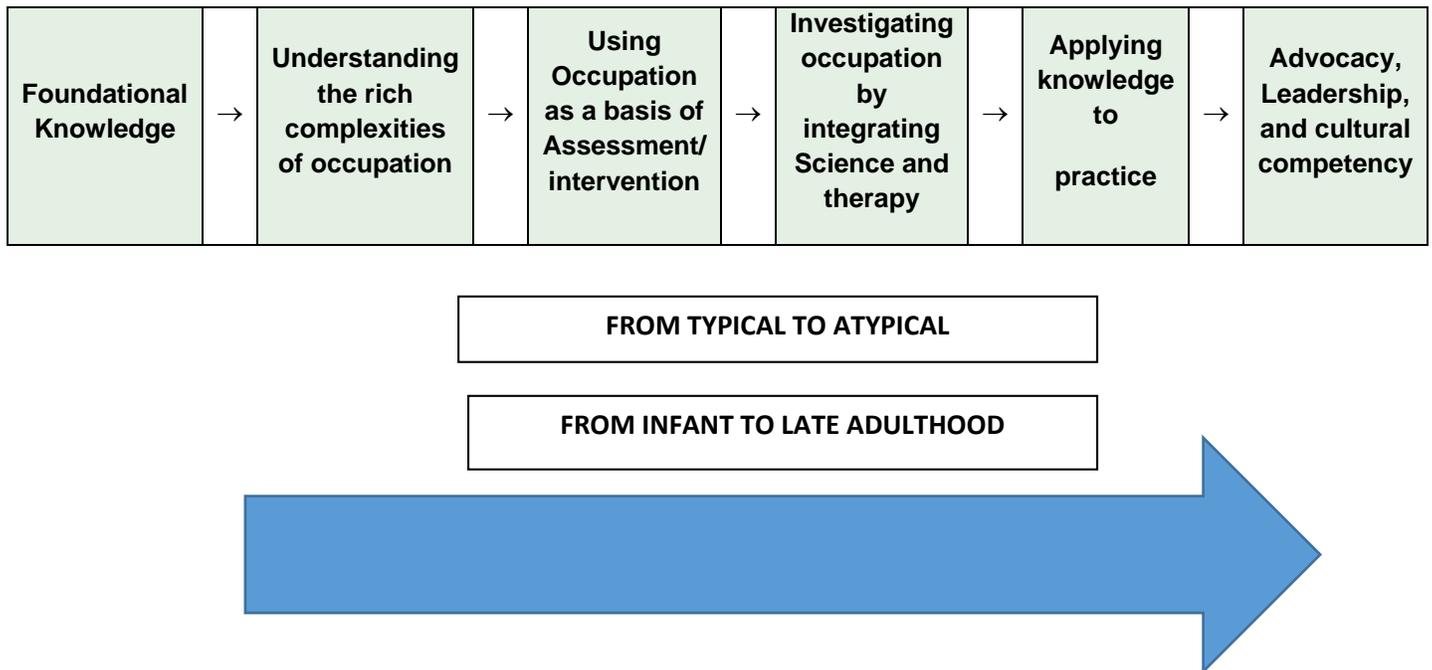
The final component of the OT/M program consists of 6 months (24 weeks) of Level II Fieldwork experiences during which time students apply knowledge gained in academic courses to clinical settings with the goal of becoming competent, entry level, generalist OT practitioners. The Level II Fieldwork experiences are carried out in two different clinical settings under the supervision of occupational therapy clinical educators.

Specifically, students will apply:

- occupational knowledge
- professional ethics, standards, and values
- effective therapeutic relationships
- knowledge of the context of service delivery
- principles of management and systems
- evidence-based practice to promote participation in meaningful and culturally relevant occupations

**FIGURE 1: CURRICULUM SIMPLE SEQUENCE AND FLOW**

**Simple Sequence**



**FIGURE 2: CURRICULUM SEQUENCE AND FLOW PRIOR TO START OF PROGRAM: DETAILED**

THE CURRICULUM SEQUENCE AND FLOW

| SEMESTER | FOUNDATIONAL KNOWLEDGE   |  |  |  |  |
|----------|--|--|--|--|--|
| -1       | 1. Human Anatomy and Physiology 1 with lab (3 credits)<br>2. Human Anatomy and Physiology 2 with lab (3 credits)<br>3. Human Growth and Development or Developmental Psychology (3 credits)<br>4. Abnormal Psychology (3 credits)<br>5. Statistics (3 credits)<br>6. Sociology or Anthropology (3 credits)<br>7. Medical Terminology (3 credits) |  |  |  |  |
| 0        | 1. Gross Human Anatomy with lab** [5000 level or higher] [4 credits or higher]<br>2. Pathology** [5000 level or higher][3 credits or higher]   |  |  |  |  |

| SEMESTER | FOUNDATIONAL KNOWLEDGE<br>(Total 7 credits) |  | UNDERSTANDING THE RICH COMPLEXITIES OF OCCUPATION<br>(Total 9 credits) |  | USING OCCUPATION AS A BASIS OF ASSESSMENT AND INTERVENTION<br>(Total 25 credits) |   | INVESTIGATING OCCUPATION by INTEGRATING SCIENCE AND THERAPY<br>(Total 10 credits) |   | APPLYING KNOWLEDGE TO PRACTICE<br>(Total 18 credits) |  | ADVOCACY, LEADERSHIP AND CULTURAL COMPETENCY<br>(Total 7 credits) |   |
|----------|---|--|--|--|--|---|---|---|--|--|---|---|
|          |   |  |  |  |  |   |   |   |  |  |   |   |
| 1        | OT 6120<br>OT 6121                          | Functional Movement Across the Lifespan: Analysis and Assessment: Lecture & Lab – 4 Cr | OT 6100<br>OT 6101   | Analysis and Adaptation of Occupation: Lecture & Lab -3 Cr                                     |  |   | OT 6130   | Evidence Based Practice and Clinical Research I -2 Cr   | OT 6140  | FW 1A and Skills for Occupation Based Practice Seminar I -2 Cr   |   |   |
|          | OT 6150                                     | Neuroscience: Assessing Human Performance - 3 Cr                                       | OT 6110  | Social and Cultural Determinants of Health and Occupation Across the Lifespan -3 Cr            |  |   |   |   |  |  |   |   |
| 2        |   |  | OT 6200  | Applied Concepts of Wellness & Illness: Theoretical Foundation for the Scope of Practice- 3 Cr | OT 6210<br>OT 6211   | Occupational Assessment and Intervention across the Lifespan: Lecture & Lab – 4 Cr  | OT 6230   | Evidence Based Practice and Clinical Research II – 2 Cr | OT 6240  | FW 1B and Skills for Occupation Based Practice Seminar II – 2 Cr |   |   |
|          |   |  |  |  | OT 6220<br>OT 6221   | Assistive Technology and Environmental Assessment and Intervention across the lifespan: Lecture & Lab- 3 Cr               | OT 7130   | Masters Project I -2 Cr                                 |  |  |   |   |
| 3A       |   |  |  |  | OT 7100<br>OT 7101   | Orthopedic Assessment and Intervention across the lifespan: Lecture & Lab – 3 Cr  |   |   |  |  |   |   |
| 3B       |   |  |  |  | OT 7110<br>OT 7111   | Disability Theory, Mental Health and Group Process: Assessment and Intervention across the lifespan: Lecture & Lab – 4 Cr | OT 7230   | Masters Project II -2 Cr                                | OT 7140  | FW 1C and Skills for Occupation Based Practice Seminar III -2 Cr |   |   |
|          |   |  |  |  | OT 7120<br>OT 7121   | Cognitive and Perceptual Assessment and Intervention across the Lifespan: Lecture & Lab – 4 Cr                            |   |   |  |  |   |   |
| 4        |   |  |  |  | OT 7210<br>OT 7211   | Neurologic Assessment and Intervention across the Lifespan: Lecture & Lab – 4 Cr  | OT 7330   | Masters Project III 2 Cr                                | OT 7240  | FW 1D and Skills for Occupation Based Practice Seminar IV – 2 Cr | SNHP 7100   | Healthcare Leadership - 3 Cr                |
|          |   |  |  |  | OT 7220<br>OT 7221   | Community Based Practice Assessment and Intervention across the Lifespan: Lecture & Lab – 3 Cr                            |   |   |  |  | SNHP 7110   | Service Delivery / Inter-professional- 3 Cr |
| 5        |   |  |  |  |  |   |   |   | OT 7310  | FW II A - 5 Cr   | OT 7300   | Clinical Review / Competency test 1 Cr      |
| 6        |   |  |  |  |  |   |   |   | OT 7320  | FW II B – 5 Cr   |   |   |

**FIGURE 3: CURRICULUM SEQUENCE AND FLOW FOR OT/M PROGRAM: DETAILED**

**SPRING START –GSU OT COURSE SEQUENCE**

| <b>OCCUPATIONAL THERAPY CURRICULAR CREDITS = 70 CREDITS [highlighted Actual catalog no]</b>                         |  | <b>CREDIT(S)</b> |
|---|--|------------------|
| <b>1<sup>ST</sup> SEMESTER (SPRING) 17 CREDITS</b>  |  |                  |
| 1. OT 6100: ANALYSIS AND ADAPTATION OF OCCUPATION   |  | 2                |
| 2. OT 6101: ANALYSIS AND ADAPTATION OF OCCUPATION LAB   |  | 1                |
| 3. OT 6110: SOCIAL AND CULTURAL DETERMINANTS OF HEALTH AND OCCUPATION ACROSS THE LIFESPAN                           |  | 3                |
| 4. OT 6120: FUNCTIONAL MOVEMENT ACROSS THE LIFESPAN   |  | 3                |
| 5. OT 6121: FUNCTIONAL MOVEMENT ACROSS THE LIFESPAN LAB   |  | 1                |
| 6. OT 6130: EVIDENCE BASED PRACTICE AND CLINICAL RESEARCH I   |  | 2                |
| 7. OT 6140: FW 1A AND SKILLS FOR OCCUPATION BASED PRACTICE SEMINAR  |  | 2                |
| 8. OT 6150: NEUROSCIENCE: ASSESSING HUMAN PERFORMANCE   |  | 3                |
|   |  | <b>=17</b>       |
| <b>2ND SEMESTER B: (SUMMER MAYMESTER) 05 CREDITS</b>  |  |                  |
| 1. OT 6200: APPLIED CONCEPTS OF WELLNESS/ILLNESS -THEORETICAL FOUNDATION FOR THE SCOPE OF PRACTICE                  |  | 3                |
| 2. OT 6230: EVIDENCE BASED PRACTICE AND CLINICAL RESEARCH II  |  | 2                |
|   |  | <b>=5</b>        |
| <b>2<sup>ND</sup> SEMESTER A: (SUMMER ) 11 CREDITS</b>  |  |                  |
| 1. OT 6210: OCCUPATIONAL ASSESSMENT AND INTERVENTION ACROSS LIFE SPAN   |  | 3                |
| 2. OT 6211: OCCUPATIONAL ASSESSMENT AND INTERVENTION ACROSS LIFE SPAN LAB   |  | 1                |
| 3. OT 7130: MASTERS PROJECT I   |  | 2                |
| 4. OT 6240: FW 1 B -1 AND SKILLS FOR OCCUPATION BASED PRACTICE SEMINAR II   |  | 2                |
| 5. OT 7100: ORTHOPEDIC ASSESSMENT AND INTERVENTION ACROSS THE LIFESPAN  |  | 2                |
| 6. OT 7101: ORTHOPEDIC ASSESSMENT AND INTERVENTION ACROSS THE LIFESPAN LAB  |  | 1 1              |
|   |  | <b>=11</b>       |
| <b>3<sup>rd</sup> SEMESTER (FALL)</b>   |  |                  |
| 1. OT 6220: ASSISTIVE TECHNOLOGY AND ENVIRONMENTAL ASSESSMENT AND INTERVENTION ACROSS LIFESPAN                      |  | 2                |
| 2. OT 6221: ASSISTIVE TECHNOLOGY AND ENVIRONMENTAL ASSESSMENT AND INTERVENTION ACROSS LIFESPAN LAB                  |  | 1                |
| 3. OT 7110: DISABILITY THEORY, MENTAL HEALTH AND GROUP PROCESS: ASSESSMETN AND INTERVENTION ACROSS THE LIFESPAN     |  | 3                |
| 4. OT 7111: DISABILITY THEORY, MENTAL HEALTH AND GROUP PROCESS: ASSESSMETN AND INTERVENTION ACROSS THE LIFESPAN LAB |  | 1                |
| 5. OT 7120: COGNITIVE AND PERCEPTUAL ASSESSMENT AND INTERVENTIONS ACROSS THE LIFESPAN                               |  | 3                |
| 6. OT 7121: COGNITIVE AND PERCEPTUAL ASSESSMENT AND INTERVENTIONS ACROSS THE LIFESPAN LAB                           |  | 1                |
| 7. OT 7230: MASTERS PROJECT II  |  | 2                |
| 8. OT 7140: FW 1C AND SKILLS FOR OCCUPATIONAL BASED PRACTICE SEMINAR III  |  | 2                |
|   |  | <b>=15</b>       |
| <b>4<sup>TH</sup> SEMESTER (SPRING) 12 CREDITS + 6 INTERPROFESSIONAL CREDITS</b>                                    |  |                  |
| 1. OT 7210: NEUROLOGIC ASSESSMENT AND INTERVENTION ACROSS THE LIFE SPAN   |  | 3                |
| 2. OT 7211: NEUROLOGIC ASSESSMENT AND INTERVENTION ACROSS THE LIFE SPAN LAB   |  | 1                |
| 3. OT 7220: COMMUNITY BASED PRACTICE ASSESSMENT AND INTERVENTION ACROSS THE LIFESPAN                                |  | 2                |
| 4. OT 7221: COMMUNITY BASED PRACTICE ASSESSMENT AND INTERVENTION ACROSS THE LIFESPAN LAB                            |  | 1                |
| 5. OT 7330: MASTERS PROJECT III   |  | 2                |
| 6. OT 7240: FW 1D AND SKILLS FOR OCCUPATIONAL BASED PRACTICE SEMINAR IV   |  | 2                |
|   |  | <b>=11</b>       |
| <b>5<sup>TH</sup> SEMESTER (SUMMER) 6 CREDITS</b>   |  |                  |
| 1. OT 7300: COMPETENCY TESTING AND CLINICAL REVIEW SEMINAR - 1 CR [FIRST 2 WEEKS]                                   |  | 1                |
| 2. OT 7310: FW II A (12 WEEKS) – 5 CR   |  | 5                |
|   |  | <b>=6</b>        |
| <b>6<sup>TH</sup> SEMESTER (FALL) 5 CREDITS</b>   |  |                  |
| 1. OT 7320: FW II B (12 WEEKS) – 5 CR   |  | 5                |
|   |  | <b>=5</b>        |

|  |           |
|--|-----------|
| <b>OCCUPATIONAL THERAPY CURRICULAR CREDITS</b>   | <b>70</b> |
| <b>COMPULSORY INTER-PROFESSIONAL CREDITS = 6</b>   |           |
| <b>4TH SEMESTER (SPRING)</b>   |           |
| 1. SNHP 7100: HEALTH CARE LEADERSHIP-ETHICS – 3 CR (INTER-PROFESSIONAL COMPULSORY ELECTIVE)                            | 3         |
| 2. SNHP 7110: SERVICE DELIVERY / INTER-PROFESSIONAL COLLABORATION IN OT- 3 CR (INTER-PROFESSIONAL COMPULSORY ELECTIVE) | 3         |
| <b>COMPULSORY INTERPROFESSIONAL CREDITS</b>  | <b>6</b>  |

**OPTIONAL ELECTIVE CREDITS = 3:** ANY 3 CREDITS WORTH OF COURSEWORK FROM THE LEWIS SCHOOL OR THE UNIVERSITY WITH PERMISSION FROM RESEARCH OR ACADEMIC ADVISOR

|                                  |              |
|----------------------------------|--------------|
| <b>OPTIONAL ELECTIVE CREDITS</b> | <b>3</b>     |
| <b>TOTAL CREDITS</b>             | <b>76-79</b> |

**Georgia State University**  
**Byrdine F. Lewis School of Nursing and Health Professions**  
**Department of Occupational Therapy**  
**OT/M Program**

**COURSE DESCRIPTIONS**

**OT 6100 -Analysis and Adaptation of Occupation – 2 credits**

This first semester lecture course provides the students with an understanding of the historical foundation of the profession of occupational therapy, focusing on philosophical assumptions, and core concepts of the profession. This course is designed to introduce students to the Occupational Therapy process and introduces The Occupational Therapy Practice Framework: Domain & Process (OTPF) 3rd edition (AOTA, 2014), an official document for the profession. Through interactive teaching, peer instruction and participatory activities, students investigate the complexities of occupation as the foundation of the practice of occupational therapy. Addresses ACOTE Standards B1.2, B2.1, B2.2, B.2.3, B2.7, B4.4, B4.10. Pre-requisites: Admission to the Program; Co-requisites –OT 6101: Analysis and Adaptation of Occupation Lab.

**OT 6101 -Analysis and Adaptation of Occupation Lab – 1 credit**

This first semester lab course accompanies OT 6100 Lecture course and provides the students with an opportunity for interactive, dynamic, hands on activities to develop an understanding of occupation, activity analysis, evaluation of ADLs/IADL and professional documentation. Addresses ACOTE Standards: B1.2, B2.1, B2.2, B.2.3, B2.7, B4.4, B4.10. Pre-requisites: Admission to the Program; Co-requisites –OT 6100- Analysis and Adaptation of Occupation.

**OT 6110 -Social and Cultural Determinants of Health and Occupation across the life Span –3 credits**

This course examines current theory and research related to the development of human occupation and how it changes throughout the life course. This course also focuses on effects of occupations on health and how societal and cultural determinants influence an individual's quality of life throughout the life span. Through interactive teaching, peer instruction and participatory activities, students will observe, interpret, and describe occupational performance, and apply relevant theories and constructs to understand the development of human occupation. Addresses ACOTE Standards: B1.2, B1.3, B1.4, B1.5, B2.2, B2.3, B2.4, B2.5, B2.6, B. 2.9, B3.1, B3.2, B3.4, B4.6, B 5.4. Pre-requisites: Admission to the Program; Co-requisites –None.

**OT 6120 -Functional Movement Across the lifespan –Analysis and Assessment -3 credits**

In this lecture course students will develop an understanding of clinical human anatomy and biomechanical principles underlying human movement and their application to occupational performance and how it changes across the lifespan. Students will perform detailed regional analyses of the upper and lower extremities and the trunk. Addresses ACOTE Standards: B1.1, B1.2, B2.7, B2.8, B3.1, B3.3, B4.1, B4.2, B4.3, B4.4. Pre-requisites: Admission to the Program; Co-requisites –OT 6121.

### **OT 6121 -Functional Movement Across the lifespan –Analysis and Assessment Lab -1 credit**

This lab course accompanies OT 6120, and provides the student with an opportunity for interactive, dynamic, hands on activities to develop an understanding of functional human movement, how movement affects performance, and how it changes across the lifespan. Students will perform detailed regional analyses of the upper and lower extremities and the trunk. Assessment procedures such as palpation, muscle strength testing, range of motion, flexibility testing, and reflex integration will be learned in order to understand their relationships to occupational performance. Addresses ACOTE Standards: B1.1, B1.2, B2.7, B.2.8, B3.1, B.4.1, B4.2, B.4.3, B.4.4, B4.6. Pre-requisites: Admission to the Program; Co-requisites – OT 6120

### **OT 6130 -Evidence Based practice and Clinical Research I – 2 credits**

This course is designed to inform students regarding the role and creation of practiced-based evidence in occupational therapy. The course covers the concepts, methods, and strategies related to evidence-based practice. The goal of the course is to support students in the development of critical reading and writing skills with particular relevance to understanding human occupation and the practice of occupational therapy through scientific inquiry. This course is the first in the sequence leading to the development of a proposal and completion of a research project. Addresses ACOTE Standards: B1.7, B4.2, B4.6, B8.1, B8.2, B8.3, B8.4, B8.5. Pre-requisites: Admission to the Program; Co-requisites – None.

### **OT 6140 -FW 1A and Skills for Occupation Based Practice Seminar I – 2 credits**

This course is the first occupation based practice seminar in a 5-seminar sequence and is an essential element to the first Level 1 Fieldwork experience as it facilitates the integration of information from the didactic component of the OT program to the practical clinical applications in the natural environment with seasoned professionals. The student will participate in approximately 40 hours (over the course of the semester) of supervised client involvement in a variety of settings. This seminar provides for active engagement through directed fieldwork experiences, classroom instruction, and experiential lab activities. Clinical case studies will be used to facilitate clinical reasoning processes and enhance client-centered, occupation-based practice. Students will be introduced to professional socialization, therapeutic use of self, ethical practice and group dynamics. Peer-instruction, active engagement and self-direction are essential aspects of this seminar. Addresses ACOTE Standards: B1.8, B2.3, B2.2, B2.7, B2.8, B 4.10, B5.7, B9.1, B9.2, C1.8, C1.9. Pre-requisites: Admission to the Program; Co-requisites – OT 6100, OT6101, OT 6110, OT 6120, OT 6121, OT 6130

### **OT 6150 -Neuroscience: Assessing Human Performance – 3 credits**

This course covers terminology and neuroanatomical relationships, cellular neurophysiology, structure and function of the central, peripheral, and autonomic nervous systems and their ability to respond to environmental demands in order to introduce basic and applied neuroanatomical and neurophysiological principles. Through the assessment of human behavior and performance in relation to the nervous system, students will discuss pathophysiology, clinical manifestations, diagnostic procedures, evidence-based practices, and interdisciplinary management, along with prevention in occupational therapy. Addresses ACOTE Standards B1.1, B2.6. Pre-requisites: Admission to the Program; Co-requisites – none

### **OT 6200 -Applied Concepts of Wellness/Illness -Theoretical Foundation for the Scope of Practice – OT process - 3 credits**

This course examines current theory and research in occupational therapy related to the understanding of individuals' reactions to disability / disease and the promotion of health and wellness across the lifespan and identifies the role of occupation in the promotion of health and prevention of disease and disability. This course delves into to professional ethics and standards of care. Students will utilize American Occupational Therapy Association (AOTA) *Ethics, Core Values and Attitudes of OT Practice*, and *AOTA Standards of Practice* as a guide for ethical decision-making while focusing on health and wellness. Addresses ACOTE Standards B1.2, B1.3, B1.5, B1.6, B2.1, B2.4, B2.5, B2.9, B2.11, B3.1, B3.2, B3.3, B3.6, B8.3. Pre-requisites: OT 6100, OT 6110; Co-requisites – none

### **OT 6230 -Evidence Based Practice and clinical research II -2 credits**

This is the second course in a sequence of two courses designed to develop knowledge and skills for using scientific

evidence in clinical decision-making and in understanding clinical research. We will examine evidence gathered using a variety of quantitative and Qualitative methods including group designs and meta-analytic approaches. A variety of teach / learning methods including cooperative learning, mini-lectures, experiential learning and interactive reflection and feedback will be used. Addresses ACOTE Standards B1.7, B4.2, B4.6, B8.1, B8.2, B8.3, B8.4, B8.5. Pre-requisites: OT 6130; Co-requisites – None

### **OT 6210 – Occupational Assessment and Intervention across the Lifespan - 3 credits**

In this lecture course students will explore a variety of diagnostic conditions and disorders and their impact on occupational performance, models and theories of practice, research evidence, and practice contexts/environments of children from birth to young adulthood. Students will examine factors influencing occupational performance of children including performance skills, performance patterns, context, activity demands, cultural influences and client factors that affect their occupational performance. Students will critically analyze the evidence supporting evaluation and treatment methodologies used with children and adolescence with a variety of issues. Addresses ACOTE Standards. B2.6, B2.7, B2.10, B2.11, B3.1-B3.3, B4.1, B4.2, B4.3, B4.4, B4.5, B4.6, B4.7, B4.8, B4.9, B4.10, B4.11, B8.3. Pre-requisites: OT 6100, OT6110, Admission to the Program; Co-requisites – OT 6200, OT 6211

### **OT 6211 – Occupational Assessment and Intervention across the lifespan Lab - 1 credits**

This lab course accompanies OT 6210 and provides the student with an opportunity for interactive, dynamic, hands on activities to develop an understanding of occupational performance of children including performance skills, performance patterns, context, activity demands, cultural influences and client factors that affect their occupational performance in a variety of contexts. Students will participate in the occupational therapy process of working with children using evaluation tools, intervention planning and documentation. Addresses ACOTE Standards B1.8, B3.3, B4.2, B4.3, B4.4, B4.5, B4.6, B5.1, B5.2, B5.3, B5.4, B5.5, B5.6, B5.7, B5.8, B5.9, , B5.10, B5.11, B5.12, B5.13, B5.14, B5.22, B5.23, B5.24, B5.26, B6.1 Pre-requisites OT 6100, OT 6110, Co-requisites – OT 6210

### **OT 7100 -Orthopedic Assessment and Intervention across the Lifespan-2 credits**

In this lecture course students will explore a variety of orthopedic diagnostic conditions and their impact on occupational performance of adults. Students will critically analyze models and theories of practice, research evidence and current concepts and techniques utilized in orthopedic rehabilitation. Biomechanical considerations of major orthopedic injuries including injury potential of various human movement activities, acute and chronic injuries, and methods for reducing the likelihood of suffering an injury are explored. Students will critically analyze the evidence supporting evaluation and treatment methodologies used with individuals with orthopedic impairments. Addresses ACOTE Standards B2.5-B2.11, B3.1-B3.5, B4.1- B4.11, B5.15, B5.16, B8.3. Pre-requisites: OT 6120, OT 6121; Co-requisites – OT 7101

### **OT 7101- Orthopedic Assessment and Intervention across the Lifespan Lab -1 credit**

This lab course accompanies OT 7100 and facilitates student learning through interactive, dynamic, hands on activities to develop skills in providing OT services to individuals with orthopedic diagnoses. Students will be instructed in use of orthotic and prosthetic devices and equipment utilized (including thermal modalities) in occupational therapy with this population. Students will participate in the occupational therapy process including screening, evaluation, and intervention plan development using interactive case study design. Addresses ACOTE Standards B4.1-B4.11, B5.1- B5.24. Pre-requisites: OT 6120, OT 6121; Co-requisites – OT 7100

### **OT 6240 -FW 1 B -1 and Skills for Occupation Based Practice Seminar II – 2credit**

This is the 2nd integrative seminar in the five-seminar sequence. The student will participate in approximately 40 hours of supervised client involvement in a variety of settings. The seminar portion of this course is designed to enhance clinical reasoning processes and the use of sound judgment by integrating knowledge and skills from previous educational and work experiences and from concurrent OT courses with weekly fieldwork experiences. This seminar focuses on task analysis, and active participation in the OT processes of screening, evaluation and referral. Students will participate through self-directed and collaborative learning, class participation and leadership activities. Addresses ACOTE Standards B1.5, B1.6, B2.4, B2.5, B2.6, B2.7, B2.9, B9.1, B9.2, B9.10, B9.11.C1.8, C1.9, C1.10. Pre-requisites: OT 6140; Co-requisites –OT 6210, OT 7100

### **OT 7130 Masters Project Seminar I –2 credits**

This course supports the development of a research proposal and the skills needed to implement a research project. This course builds on the skills developed through pre-requisite coursework as well as courses completed in the first year of the program. Through a series of lectures, small group discussions and lab activities students are guided through the development of a research proposal and analysis of data. Addresses ACOTE Standards B5.30 B7.6, B8.4, B8.5, B8.6, B8.7, B8.8, B8.9. Pre-requisites: OT 6130, OT 6230. Co-requisites – none.

### **OT 6220- Assistive Technology and Environmental Intervention in OT – 2 credits**

In this lecture course students will examine technology for health and wellness of populations and individuals with and without disabilities. Students will explore the impact of the non-human environment on occupational performance of the individuals across the lifespan and gain the necessary knowledge and skills to provide evaluation and intervention. Through this course, students learn how to apply evidence-based practice, resource coordination, and advocacy for clients who utilize technology and environmental intervention. Addresses ACOTE Standards B1.8, B3.1-B3.3, B4.2, B4.3, B4.4, B4.10, B5.1, B5.2, B5.3, B5.9, B5.10, B5.11, B5.12, B5.13, B5.19, B5.23, B5.24, B8.3. Pre-requisites: OT 6210. Co-requisites – OT 6221

### **OT 6221- Assistive Technology and Environmental Intervention in OT Lab – 1 credit**

This lab course accompanies OT 6220 and provides the student with an opportunity for interactive, dynamic, hands on activities to develop an understanding of technology for health and wellness of populations and individuals with and without disabilities. Students will gain the necessary knowledge and skills to provide evaluation, intervention, and documentation. Through this course, students learn how to apply evidence-based practice, resource coordination, and advocacy for clients who utilize technology and environment intervention. Addresses ACOTE Standards B1.8, B4.1, 4.2, B4.3, B4.4, B4.6, B4.7, B4.8, B4.10, B4.11 B5.1, B5.2, B5.6, B5.7, B5.8, B5.9, B5.10, B5.13, B5.23, B5.24, B6.1. Pre-requisites: OT 6211. Co-requisites – OT 6220

### **OT 7110 -Disability theory, Mental Health and Group Process–Assessment and Intervention across the Lifespan– 3 credits**

In this lecture course students will explore diagnostic conditions and disorders, models and theories of practice, and research evidence for occupational therapy practice with adults, individually and in groups, with a variety of mental health disorders. This course is designed to provide knowledge and skills needed to select and implement specific occupational therapy assessments and interventions including individual and group interventions. This course will focus on individuals living with conditions most likely to benefit from remedial interventions focusing on performance skills and client factors. ACOTE Standards B1.3-B1.6, B2.3- B2.11, B3.1-B3.6, B4.1-4.11, B8.3. Pre-requisites: OT 6100, OT 6110, OT 6150, OT 6200; Co-requisites –OT 7111

### **OT 7111 -Disability theory, Mental Health and Group Process–Assessment and Intervention Lab across the Lifespan Lab-1 credit**

This lab course accompanies OT 7110 and facilitates student learning through interactive, dynamic, hands on activities designed to provide knowledge and skills needed to select and implement specific occupational therapy assessments and interventions to individuals as well as groups focusing on mental health disorders impacting occupational functioning. The student will focus on both individual treatment as well as group dynamics used for occupational performance deficits of adults with mental health issues. Students will participate in the occupational therapy process including screening, evaluation, and intervention plan development and documentation using interactive case study design. Addresses ACOTE Standards B2.9, B4.2, B4.3, B4.4, B4.10, B5.1- B5.9, 5.13, B5.17-B5.22, B5.26. Pre-requisites: OT 6101, OT 6110, OT 6150, OT 6200. Co-requisites – OT 7110

### **OT 7120 -Cognitive and Perceptual Assessment and Interventions across life span– 3 credits**

In this lecture course students will learn about the cognitive and perceptual aspects of disease and disability while examining occupational therapy models of practice that support occupational performance throughout the lifespan. Students will critically analyze the evidence supporting evaluation and treatment methodologies used with individuals with cognitive and perceptual difficulties. Addresses ACOTE Standards B1.2, B1.3, B2.6 B2.9, B2.10, B2.11, B3.1, B3.3, B3.5,

B8.3.Pre-requisites: OT 6150 Co-requisites – OT 7121.

**OT 7121 -Cognitive and Perceptual Assessment and Interventions across life span – Lab 1 credit**

This lab course accompanies OT 7120 and provides the student with an opportunity for interactive, dynamic, hands on activities to develop an understanding of cognitive and perceptual aspects of disease and disability. This course provides an introduction to evaluation tools and methodologies used in analyzing interventions in cognition and perceptual disorders. Addresses ACOTE Standards, B4.1, B4.2, B 4.3, B4.4, B4.10, B5.1, B5.2, B5.3, B5.6, B5.8. Pre-requisites: OT 6150 Co-requisites – OT 7120

**OT 7140 - FW 1C and Skills for Occupational Based Practice Seminar III – 2 credit**

This course is the third occupation based practice seminar in a five-seminar sequence and is an essential element to the first Level 1 Fieldwork experience. The student will participate in approximately 40 hours of supervised client involvement in a pediatric environment. This seminar provides for active engagement through directed fieldwork experiences, classroom instruction, experiential lab activities, and clinical case studies to facilitate clinical reasoning processes and enhance client-centered, occupation-based practice. Continued focus on the occupational therapy process will including intervention planning, as well as promoting professional development through initiating a professional portfolio. Addresses ACOTE Standards B2.3, B2.6, B2.7, B2.8, B4.1-B4.4, B4.6-4.11, B5.1-B5.10 B5.18, B5.20. B 5.33, B9.2, B9.4, B9.6, B9.7, B9.13, C1.8, C1.9, C1.10. Pre-requisites: OT 6140, OT 6240; Co-requisites – OT 7100, OT 7101, OT 7110, OT 7111, OT 7120, OT 7121

**OT 7230 -Masters Project Seminar II – 2 credits (according to fall start GSU OT course sequence)**

In this course students complete the collection and analysis of their data as well as the development of a final paper and poster presentations of their study findings. The skills addressed in this course include data entry and management, data analysis and preparation of tables and figures and the integration of the findings with existing literature. The emphasis on scientific writing and presentation emphasizes the importance of contribution to the OT literature and continuing education programs. Addresses ACOTE Standards B8.8, B8.9, B8.10. Pre-requisites: OT 7130; Co-requisites – none

**OT 7210 Neurologic Assessment and Intervention –3 credits**

In this lecture course students will explore diagnostic conditions and disorders, models and theories of practice, research evidence for occupational therapy practice with adults with a variety of neurological conditions. This course will focus on clinical reasoning and occupation-based evaluation and intervention for Neuro-rehabilitation Frames of References. Content includes both acute conditions and individuals living with long-term conditions who are most likely to benefit from remediation interventions to enable performance of meaningful occupations, e.g., ADL/IADLs, work, education, play, leisure, and social participation. Addresses ACOTE Standards B1.5, B1.6, B2.10, B2.11, B3.1- B3.5, B8.3. Pre-requisites: OT 6150 Admission to the Program; Co-requisites –OT 7211

**OT 7211 Neurologic Assessment and Intervention Lab –1 credit**

This lab course accompanies OT 7210 and provides the student with an opportunity for interactive, dynamic, hands on activities to develop skills in OT process with this population including selecting and using evaluation tools, designing and implementing treatment methodologies, and completing documentation. Through active learning experiences, students will examine strategies to remediate performance deficits for individuals due to neurologic impairments. Addresses ACOTE Standards B4.2, B4.3, B4.4, B4.10, B5.1 - B5.14, B5.16, B5.17, B5.24, B5.26- B5.29. Pre-requisites: OT 6150; Co-requisites – OT 7210

**OT 7220 -Community based practice with special emphasis to Geriatric Assessment and Intervention-2 credits**

This lecture course examines models of community occupational therapy practice along with the skills and challenges related to community practice. Evidence supporting individual, group, and community interaction to promote occupational functioning, health promotion and disease prevention will be analyzed. The role of occupational therapy in assisting the elderly age-in-place by looking at factors influencing occupational performance such as performance skills and patterns, activity demands, and client factors will be addressed. Addresses ACOTE Standards: B1.6, B2.11, B3.3, B3.5,B5.18, B5.19, B5.20, B5.21, 5.22, B5.23, B5.24, B5.25, B5.26, B5.27, B5.28, B5.29, B5.30, B5.31,B5.32, B5.33, B8.2, B8.3. Pre-

requisites: OT 6100, OT 6110, OT 6200.Co-requisites – OT 7221

**OT 7221 -Community based practice with special emphasis to Geriatric Assessment and Intervention Lab – 1 credit**

This lab course accompanies OT 7220 and facilitates student learning through interactive, dynamic, hands on experiences to develop skills in providing OT services focusing on community based practice. The role of occupational therapy in assisting the elderly age-in-place by looking at factors influencing occupational performance such as performance skills and patterns, activity demands, and client factors will be addressed. Students will participate in the occupational therapy process including screening, evaluation, intervention plan development and documentation with the focus on the clients' ability to plan and engage in roles, routines, and tasks for the purpose of self-maintenance, education, work, play, leisure, and social participation. Addresses ACOTE Standards: B4.2, B4.3, B4.4, B4.10, B5.1, B5.2, B5.3, B5.4, B5.5, B5.6, B6.7, B5.8, B5.9, B5.12, B5.13, B5.14, B5.17, B5.18, B5.19, B5.20, B5.21, 5.22, B5.23, B5.24, B5.25, B5.26, B5.27, B5.28, B5.29, B5.30, B5.31,B5.32, B5.33. Pre-requisites: OT 6100, OT 6110, OT 6200; Co-requisites – OT 7220

**OT 7330 -Masters Project Seminar III – 2 credit (according to Fall Start GSU course sequence)**

In this course students complete the collection and analysis of their data as well as the development of a final paper and poster presentations of their study findings. The skills addressed in this course include data entry and management, data analysis and preparation of tables and figures and the integration of the findings with existing literature. The emphasis on scientific writing and presentation emphasizes the importance of contribution to the OT literature and continuing education programs. Addresses ACOTE Standards B8.8, B8.9, B8.10. Pre-requisites: OT 7130, OT 7230; Co-requisites – none

**OT 7240 FW 1D and Skills for Occupation Based Practice Seminar IV -2 credit**

This course is the 4<sup>th</sup> and final occupation based practice seminar in a 5-seminar sequence and is an essential element to the Level I Fieldwork experience. The student will participate in approximately 40 hours of supervised client involvement in a mental health setting. This seminar provides for active engagement through directed fieldwork experiences, classroom instruction, experiential lab activities, and clinical case studies. Focus will continue with the application of the OT process and professional development through the portfolio project and will include a focus on group dynamics and being able to facilitate successful groups in a natural environment. This Seminar will also help the students prepare for their Level II FW experience by reviewing the FW Manual, FW requirements and expectations and assignments. Addresses ACOTE Standards B4.5, B4.7, B4.9, B4.11, B5.17, B5.18, B5.19, B5.20, B5.21, B5.22, , B6.1, B7.3-B7.5, B7.7, B7.8, B7.12,B9.3, , B9.4, B9.5, B9.6, B9.8, B9.10, B9.11, B9.12, C1.7, C1.8, C1.9, C1.10, C1.11. Pre-requisites: OT 6140, OT 6240, OT 7140; Co-requisites – OT 7110, OT 7120

**SNHP 7100 -Health Care Leadership-Ethics /OT Management – 3 credits (*Compulsory Inter-Professional Course*)**

This course provides a fundamental, critical overview of health care management principles. The course will describe and discuss major leadership philosophies and theories as well as ethical dilemmas. Detailed discussions, teamwork, practical case study experiences, as well as oral and written assignments will be used to train the students to effectively manage people and resources, and to understand political, regulatory, economic, and social forces that are affecting a constantly changing and often complex health and rehabilitation environment. Major emphasis is on advocacy and legislation, reimbursement, financial planning, personnel management, leadership, negotiation skills, conflict resolution, ethics, grant writing, starting up a new program, business or practice, entrepreneurship, and marketing. Addresses ACOTE Standards: B6.1-B6.6, B7.1, B7.2, B7.3, B7.4, B7.5, B7.6, B7.7, B7.8, B7.9, B7.10, B7.11, B7.12, B9.1, B9.2, B9.3, B9.4, B9.5, B9.6, B9.7, B9.8, B9.9, B9.10, B9.11, B9.12, B9.13 Pre-requisites: Previous OT program coursework. Co-requisites –SNHP 7110.

**SNHP 7110 -Service Delivery and Inter-professional Collaboration – 3credits (*Compulsory Inter-Professional Course*)**

Inter-professional education is a collaborative approach to develop healthcare students as future inter-professional team members. A recommendation by the Institute of Medicine suggests that training future healthcare providers to work in inter-professional teams results in improved healthcare outcomes for patients. The students in this course will closely

examine recent trends and research evidence regarding inter-professional collaboration and will participate in an inter-professional team with other healthcare disciplines. Trends in healthcare service delivery, the way in which services are offered, will also be examined. Comparison of service delivery can consider elements such as setting, provider, format, frequency and so forth. Students participate in small group, interactive assignments. Addresses ACOTE Standards B5.18, B5.19, B5.20, B5.21, B5.22 B5.25, B5.26, B5.27, B5.28, B5.29, B5.30, B5.31, B5.32, B5.33, B6.1-B6.6, B 7.1, B7.2, B7.9-B7.11, B9.3, B9.7, B9.8, B9.9, B9.10, B9.12, B9.13. Pre-requisites: Previous OT program coursework. Co-requisites – SNHP 7100.

### **OT 7300 - Clinical Review Seminar –Competency Testing 1 credit**

This course will review major concepts of all competency-based coursework taught throughout the curriculum. Students will then have the opportunity to take practice tests with written or oral comprehensive questions in order to help students prepare for the National Board of Credentialing for Occupational Therapy (NBCOT) practice exam prior to Level II Fieldwork experiences. Pre-requisites: Successful completion of all previous OT Coursework; Co-requisites – none

### **OT 7310 -FW II A – 5 credits (a total of 24 weeks between FW II A and FW II B required)**

This fieldwork will provide student with the first 12 week, full-time supervised fieldwork experience to refine entry-level abilities and integrate OT theory, research, and practice. Addresses ACOTE Standards: All B Content Requirement Standards. Pre-requisites: Successful completion of all previous OT coursework including OT 7300.

### **OT 7320 -FW II B – 5 credits**

This fieldwork will provide student with the second 12 week, full-time supervised fieldwork experience to refine their entry-level abilities and integrate OT theory, research, and practice. Addresses ACOTE Standards: All B Content Standards. Pre-requisites: Successful completion of all previous OT coursework and OT 7310.

**Total – 70 + 6 Credits** (6 cr for SNHP 7100 & 7110)

***Optional Electives up to 3 Credits throughout the program***

## **STUDENT LEARNING OUTCOMES**

### **I. Foundational Knowledge / Understanding the Rich Complexities of Occupation**

Foundational knowledge provides the underpinnings for understanding the motor, sensory, social, cognitive and psychological substrates of human occupation in typical and non-typical development

- The student will demonstrate understanding of body structures, function and pathological conditions.
- The student will describe and critically examine multiple theories and models of practice associated with the science and research of human occupation.
- The student will understand and appreciate the role of occupational participation on health promotion and wellbeing and the prevention of disease and occupational dysfunction.

### **II. Using Occupation as a Basis of Assessment and Intervention / Applying Knowledge to Practice**

Provide services to support and enhance participation in daily life tasks and occupations

- The student will assess clients' participation in occupations and employ a collaborative approach to determine the clients' occupational needs within the context of family and society.
- The student will assess factors within the environment that influence participation in occupation.

- The student will develop an occupation-based plan that encompasses the clients' needs and desires, their ability to participate in environments, and the goals and methods to accomplish those aims.
- The student will demonstrate the ability to analyze, grade and adapt occupation.
- The student will employ culturally relevant occupations to support the intervention goals that are meaningful to the client.
- The student will monitor and assess the effect of occupational therapy intervention.
- The student will plan for discharge in collaboration with the client, terminate occupational therapy when intervention goals have been achieved or determined that they cannot be achieved and an alternative plan designed.
- The student will be able to appropriately refer clients to specialists for consultation.
- The student will be able to skillfully supervise and collaborate with occupational therapy assistants and other professionals.

### **III. Investigating Occupation by Integrating Science and Therapy**

Understand the principles and importance of research, scientific inquiry and theory development for the advancement of the profession

- The student will articulate the importance of research for best practice and continued development of the profession.
- The student will use professional literature to make informed practice decisions.
- The student will understand and interpret basic descriptive, correlation, and inferential statistics.
- The student will understand and critique research studies.
- The student will understand the importance of scholarly activities that will contribute to the development of a body of knowledge relevant to the occupational therapy profession.

### **IV. Advocacy, Leadership and Cultural Competency**

Demonstrate and understanding and appreciation of professional values and behaviors and a role in professional conduct and lifelong learning

- The student will understand the values of the profession.
- The student will understand the varied roles of the occupational therapist as practitioner, educator, researcher, and entrepreneur.
- The student will establish appropriate therapeutic relationships with individuals, groups, organizations and systems.
- The student will utilize effective interpersonal communication and demonstrate effective and culturally sensitive group communication.
- The student will demonstrate use of safety precautions with the client during the process of practice.
- The student will demonstrate knowledge about legal and ethical issues related to care in health, education, and community settings.
- The student will accept responsibility for one's own professional growth.

# ADVISEMENT

Each student will be assigned to one faculty member for advisement (a list will be furnished after orientation). The Office of Academic Assistance for the Byrdine F. Lewis School of Nursing and Health Professions will monitor the student's academic record and completion of all requirements so that the student may graduate.

By University standards, faculty must be available for appointments with students for a total of 5 hours per week. This means that the time available to each student may become quite restricted. These limitations are necessary to ensure the faculty has time for their other academic and administrative responsibilities. You can best assure help by making appointments for advisement. This will help the professor by allowing them to set aside uninterrupted time for you and for their own work. Faculty will post hours available for advisement. Students will not be seen without an appointment, except in cases of extreme urgency. Students can request a change of advisor by contacting the Department Chair. In addition to their advisor, students should feel free to meet with the AFWC, educational instructors, the Department Chair, Associate Dean, and the Dean.

The Academic Advisor will:

- Assist the student in achieving/maintaining appropriate academic standards.
- Assist the student in identifying educational and professional resources.
- Guide, direct, and mentor the student.
- Be available during advisement hours to provide assistance.
- Assist students in becoming active in student organizations, community services, and professional associations.
- Communicate the student's concerns to the Department Chair and/or faculty as appropriate.
- Advise students about petitions for waivers or unusual circumstances and bring petitions to faculty meetings for action and reply to the student following the faculty meeting.

The student is expected to meet with his or her advisor at a minimum of once per semester as well as with any professors they have in specific courses.

**Useful numbers:**

| <u>Name</u>             | <u>Phone</u> | <u>Location</u>              |
|-------------------------|--------------|------------------------------|
| Counseling Center       | 404-413-1640 | 75 Piedmont Avenue, Ste 200A |
| Academic Assistance     | 404-413-1000 | 841 Urban Life               |
| Financial Aid           | 404-413-2400 | 227/228 Sparks Hall          |
| GSU Health Clinic       | 404-413-1930 | 141 Piedmont Ave, Ste D      |
| Disability Services     | 404-413-1560 | 44 Courtland Street, Ste 230 |
| Emergency               | 9-911        |                              |
| GSU Campus Police       | 404-413-3333 | 15 Edgewood Avenue           |
| Police Non-emergency    | 404-413-2100 | 15 Edgewood Avenue           |
| Police Information Desk | 404-413-3234 | 15 Edgewood Avenue           |

*If you must be contacted in the event of an emergency, the point of contact is the Department's main phone number at 404-413-1225.*

# EXTRACURRICULAR ACTIVITIES

## Election of Class Officers

During the fall semester of their first year, the class elects officers. The class also determines the length of the term of office and the re-election schedule at this time. A representative will notify the Department Chair of the results of the election within 48 hours following the election. The responsibilities of each office are as follows:

### The President:

- Acts as spokesperson for the class.
- Provides an ongoing forum where student concerns and interests can be expressed.
- Seeks out, investigates, and resolves student complaints and concerns.
- Identifies and promotes resources and services for students.
- Attends faculty meetings when needed and invited.
- Acts as a conduit of information between students and faculty.

### The Vice-President:

- Assumes the duties of President in his or her absence.
- Develops programs and activities that meet student academic and social needs and organize student interests.

### The Treasurer:

- Determines fund raising avenues
- Requests funds from student and university organizations.
- Ensures activities are funded.
- Maintains record of all assessments, credits, debits, and disbursements.

### The Secretary:

- Documents the minutes during meetings.
- Writes most correspondence.
- Provides administrative coordinator of Department with a copy of all documentation.

### The SSIG Representative:

- Represents GSU OT students at GOTA events
- Coordinates activities with OT students at other programs in the state.
- Serves as a liaison between professional association and GSU OT students.

## SOTA Membership

Student Occupational Therapy Association (SOTA) is the official student organization for occupational therapy students. As an official campus organization, SOTA may receive funds from the Student Government Association and the Dean's Office of the Byrdine F. Lewis School of Nursing & Health Professions. Funds cover student travel to AOTA and GOTA sponsored activities and also support internal SOTA activities. A faculty advisor will act as liaison between students and the occupational therapy faculty.

## Student Participation in AOTA and GOTA

A student's entrance into the occupational therapy curriculum indicates that he or she is prepared to assume the responsibilities of a professional person. Beyond the commitment to the rigors of academic study, the path to becoming an occupational therapist includes accepting responsibility for your professional and personal actions with regard to patient care. Optimal patient care results from the individual practitioner's commitment to the advancement of the field through research and dialogue with other professionals. Membership and participation in the activities of the American Occupational Therapy Association (AOTA) and the Georgia Occupational Therapy Association (GOTA) provide the best opportunity for professional development and cooperation on the national and local level.

The AOTA represents 56,000+ occupational therapy practitioners and students across the United States. The AOTA strives to foster the advancement of occupational therapy practice, education, and research. AOTA membership benefits are designed to meet your professional needs and advance your career. Make sure you know about all of that's available to you:

- Tools and resources for practice, education, and research
- Customized membership in 11 Special Interest Sections
- Legislative advocacy on your behalf
- Continuing education opportunities for licensure renewal
- Professional certification and credentials
- Networking forums and groups on OT Connections
- Exclusive member discounts
- Career advancement through OTJobLink
- Participation in COOL leadership opportunities, *and more!*

- See more at: <http://www.aota.org/AboutAOTA/Membership/member-benefits.aspx#sthash.72ufRqkd.dpuf>

The GOTA assists members in promoting and advocating for occupational therapy across the entire state. You are strongly encouraged to become a student member of AOTA and GOTA. There are annual conferences from both AOTA and GOTA as well as student conclaves. Students may attend these events at reduced fees. Faculty reduce course assignments during these events to encourage attendance and course instructors will assist the student in coming up with strategies for making up missed work, should it be necessary.

# DEPARTMENT OF OCCUPATIONAL THERAPY PROCEDURES AND POLICIES

The policies laid out here apply to students throughout their enrollment in the Occupational Therapy program. Georgia State's university-wide policies also apply. Visit the GSU website <http://codeofconduct.gsu.edu/> for the University's policies.

## I. Registration Policies

### 1. Policy for Fee Payment

All matriculation, tuition, and other mandatory student fees must be paid by the last day of registration at the beginning of each semester. The registration period typically ends a few days before the first day of classes and is published in GoSOLAR and PAWS. The Department reserves the right at any time during the semester to drop any student pleading ignorance of the regulation, or who asserts that he or she was not informed of the policy.

Students will be sent a list of courses with appropriate CRN numbers prior to registering for each semester. Students are required to register for all listed courses each semester, including Clinical Arts Laboratory credits. Students receiving financial aid are responsible for assuring that all fees are paid. All questions regarding fees should be directed to the office of Student Accounts.

### 2. Financial Aid Information

Financial aid is available to qualified students through a variety of means including federal grants and loans, scholarships from professional associations, and a limited number of graduate assistantships. For more information on federal assistance contact the Georgia State University office of Financial Aid at 404-413-2400 or online at <http://sfs.gsu.edu/the-financial-aid-process/>

Additional information regarding scholarships and financial aid may be found at: <http://www.fastweb.com/>

#### Graduate Assistantships:

A limited number of assistantships are available. Students are generally not eligible for Assistantships during the summer semesters. Assistantship applications are available on the program's website at: <http://snhp.gsu.edu> under the Research tab. The awards are competitive and based on the match of student's skills and expertise with the faculty member's particular needs. Half and Full Assistantships are available. Students are responsible for paying all fees. Please see the Policy on Student Employment at XI for further details.

### 3. Policy on Change of Address or Name

It is the responsibility of any student enrolled in the occupational therapy program to update the department and the university on any changes in address, name, or phone number. The student must use the University's online registration program, GoSolar, to inform the University of changes. These changes must also be reported to the Department of Occupational Therapy's Administrative Coordinator within one week of the change via e-mail or in writing to the office. It is

also the responsibility of the student to provide, each semester, 2 emergency contacts to the Administrative Coordinator.

## **II. Academic Conduct Policies and Procedures**

### **4. Ethical Standards**

The Occupational Therapy Department at Georgia State University maintains high ethical standards. Individual ethical or legal misconduct pose a threat to the integrity of the program as a whole. The Occupational Therapy Department will investigate and resolve all instances of alleged or apparent misconduct in research, publication, didactic, and clinical activities. The Occupational Therapy office keeps copies of the State Practice Act, Code of Conduct for the Occupational Therapist, and the GSU Integrity in Research Policy on file.

### **5. Policy on Academic Honesty**

#### **1. Introduction**

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The University assumes, as a basic and minimum standard of conduct in academic matters, that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

The University's policy on academic honesty is published in the Student Code of Conduct and the On Campus Student Handbook, which is available to all members of the University community (and can be found at <http://deanofstudents.gsu.edu/student-conduct/academic-honesty-policy/>). The policy represents a core value of the University and all members of the University community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community, including students, faculty, and staff, are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college, the office of the dean of students, and the office of the provost.

Violations of academic honesty policies include plagiarism as defined below, cheating on examinations, unauthorized duplication of exam material, unauthorized collaboration, falsification, and multiple submissions. Students should refer to course syllabi for specific guidelines on academic dishonesty for each course. Students who have any questions or need further clarification on these policies should see the instructor prior to turning in an exam or project.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisors, and other members of the University community any questions pertaining to the provisions of this policy. In addition, students are encouraged to avail themselves of programs in establishing personal standards and ethics offered through the University's Counseling Center.

## 2. Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are judged. The list merely illustrates the kinds of infractions that may occur, and it is not intended to be exhaustive: the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs and there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community. In general, no student shall give or receive any assistance, unless authorized by the instructor, in the preparation of materials to be submitted as a requirement for academic credit, including written assignments or reports and practical or written examinations.

**Plagiarism**: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves an author's failure to acknowledge in the text, notes, or footnotes the quotation of paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the person who originally gathered the sources. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or part, taken from the internet without properly referencing the corresponding URL may be considered plagiarism. An author's name and the title of the original work, if available, should also be included as part of the reference. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources; the appropriate ways of acknowledging academic, scholarly, or creative indebtedness; and the consequences of violating this responsibility.

**Cheating on Assignments and Examinations (written, oral, and practical)**: Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Students should not reproduce or copy exam material in any way. Examples of unauthorized help include the use of notes, texts, or crib sheets during an examination (unless specifically approved by the faculty member) and sharing information with another student during an examination (unless specifically approved by the faculty member). Graded exam material may not be copied for any purpose. Intentionally allowing another student to view one's own examination and collaboration before or after an examination, if such collaboration is specifically forbidden by the faculty member, also constitutes cheating. This includes online examinations, quizzes and assignments. Students also are not to discuss oral, practical or competency exams with other students at any time. This is to include texting after a competency/practical exam.

**Unauthorized Collaboration**: Submitting for academic credit one's own work product (or part thereof), which has been developed in substantial collaboration with or without assistance from another person or source, is a violation of academic honesty. It is also a violation of academic honesty to knowingly provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

**Falsification**: It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment, or proceeding. This includes the false or misleading citation of sources, the falsification of the results of experiments or computer data, and the use of false or misleading information in an attempt to gain an unfair advantage in any academic context.

Multiple Submissions: It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required. The student in these cases is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

### 3. Student Responsibility and Failure to Abide by the Academic Conduct Policy

All students have the ethical responsibility to verbally report a cheating incident to the primary instructor of the course in which the cheating took place. The student must then sign a written statement describing the incident and naming the individual(s) involved. The faculty must then notify the Head of the Department, as well as the student accused of academic dishonesty, both of whom must receive a copy of any written documents pertaining to the incident. A student who observes or has knowledge of academic dishonesty, and does not report it to faculty is also guilty of academic dishonesty and will be penalized as such. The penalty for academic dishonesty is failure (final grade of "F") of the course involved which results in immediate dismissal from the Occupational Therapy Program.

Academic dishonesty is a disciplinary matter to be handled through the University's disciplinary process. A copy of this process is on file in the Office of the Dean of the Byrdine F. Lewis School of Nursing and Health Professions and the University Dean of Students Office. Students who wish to appeal a decision concerning academic dishonesty may do so according to the University Policy, and should refer to the policies regarding Academic Honesty, and Grievance Procedures in the GSU graduate catalog 2015-2016.

## 6. Grading Policy

The following grades specify student's level of performance in an occupational therapy course:

|              |              |
|--------------|--------------|
| <b>A</b>     | 100 - 90     |
| <b>B</b>     | 89 - 80      |
| <b>C</b>     | 79-70        |
| <b>*D, F</b> | 69 and below |

Rounding is done according to the second decimal point and occurs only on final course grades. Refer to the course syllabus for course specific grading.

### **WF Withdrawal while Failing**

No credit toward graduation is given for a course in which a grade of D or "F" or "WF" is received. "WF" indicates that the student withdrew from a course while doing unsatisfactory work, failed to withdraw from a course before the mid-point of the total grading period (except in cases of hardship), or was withdrawn by the student's professor for excessive absences. A student who withdraws from a course without complying with the required withdrawal procedure will receive an automatic grade of "WF" in that course. In cases of hardship, the student may appeal to the Dean of Students in consultation with the Department Chair.

## **W Withdrawal**

This symbol indicates that the student, doing passing work, was permitted to withdraw from the course without penalty. Withdrawals without penalty are not permitted after the mid-point of the total grading period (including final examinations) except in cases of hardship as approved by the academic dean in consultation with the Dean of Students.

## **I Incomplete**

The grade of "I" may be given to a student who, for nonacademic reasons beyond his or her control, is unable to meet the full requirements of a course. In order to qualify for an "I", a student must: (a) have completed most of the major assignments of the course (generally all but one) and (b) be passing the course (aside from the assignments not completed) in the judgment of the instructor. When a student has a nonacademic reason for not completing one or more of the assignments for a course (including examinations) and wishes to receive an "I" for the course, it is the responsibility of the student to inform the instructor in person or in writing of the reason. The grade of "I" is awarded at the discretion of the instructor and is not the prerogative of the student. Conditions to be met for removing an "I" are established by the instructor. Generally an incomplete must be made up within one week of the start of the next semester, or before a clinical experience in which mastery of the material of the course is required. Depending on the extent of the material missed and the student's ability to make up the work in a timely manner, the student may not be able to continue into the following semester or to attend clinical experiences. An incomplete may disrupt the curriculum sequence requiring the student to withdraw until the sequence can be resumed the following year. An "I" becomes an "F" if not removed within two terms and all Incompletes must be reconciled before graduation.

## **IP In Progress**

This symbol indicates that credit has not been given in courses that require a continuation of work beyond the term for which the student registered for the course. The use of this symbol is approved for dissertation, thesis, and project courses (such as student teaching, clinical practice, and internships). The IP notation may be replaced with an appropriate grade by the instructor. This symbol cannot be substituted for an "I."

## **P Pass**

This symbol indicates that credit has been given for the completion of degree requirements other than academic course work. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs.

## **F Fail**

This symbol indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work.

## **7. Policy for Course Failures**

All occupational therapy courses require a minimum grade of C (70.) or a Pass. Any course grade below a C is considered failing. In order to continue in the program, the student must earn a grade of "C" or better in each course. A student who makes a grade of less than "C" or Fail in a required course will be terminated from the program.

## 8. Policy on Termination from the Program

The student will be terminated from the occupational therapy program for any one of the following reasons:

1. Receiving a grade of less than a C or a U in an academic/clinical course.
2. Failure to comply with the Grade Point Requirements (see Policy # 24).
3. Failure to pass any FW course.
4. Failure to pass any comprehensive exam.
5. Failure to meet the requirements of the Department of Occupational Therapy for admission, promotion, and graduation.
6. Failure to comply with the Professional Behaviors as outlined in appendixes B and E.
7. Receiving a third scholastic warning.
8. Repeated violations/Critical Incident Reports when a student's conduct is in violation of the program policies and Professional Behaviors.
9. Egregious violation of Professional Behavior or Safety may result in immediate termination from the program.

## 9. Policy for Student Promotion

The Department of Occupational Therapy has a responsibility to the public and recognizes the importance of certain qualities, other than academic performance, which are essential to the practice of occupational therapy. Such qualities include: attitudinal behaviors, professional judgment, clinical analytical ability, ability to self-regulate, a high level of health, and moral and ethical behavior. Therefore, the Department retains the right to terminate a student who meets the GPA requirements for graduation, passes all courses and all required examinations as outlined under the academic standing section, but fails to meet the Essential Functions or Professional Behavior Criteria outlined in the Appendixes B & C.

## 10. Policy for Examinations

Students who require accommodations during exams must have a current *Office of Disability Services Request Form on file with the Office of Disability Services*. Faculty will not provide accommodations except those that are officially arranged by the Director of Disability Services. The student must coordinate with the course coordinator within the first 10 days of each semester for arrangements to be made in regards to exams, practicals, and presentations.

Students have the right to review written exams. All written exams will be returned to the course faculty after the student takes the exam. The exams will be stored in faculty offices and may be reviewed upon request by the student in the location designated by the faculty member. **Under no circumstances are students permitted to make a copy of any examination, or retain, in any manner, any portion of an examination. This would include writing down exam questions or photographing exams in any way. If a student is found in violation of this policy then they will be brought up on academic dishonesty.** A student who wishes to question a grade on an exam or assignment should notify the instructor within one week of receipt of the grade, and maintain professional demeanor. Requests for review of a grade should be submitted in writing, with documentation supporting the request. The instructor is responsible for responding to the student within 5 business days from receipt of the request.

***Types of examinations include:***

Course Examinations assess the student's mastery of course material. More specific criteria against which students are evaluated will be specified by each instructor, consult the particular course syllabus for specific grading policies.

Competency examinations assess the student's psychomotor skill in performing specific examination or intervention procedures.

Practical examinations assess the student's clinical reasoning and psychomotor skills in selecting and performing the history, the examination, the evaluations, and the means of intervention related to a particular case. In practical examinations, students demonstrate their ability to integrate and apply their knowledge to a clinical situation.

Along with evaluating the technical aspects related to treating a patient, practical and competency examinations require that students demonstrate professional behaviors, which are outlined in the appendices of this handbook. Because professional behaviors affect the patient's entire experience and are therefore crucial to clinical competence, the faculty assesses professional behaviors on a pass/fail basis. *A failure in one or more of the critical areas—professional behavior, communication, or safety—during a practical examination in any course will result in a failing grade for the examination, regardless of the student's performance on the rest of the practical.*

In the event that a student fails a practical examination, competency examination, or other assessment of clinical skills, the failure must be removed and the examination retaken and passed in order for the student to receive a passing grade in the course. If a student does not pass the retake of the exam as defined in the specific course syllabus then the student will receive a failing grade for the course and will be terminated from the program. Please see each individual course for the specific format and course policy on retakes for practical and competency examinations.

Upon the first failure of a first attempt of any competency/practical exam the student will be issued a *critical incident report*. Any future failure of a first attempt of a competency/practical exam will result in a scholastic warning.

## **11. Policy on Student Employment**

Students are strongly discouraged from working full-time or part-time during any academic semester, particularly in their first two semesters. This includes not only outside employment but also GRA positions available within the department and University. The transition from general academic study to a professional curriculum requires many adjustments. Academic success in the Occupational Therapy program can be more difficult to attain because of the contact hours required in the Department's curriculum and the subsequent constraints of time. Additionally, classes normally run between 8:00 a.m. and 5:00 p.m. If you find it necessary to seek part-time employment, you are required to discuss the plan with your faculty advisor as well as the Department Chair. Occasionally, classes take place during non-regularly scheduled times. Class work takes precedence over employment and students are expected to attend. *Employment obligations are NOT excused absences.*

In regards to GRA positions within the Department or University, you must obtain approval from the Department Chair prior to obtaining a position. After obtaining a position, you are required to meet with your faculty advisor and the Department Chair every semester to re-evaluate your classroom performance considering your obligations as a GRA. The Department does not support any student in obtaining a GRA position in the first semester of the first year.

## **12. Policy on Student Health**

Students may experience medical, psychological, or physical problems that impact their full

participation in educational activities. Students must inform faculty if they have any such problem that could interfere with a specific class, laboratory, or clinical activity that might be exacerbated by such activity or if the problem could affect their performance in such an activity. In such a case, faculty will work with the student to come up with strategies of accommodation that allow optimal participation and learning in the activity. If such a problem precludes sufficient participation in a class or a clinical activity to the degree that it prevents the student from fulfilling course duties and requirements, the student will receive an incomplete grade for the course. See the description of the incomplete grade in the grading policy section above.

Students are responsible for being evaluated by appropriate health care providers to determine the extent of physical or psychological problems and protective strategies that should be employed. Instructors are not responsible for evaluating student's conditions.

### **13. Policy for Grade Appeals**

Students may appeal final grades, examination grades, or evaluations of clinical performance. The student is responsible for stating the basis upon which she or he questions the particular evaluation and for initiating and maintaining communications and compliance within the framework of the appeals process. The Lewis School's Dean's Office is available to assist the student with this process. Unless the evaluation in question results from a safety violation, the student may continue to progress in the course in question during the complaints process.

Each faculty member should be aware of the student's right to appeal a grade or an evaluation and should provide the student with the guidance necessary to initiate the appeals process. Faculty must also provide the evaluation materials relevant to the appeals process.

Every effort will be made to inform students of the policies by which Departments are governed and the processes by which academic performance is evaluated. The faculty subscribes to the philosophy regarding faculty and student responsibilities in the learning process as stated in the Lewis School's Appeals Process. This document is reprinted in Appendix F and should be reviewed by each student.

### **14. Policy on Class Attendance**

Attendance is required for all scheduled didactic, laboratory and clinical internship hours. Tardiness or unexcused absences are violations of the Professional Behaviors outlined in the Appendixes. Because of the interactive and the collaborative nature of professional education and the rigor of this particular academic program, regular class attendance is essential for successful learning. As stated previously, occasionally a class will be scheduled to meet outside of the regular allotted time frame. As well, all incoming students are required to attend student orientation.

Regular and timely attendance insures the exposure to all course material and the progress of hands-on experience as well as developing the habits of responsibility you will need in a health care setting. Irregular attendance and tardiness frustrates both students and teachers and can lead to student failure. Any unexcused tardy or absence or failure to inform the course instructor will result in a Critical Incident Report (see Agreement Forms). Therefore, to ensure fair and reasonable treatment, student attendance responsibilities are defined below:

- a. Students will report to class punctually and regularly.
- b. Students will be given one personal day for each Fall and Spring semesters, not to be applied during clinical internships. Faculty reserves the right to decline days that fall on examination and practical exams. There will be no allocated personal days for Maymester due to the limited classroom time. Personal days must be requested at least one week prior to the

requested date. The request forms are available in the Department office and on Desire 2 Learn. The forms must be authorized by the faculty member(s) in the classes that will be missed and the Department Head.

c. Attendance is required for all didactic, laboratory, and clinical internship hours. You are expected to inform the Department office of an anticipated absence in advance of the absence and to call the office in case of illness. The University defines excessive absences as missing 15% of a course. The Department and each course coordinator reserves the right to issue a failing grade for excessive absences.

d. Students must call the OT Department or contact the instructor or assistant department chair no less than 30 minutes prior to the start of class to report an absence. Students must notify their FWEd, if possible, the night prior and at least 30 minutes prior to the start of FW to report an absence. You must notify the AFWC at (404) 413-1457 of an absence from FW.

e. Permissible absences include: religious holidays, illness with a health provider's documentation, jury duty, military service, death of immediate family member. In cases of religious holidays or any other planned excused absence the student must provide in writing and discuss the dates with all course instructors 2 weeks prior to the beginning of the semester for arrangements to be made. **Weddings, honeymoons, vacations, work duties, and most other activities are not considered excused absences and should be scheduled to avoid any conflict with classes or clinical experiences.**

f. If at any time during the curriculum, medical, psychological, or physical problems arise that preclude sufficient participation in class or clinical activities, you must notify the course instructor, your advisor, and the Department office immediately. If the illness requires medical intervention, you will not be allowed to attend class or work with patients until a physician's written release to resume activities is received.

g. Institutions with which you are to affiliate or enter into internship with may ask you to provide a physician signed medical form if your health is in doubt. You may not attend classes or FW when you or others in your home have a communicable disease.

## 15. Policy on Absentee Make-Up

If you miss an assignment, a quiz, test, or exam because of a permissible, excused absence, as determined by the Department Leadership, permission to make up the work at a later date must be obtained from the course instructor. Permission to take make-up quizzes, tests, or exams will not be given for unexcused absences. Unexcused absences from assignments, quizzes, exams, and finals will result in a grade of "0" for the missed test.

In cases of permissible absence, where course material or clinical time is missed, time must be made up at the discretion of the clinic and/or academic faculty. Students must call the academic program or facilities no less than thirty minutes prior to their expected arrival to report an absence and initiate the make-up process.

## 16. Policy on Tardiness

Tardiness is a violation of Professional Behavior. Atlanta has unpredictable traffic and

students must take this into consideration when planning their commutes. If a student will be unavoidably detained he or she should call the OT Department office or instructor no less than 30 minutes prior to the start of class to report tardiness. Repetitive instances of tardiness will result in a written warning Critical Incident Report.

### **17. Snow and Severe Weather Policy**

Should the university be required to close because of snow or severe weather, there will be announcements stating the particular closings on all major television and radio stations in the Atlanta metropolitan area. The stations are notified before 6:00 a.m. so that students will have the information before they leave home. Students may also call the Department of University Relations or (404)413-3025 for a current status report. Please refer to the Student Manual on Clinical Education for the policy regarding clinical internships.

### **18. Policy on Expected Class Behavior**

Discussions in class cover course material as well as practical application. It is important to be attentive to the instructor and to fellow class members when they are speaking. Everyone has the right to share his or her opinion and to be heard. Courtesy and respect for one's classmates are essential in the teaching and learning process and help students develop the necessary skills with which to deliver patient care.

### **19. Policy on Cellular Phone, Classroom Phone, and Video Use**

The use of cell phones in the classroom is prohibited. Individuals needing to place or receive a call in an emergency should notify the instructor prior to class and leave the classroom. Cell phones are disruptive to the academic environment and detrimentally impact the learning process. Cell phones must be placed in the silent mode. If a student is found to be using a cell phone/texting during class hours the student will receive a Critical Incident Report.

There are telephones located in the classroom and the anatomy lab. These telephones have been placed in these rooms for easy access in case of emergency. You can use the phone on break time and lunch break, but under no circumstance can you make or receive calls during lab or lecture time.

Emergency telephone numbers have been placed on the telephone for your convenience. The department's phones are for faculty and staff use only. Messages for students can only be taken in an emergency situation.

Any videos taken in class of students or instructors may not be posted open to the public on the internet. Any videos utilized for classroom projects may not be posted open to the public. If any video is shared it must be through a private, protected link.

### **20. Policy on Ownership of a Computer and Internet Service**

Some courses and/or course material are presented online therefore each student is required to have a home computer and internet service. While the University does have computer labs that the students can access, these labs have limited hours of availability. Course instructors may require synchronous participation via online classrooms and participation is mandatory.

## **21. Policy on Classroom Computer Use**

The use of computers in the classroom should be limited to activities that assist and/or supplement the course material. This may include note-taking, storing and viewing of lectures, power points, research articles, etc., and researching relevant topics. If a student is found during course time to be using his/her computer for anything other than the stated above the student will be issued a Critical Incident Report. Any second violation will result in the student losing the privilege to use the computer during classroom time for the remainder of the semester.

## **22. Policy on Dress Code**

The student is expected to be dressed cleanly and neatly each day, for the possibility of guest lecturers, adjunct faculty and other professionals present in the department. The policy for lab clothes is discussed below.

### Laboratory Dress Code:

The student is expected to be attired appropriately for lab, as prescribed by the instructor in each course. Appropriate attire for lab includes appropriately trimmed nails. It may be necessary for women to wear halters, swimsuit tops or sports bras and shorts, and men to wear shorts for scheduled practical lab sessions unless arrangements have been made prior with the course coordinator. The course instructor reserves the right to dismiss the student from class if not appropriately dressed.

Students must use appropriate facilities, i.e. bathrooms, for changing. Under no circumstances are students to change in openly public areas. If a student violates this policy he/she will be issued a Critical Incident Report.

Students are expected to launder lab clothes regularly and maintain good hygiene habits.

FW Dress Code: Please refer to Dress Code in FW manual.

## **23. Policy on Disruptive Student Behavior**

Disruptive behavior is defined as student behavior in a classroom, clinic, or other learning environment (including both on- and off-campus locations), which disrupts the educational process. In the Department of Occupational Therapy, each instructor has the authority to define what constitutes disruptive behavior. Such behavior includes, but is not limited to: verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making or receiving personal phone calls or pages during class, leaving and entering class frequently without permission of the instructor, and persisting in disruptive personal conversations with other class members. A student who exhibits threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class may also be subject to the implications of the disruptive behavior policy, which includes possible removal from the class. The University-wide policy for addressing disruptive behavior can be found in the Graduate Catalog available through the University website.

## **III. Academic Standing and Grade Point Requirements**

### **24. Policy on Grade Point Requirements**

1. In order to graduate from the Department of Occupational Therapy OT/M

program, the student must:

- a. Have a 3.0 Cumulative GPA.
- b. Must successfully complete (P) all courses graded by P/F
- c. Have no grades lower than C (2.0).
- d. Successfully complete competency exam.
- e. Apply for graduation on time following university policy prior to anticipated graduation date. Students who fail to apply for graduation on time will not be allowed to graduate regardless of having completed their coursework.**

2. Calculation of Cumulative GPA will be as follows:
  - a. Only courses numbered 5000 and above taken at Georgia State University in the OT/M curriculum are used to compute a student's Cumulative GPA.
  - b. Courses graded with **Pass/Fail** will not be used in computing GPA.
  - c. All grades for courses attempted in the OT/M program will be used in computing the Cumulative GPA for purposes of determining academic standing.
3. To continue the following semester, all prior courses in the OT/M curriculum must be successfully completed (C or better or P where applicable) or permission granted by the Department Chair under any circumstances of a grade designation of I or IP issued.
4. A grade of D, F or Fail in any one course will result in the student being terminated from the program.
5. Academic standing:
  - a. Good academic standing is defined as having a Cumulative GPA of 3.0 or better.
  - b. If Semester GPA falls below 3.0, regardless of course load, the student is placed on **scholastic warning**. A letter stating this will be sent from the College Director of Academic Assistance and the Department Chair. Upon completion of subsequent semesters of relevant graduate course work, performance of the student on warning is evaluated in one of the following ways:
    - 1) If Semester GPA is at least 3.0 and Cumulative GPA is at least 3.0, the student returns to good academic standing.
    - 2) If Semester GPA is less than 3.0 and Cumulative GPA is less than 3.0, student is terminated from the program.
    - 3) If Semester GPA is less than 3.0 but Cumulative GPA is at least 3.0, student may continue to enroll, but will continue to be on scholastic warning until Semester GPA of at least 3.0 is achieved (at which time he/she will be returned to good standing) or until subsequent Semester GPAs bring Cumulative GPA to less than 3.0 (at which time he/she is terminated from the program).
    - 4) If Semester GPA is at least 3.0, but Cumulative GPA is less than 3.0, student is on scholastic probation. The student may continue to enroll on probation, provided the Semester GPAs are at least 3.0, until Cumulative GPA is brought back to at least 3.0. At this time the student will return to good standing. If any Semester GPA is less than 3.0 before Cumulative

GPA is brought back to at least 3.0, the student is terminated from the program.

c. A student may only be on warning twice. A third scholastic warning will result in termination from the program.

d. A student will be placed on scholastic warning for failure of the competency exam regardless of GPA.

e. After termination from the program for academic coursework reasons, the student may reapply for admission through the Department of Occupational Therapy. The program may choose not to admit, or to admit with conditions.

f. No course in which a grade of B (3.0) or greater has been earned may be repeated for credit.

g. If a student is terminated from the program for a second time, he or she may not apply for readmission to the OT/M program.

## IV. Professional Behaviors and Warnings

### 25. Essential Technical Standards for OT Students

In order to successfully the academic and clinical aspects of the OT/M program, the student must possess adequate **sensory / motor / skills, cognitive / judgement / observation skills, and communication / interpersonal / professional skills** as described below. These technical standards are necessary for full participation in the academic and fieldwork/clinical aspects of the OT/M program at Georgia State University. Each occupational therapy student is required to meet these Essential Technical Standards with or without reasonable accommodation.

#### ***Essential Technical Standards:***

##### **Sensory / Motor Skills:**

- Lift 10-50 pounds
- Rotate & twist trunk
- Bend/Stoop
- Squat
- Balance
- Reach above shoulder level
- Kneel Push/Pull Carry
- Use hands repetitively
- Use light and firm grasp
- Use manual dexterity
- Use auditory/tactile/visual senses to evaluate client status
- Transition from different heights (chair - floor - plinth)
- Move within clinic/community setting on a variety of surfaces (steps, uneven ground)
- In an average academic / clinic day a student must be able to:
  - Sit: 2-6 hours
  - Stand: 2-4 hours
  - Walk/travel: 2 hours

##### **Cognitive / Judgement / Observation Skills:**

Attend class approximately 35+ hours per week which includes the following:

- Lecture
- Laboratory
- Task group meetings
- Integrated clinical experience
- Meets class standards for course completion
- Reading, studying and absorbing classroom materials
- Performs and/or instructs others in a timely manner in the following:
  - Transfers - performs and/or instructs
  - Activities of daily living (dependent through independent status) - performs and instructs
  - Splinting - performs
  - Therapeutic activities/procedures
  - Task and verbal group activities
- Carries out assessment procedures using sound judgment and safety precautions
- Applies critical thinking process to requirements of the academic learning experience in
  - Lecture
  - Laboratory
  - Integrated clinical experience

**Communication / Interpersonal / Professional Skills:**

- Addresses problems or questions to the appropriate person at the appropriate time
- Maintains personal appearance and hygiene conducive to professional student setting
- Travels or relocates to various locations required for internships and practicums
- Maintains work area, equipment and supplies in a manner conducive to efficiency and safety
- Models socially appropriate behaviors
- Manages time effectively
- Treats peers, faculty, staff, patient/clients with respect
- Conducts himself/herself in an honest manner in dealing with faculty, staff, guest speakers and peers
- Assumes responsibility for professional conduct and growth
- Is responsible for abiding by the rules and regulations of the Occupational Therapy Program, fieldwork facility and profession
- Follow all policies and procedures required by fieldwork sites and the OT program
- Complete all assignments from both FW sites and academic program
- Maintain patient/client confidentiality
- Communicates with peers, faculty and staff effectively and professionally
- Comply with dress code
- Meet attendance requirements
- Demonstrate professional standards of practice and adheres to AOTA code of ethics
- Maintain work area, equipment and supplies in a manner conducive to efficiency and safety
- Model socially appropriate behaviors
- Create an environment which maximizes client responses
- Document all required information
- Effectively adjust communication for intended audience
- Demonstrate problem solving skills in patient care
- Gather information needed prior to assessment
- Engage appropriately in a supervisory process
- Use sound judgment in maintaining professionalism when communicating with peers and patients or their caregivers
- Respect diversity and the values of others

Following acceptance into the Occupational Therapy Program, the OT/M student is required to verify that he/she understands and meet these technical standards or that he/she believes that, with certain accommodations, he/she can meet the standards. For a student who believe that he/she can meet these standards with accommodation, the University's Office for Disability Services ([http://disability.gsu.edu/.](http://disability.gsu.edu/)) will validate the need for accommodation and will work with the Occupational Therapy Department to determine if reasonable accommodation can be made. This determination will take into account whether the accommodation would jeopardize clinician/patient safety or undercut an essential element of a course, clinical experience or internship.

(Explanation of reasonable accommodation: <https://www.eeoc.gov/policy/docs/accommodation.html>)

Georgia State University does not discriminate against individuals on the basis of race, color, sex, religion, creed, age, sexual orientation, gender, disability, national origin, or veteran status in employment or the administration of the program and activities conducted by Georgia State University or any of its several departments now in existence or hereafter established.

**Verification of Essential Technical Standards for the Occupational Therapy Masters Program:**

I have read, understand, and meet the above technical standards set forth by Occupational Therapy Department of Georgia State University.

Full Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 26. Policy on Warnings

Students are expected to demonstrate professional behaviors in all courses and clinical experiences. Professors assess professional behaviors in all didactic courses, lab sessions, competency examinations, practical examinations, and clinical science experiences. As students participate in the educational program, problems that arise in Professional Behaviors are documented through a Critical Incident Report by course or clinical faculty and the student's advisor. Students, unless they have committed a serious safety violation, will be given opportunities to demonstrate modifications of their behavior. Faculty will assist, where possible, in facilitating strategies for this development. For more on professional behavior, see the Appendixes.

Please see the FW Manual for Clinical Education for the policy regarding professional behaviors, safety and warnings while on Level I and Level II FW experiences.

When behaviors in the academic setting do not meet acceptable standards, the program will take the following actions:

### **WARNING:**

1. Verbal Warning: A verbal warning is the first step, which, it is hoped, will preclude the need for further disciplinary action. A note documenting the oral warning will be placed in the student's file using the *Critical Incident Report* with it marked as a verbal warning. Notification to review the statement will be sent to the student's advisor.
2. Critical Incident Report (CIR): With a second violation of professional behaviors, the student will meet with the faculty member and Department Chair regarding the violation and a CIR will be drafted. A copy will be placed in the student's official file. Notification will be sent to all faculty. With certain violations a CIR will be issued first.
3. A second Critical Incident Report of any professional behavior will result in a remedial educational contract written by the student and approved by the faculty. The contract will be related to corrective action and delineate expectations to be met within a prescribed time frame.
4. Repeated Critical Incident Reports in violation of the program's policies may result in termination from the program, regardless of grade point requirements.
5. Egregious violation of Professional Behavior or Safety may result in immediate termination from the program.

## V. Policies and Information on University Property

### 27. Policy for Use of Common Facilities and Equipment

Students enrolled in the program have access to various resources at Georgia State facilities including classrooms, clinical laboratories, the Pullen library, and computer labs. Student Orientation provides an opportunity for students to learn about available resources, student responsibility related to university property, and the materials the students must provide themselves.

Students are responsible for maintaining the orderliness of furniture, equipment, and supplies at the various teaching facilities. For the teaching laboratories (Rooms 439, 444 and 451), and for the Anatomy Lab (Room 450), each class of students will select its own clean-up crew and post its own duty schedule for laundry and general clean-up each semester. A copy of those schedules will be given to the Department Chair and the appropriate faculty member.

Eating is strongly discouraged in all lab classrooms, both during class time and at breaks. Room 444 may be used to eat lunch only if it is not being used for instruction. It is encouraged that the students partake in any meals at the designated university cafes or eateries found throughout campus. Lack of maintaining a clean class and lab area as a result of food use will nullify these eating privileges.

## **28. Information on Computer and Clerical Resources**

### Computer Labs:

Computers for use by all university students are available in various locations around campus. Additional information can be found at the GSU website. In addition, there is a computer lab available for occupational therapy students on the fourth floor of the Petit Science Center (Room 438) and in the Urban Life Building (Room 940).

### Student and Faculty Correspondence:

Students are assigned a GSU e-mail address when they register for the first time. Please follow the directions to have the GSU e-mail downloaded into your personal email at ([www.student.gsu.edu](http://www.student.gsu.edu)). Once enrolled, e-mail is the primary communication mechanism of both official and non-official information. The Georgia State University student e-mail address is the only address that disseminates university-wide communication. **Students should check their Georgia State University e-mail daily. Students are expected to respond to faculty emails in a timely manner (i.e. 24 hours).**

## **29. Pullen Library Information**

The Georgia State University Library provides students with access to extensive resources, assistance with research, and state-of-the-art technology. The library provides access to databases specific to occupational therapy including MEDLINE, CINAHL, Pubmed, Cochrane Library, Ageline, PsycInfo, and many others. Databases and ebooks are available remotely 24/7, via the library's web page. A university librarian subject specialist provides support to the Lewis Schools' allied health departments. The library has a large selection of traditional media, interlibrary loan, e-books, and e-journals. iPads and tablets are available for check-out. Device charging stations and over 400 computer workstations are available throughout the library. Visit the Pullen Library website at <http://www.library.gsu.edu>

# **VI. Safety and Health Policies**

## **30. General Safety Policy**

The prevention of accidents and the promotion of safety and health are the responsibility of everyone in the Occupational Therapy Department regardless of the location or activity in which they are engaged. Students, faculty, and staff are encouraged to be alert to and report any unsafe practices and conditions that may present an imminent danger to individuals or property. Students

should report these types of conditions to the faculty or to the front office staff.

### 31. Policy for Laboratory Safety

The office of Occupational Safety and Risk Management provides support to the Occupational Therapy Department in all areas of environmental and chemical safety including chemical and other hazardous waste removal, fire safety, and accident prevention. All employees and students have access to Material Safety Data Sheets (MSDS) in accordance with the Right to Know Act of 1988. The MSDS contain specific information about hazardous chemical materials, and are located in the Anatomy Lab. All physical agents must be used in the presence of an authorized lab instructor, or faculty who must be a licensed occupational therapist.

Students are responsible for following established protocols for use of all laboratory equipment and safety procedures, including:

- Identifying dangerous conditions which may occur and for which precautions, modifications, or contraindications may prevent; and
- Discussing such conditions with the course instructor or lab coordinator.
- Utilizing appropriate body mechanics at all times.
- Demonstrating concern for their own safety and the safety of others in all laboratory experiences.
- Dressing appropriately for laboratory experiences. Long hair must be pinned back, rings removed, dangling jewelry removed, fingernails must be short, and footwear should be closed at the toe.

Students are responsible for maintaining the cleanliness and neat organization of the lab. They must make sure that before, during, and after laboratory activity:

- Treatment tables are wiped off after each contact.
- All equipment is returned to its designated area.
- All food and drink must be discarded in appropriate receptacle and hands are washed before, during and after as appropriate for all patient contact.

### 32. Infection Control and Universal Precautions

Students are required to be familiar with Universal Precautions and techniques for infection control put forth by the Occupational Safety and Health Administration (OSHA). The Occupational Therapy Department has a first aid kit for small cuts and abrasions in the front office, each classroom, and the Anatomy Lab. An eye wash station is located in the Anatomy Lab. All students and faculty are encouraged to utilize good hand washing techniques. Hand washing is the single most important means for preventing the spread of infection. Waterless hand soap is available in each clinical laboratory. Use of Universal Precautions and hand washing promote good health maintenance.

Universal Precautions are an accepted approach to infection control. During orientation, students will view a video on Blood Borne Pathogens. All human blood and certain body fluids should be treated as if known to be infectious for HIV, HBV and other blood-borne pathogens. According to the Centers for Disease Control guidelines, Universal Precautions apply to blood, tissue, semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, peritoneal fluid and other body fluids containing visible blood such as urine, feces, vomitus and sputum. **The use of gloves does not preclude the necessity of hand washing.** The Universal Precautions are:

Barrier Precaution:

Gloves must be worn when direct contact with blood or other potentially infectious body fluids are expected to occur, examining abraded or non-intact skin, the health care worker has cuts, lesions, chapped hands or dermatitis, or is working with contaminated instruments.

Masks / Protective Eyewear:

Should be worn when personnel are engaged in procedures likely to bring them into contact with droplets of blood, infected pulmonary aerosols, or other body fluids.

Gowns / Aprons:

Should be worn when aerosolization or splattering of blood or other body fluids or contaminated water is anticipated.

Sharps Precautions:

Disposable sharps should never be carried from the site. A sharps container is located in the Anatomy Lab.

Cleaning Biological Spills:

Spills should be cleaned immediately. Prepare a fresh 1:10 dilution of bleach or use an approved germicide and wear gloves. Soak up the spill with paper towels and double bag. Pour bleach or germicide on the spill site and leave in place 10 minutes. Remove gloves and wash hands thoroughly. After 10 minutes put on another pair of gloves and soak up bleach / germicide residue with paper towels and dispose of in a double bag. Remove gloves and wash hands thoroughly.

Students, faculty, and staff are expected to avoid exposing others to their infection if they are ill. Everyone must comply with Georgia State University's policy on immunizations form which is kept on file in the Registrar's office. Additionally, a Hepatitis immunization is required for all clinical internships, as well as evidence of a PPD. Students must maintain and keep all documentation of immunizations.

**33. University Health Services - <http://www.gsu.edu/health/>**

The University maintains an infirmary in the University Commons. For complete medical coverage, you are advised to have a private physician. You are required to have health insurance, which includes hospitalization and accidental injury, and furnish proof of having such insurance prior to being assigned to a clinical affiliation. An insurance program offered through Georgia State University is available at reasonable rates for students and their dependents. Applications are available in the Office of the Dean of Students. Students are invited to investigate the University's insurance program or one of their own choosing. The University Health Services provides confidential, high quality, and cost-effective treatment of minor illnesses and injuries. Many services are offered at no charge to the student, but there may be additional charges for some services. Basic services include:

Primary Care, including Women's Health, Unlimited office visits are available for diagnosis and treatment of colds, flu, bronchitis, sinusitis, UTI, sprains, minor abrasions.

Immunization: **Immunizations are required by the university for admission.** To meet the Board of Regents policy on immunization, injections are offered for measles, mumps, rubella, hepatitis A, B & tetanus; TB skin tests are also available.

## Hepatitis B Vaccine or Waiver

Students will receive training regarding the OSHA Standard on Blood-borne Pathogens regarding universal precautions and risk factors for contracting Hepatitis B as healthcare workers. After which students must pass a test demonstrating understanding of the information. The student **must provide evidence** that the HepB vaccination has been started, completed or declined. A declination form will be provided. **Titers may be requested when immunizations are not up-to-date to document actual coverage against a disease.**

**Using a campus phone, for life or limb threatening illness or injury dial 9-911 and 3-3333 for Campus Police.**

## Counseling Center:

The counseling center is available to students who have career, educational, personal, or relationship concerns. Visits to the counseling center are private and confidential. Information discussed is confidential and is not included as a part of a student's academic record. Crisis intervention is available to students in immediate distress. Students may walk in or faculty or staff may phone the center to request the services of an emergency on-call counselor. If you need more information please visit our website at [www.gsu.edu](http://www.gsu.edu) and select current students, and then services.

**In case of health emergency, call 9-911 from any campus phone and 3-3333 for campus police.**

## **34. Policy on Fire Evacuation and University Police**

Each university building has a fire evacuation plan posted in common areas. All students are encouraged to become familiar with the escape routes for all buildings and floors. The evacuation plan for the 4<sup>th</sup> floor of the Petit Science Center is posted by the elevators. The fire alarms are mounted on the walls of south, west and north hallways and the fire extinguisher are located in wall cabinets of south, west and north hallways. In the event of a fire or evacuation, each student should follow the fire safety evacuation route and vacate the premises until the officials in charge declare the premises safe to enter. Upon evacuation students should report to the designated meeting area at the Urban Life Center entrance off Decatur Street and check in with the instructor. Periodic safety and fire inspections and drills are held to test equipment and procedures.

The University Police provide a variety of services to the university community including assistance to stranded motorists, escort service, and crime prevention programs. Call boxes linked directly to the university police department are located throughout the campus in the event of an emergency situation. Students are advised to keep personal possessions in view at all times, to work in groups of no less than three and to never be alone, without a partner, in the Petit Science Center.

In case of a security issue or matter requiring the Georgia State University police dial 3-3333 from any campus phone or 404-413-3333 from your cell phone.

## **VII. Legal Policies**

### **35. Accident Policy**

When injured on campus, in clinic, during an outside activity required for a course for academic credit, or while participating in any covered activities, you can file for payment of your medical bills. You must first file a claim with your insurance company. If your insurance company does not pay the entire bill, you can then file a claim with the -Mandatory Student Accident Policy at Georgia State University (see Appendices). The policy can be found at <http://safety.gsu.edu/risk-management/insurance-claims/student-accidents-2/>

### **36. Policy for Release and Covenant Not to Sue Form**

It is Department policy that we obtain a fully executed Release and Covenant Not to Sue form filled out by each student or other participant in a Department-sponsored trip or other activity away from the campus each year. Each executed release and covenant form will be retained in the office of the Director of the Department until the need for them has been satisfied.

### **37. Policy for Risk and Liability**

To protect students from risk and liability program requires that students maintain both professional liability and personal health insurance during their professional education.

### **38. HIPAA Policy**

The HIPAA (Health Insurance Portability and Accountability Act) creates national standards to protect individual's medical records and health information. As a student, you will have access to privileged and confidential information. Students share verbal and written reports in both academic and clinical settings. Students must avoid use of the patient's name or other identifiers at every occasion. Only the minimum necessary amount of information should be disclosed. Students must inform patients that their information may be used for educational purposes. Students will abide by the established HIPAA policies and procedures in their clinical facilities.

### **39. Policy on Confidentiality and Privacy**

The faculty and students maintain the privacy, dignity and respect for all including students, faculty, staff, parents, and clinicians who are involved in the didactic, clinical, and administrative aspects of our program. The program maintains student files. The files are confidential and are released to persons outside of the University only upon written request of the student or as required by law. A student may request an opportunity to review the contents of his or her individual student file by appointment.

Georgia State University follows the Family Educational Rights and Privacy Act of 1974, as amended (FERPA), which is designed to protect student rights with regard to educational records maintained by institutions. Under this Act, you have the following rights:

- You have the right to inspect and review education records maintained by the institution that pertain to you.
- You have the right to challenge the content of records (except grades—which can only be challenged through the academic appeal procedure) on the ground that they are inaccurate, misleading, or a violation of your privacy or other rights.
- You have the right to control disclosures from your education records with certain exceptions.

GSU's written policy on "Access to Student Records" complies with the provisions of the FERPA Act. A copy of this policy and a copy of a summary of the FERPA regulations may be obtained in the Office of the Registrar. Follow this link to find more information on FERPA and its application at GSU: [http://www.gsu.edu/studentaccounts/privacy\\_act.html](http://www.gsu.edu/studentaccounts/privacy_act.html)

#### **40. Policy for Informed Consent**

Students in the OT/M program are informed of potential risks involved with participation in classroom and laboratory experience via the *Informed Consent for Treatment by Fellow Students and the Faculty Release Form*. These forms are given to the students at the start of the program. One copy of each form is returned in the student's Occupational Therapy Department Handbook and the other copy is placed in the student's file in the program office. Students should remain cognizant of potential risks to their health and safety as they progress through the program. They should take responsibility for preventing harm to themselves and others.

When students determine that they have conditions in an activity that may put them or others at risk they must notify course faculty before initiating or continuing the activity so that preventative measures may be taken.

##### Guest Participants:

Patients or other individuals involved in demonstration, research, or clinical laboratory experiences will be given informed consent describing their participation with associated risks and benefits delineated.

##### Research Subjects:

All studies involving human subjects are reviewed and approved by the Georgia State University Institutional Review Board in the proposal state, to assure compliance with ethical standards for conducting human studies research.

As an occupational therapy student you must learn to evaluate and treat a variety of conditions as well as participate in health promotion. Techniques involved in this endeavor are largely hands on or involve the use of machinery and thermal agents, as well as work with both male and female classmates. To assure your competence, you will be asked to practice various hands-on techniques and use various pieces of equipment safely. These skills will be practiced on you by other students in your class who have varying levels of competency, as well as by you on other students. In addition, your learning entails the dissection of a human cadaver.

##### Types of activities student will be expected to perform:

Treatment and examination techniques may involve feeling of anatomical structures, resistance to muscle contraction, stretching and compressing anatomical structures, mobilization and manipulation of joint and soft tissue structures, assistive exercises, positioning, mobility and transfer techniques. Use of machinery, mechanical devices and thermal agents includes, but is not limited to the following: the use of therapeutic electrical stimulation devices, hot packs, ice, and ultrasound. In human dissection, you will use sharp scalpels and bone saws.

##### Potential risks:

Risks are managed but present in the laboratory environment. In the course of having the above techniques practiced on you, or in performing the techniques on other students, you may experience muscle soreness, strain, sprains, tearing of connective tissue, syncope or falls, allergic reactions, infections and their sequelae. It is the student's responsibility to inform his/her classmates and faculty in charge if they have any pre-existing condition prior to any hands-on examination and/or treatment performed in class. In having electrical and thermal agents applied to you, you may experience slight electrical shocks, burns or frostbite. In the dissection labs, you may cut yourself with the scalpel or bone saw.

**Potential benefits:**

In practicing the skills required of a licensed occupational therapist in a supportive and educational setting, you will be prepared to effectively, efficiently, and safely evaluate and treat patients. In having the skills practiced on you, you will gain an appreciation of the experiences of actual patients.

**Methods used to reduce the potential risks:**

In all scheduled learning formats and environments you will have faculty members as teachers and facilitators to instruct you and correct you in the required skills. Their instruction will include the precautions, contraindications and safe application of the techniques they will teach you. In all cases, the environment of any lab will be controlled to minimize risks, and faculty will indicate the appropriate use of any protective equipment. Faculty will be aware of and carry out any necessary emergency procedures. When students choose to practice lab techniques outside of scheduled class times and without faculty supervision, the chance of accidents occurring increases. You are not permitted to use electrical or deep thermal modalities without the direct supervision of a licensed occupational therapist.

You will be asked to disclose in confidence any conditions which may increase the risks described above or prevent you from fully participating as a provider or receiver of the activities that are part of your student experience.

**Clinical Education:**

All students will participate in the process of clinical Fieldwork experiences as described in the Occupational Therapy Fieldwork Manual. Students are responsible for reviewing materials from many assigned sites and for complying with all regulations of that facility, including required immunizations, in a timely fashion. Assignments for experiences may not be accessible by public transportation. The student is responsible for his or her housing and transportation costs for all FW education experiences.

***Students Rights:***

I understand that I have the right to refuse to participate in any situation in which I feel I am not safe, my health is jeopardized, or my religious or cultural beliefs are jeopardized. If I feel the environment is unsafe, I may request that the faculty member make reasonable modifications that will improve the safety of the environment. I also understand that course-grading requirements may include specific competencies in evaluation and treatment. Assuming that I have no condition which would prevent me from fully participating in the role of a patient or an occupational therapist, I understand that I will not be able to receive credit within the course for these experiences if I choose not to participate. I understand that I may ask questions about the activities required within the curriculum at any time. If I have further questions about my participation in laboratory experiences, I can contact the course

instructor or my academic advisor. I have been given a copy of this consent form as part of my Program Manual in the Entry-Level Program in Occupational Therapy.

#### **41. Policy on Criminal Background Checks (Also Found in Student Fieldwork Manual)**

Many FW sites require the student to submit a criminal background check. The student is responsible for providing the results to the facility and proof that it was done to the AFWC. The fee for the background check is the responsibility of the student. Possible on-line services for criminal background checks: (There is a cost for the on-line service and it varies from year-to-year.)

- “Advantage Students” at [advantagestudents.com](http://advantagestudents.com)
- “StudentCheck” for credentialing and background investigations.  
<http://www.precheck.com/student-background-check>
  
- *A felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination and may preclude attainment of state licensure.*

#### **42. Policy on CPR certification**

All students are required to maintain current American Heart Association CPR certification for Healthcare Providers. Students are responsible for knowing their current CPR renewal dates and attending re- certification sessions at their own expense. A copy of a current CPR card must be on file in the OT/M program office.

## APPENDIX A: AOTA CODE OF ETHICS

PLEASE READ THE AOTA CODE OF ETHICS AND ENFORCEMENT PROCEDURE FROM AOTA WEBPAGE. THESE TWO DOCUMENTS ARE AVAILABLE FOR FREE FOLLOWING THESE TWO LINKS:

FOR CODE OF ETHICS: <https://www.aota.org/-/media/corporate/files/practice/ethics/code-of-ethics.pdf>

FOR CODE OF ETHICS ENFORCEMENT PROCEDURE: <http://ajot.aota.org/article.aspx?articleid=1872129>

## APPENDIX B: PROFESSIONAL ACCOUNTABILITY AND RESPONSIBILITY

# APPENDIX C: TECHNICAL STANDARDS

**Occupational Therapy Department  
Lewis School of Nursing and Health Sciences  
Georgia State University**

## **ESSENTIAL TECHNICAL STANDARDS FOR OCCUPATIONAL THERAPY STUDENTS**

Occupational Therapists are healthcare professionals who are experts in evaluating human learning and performance skills. Occupational Therapists analyze, select, and adapt activities for patients whose ability to cope with daily living and perform tasks necessary to care for themselves or others is compromised by developmental deficiencies, the aging process, environmental deprivation, or from physical or psychological, or social injury or illness. The OT/M student at Georgia State University must have the abilities and skills to successfully complete all of the didactic and clinical experiences in order to effectively work with our clients.

### **Occupational Therapy Objectives: OT Student must be able to:**

1. Plan and implement activities and programs to improve sensory and motor functioning at the level of performance normal for the patient's stage of development.
2. Teach skills, behaviors, and attitudes crucial to the patient's independent, productive, and satisfying social functioning.
3. Design, fabricate, apply, and instruct patients in the use of selected orthotic or prosthetic devices and other adaptive equipment which assists the patient to adapt to his or her potential or actual impairment.
4. Analyze, select, and adapt activities to maintain the patient's optimal performance of tasks and to prevent further disability.
5. Complete a comprehensive Occupational Therapy evaluation and conduct treatment in a clinical environment which may include measuring Range of Motion, strength, endurance, muscle tone, pain level, ADL skills, fine motor skills, transfer skills, functional mobility, balance, response to sensation, cognitive status, and home management skills.
6. Demonstrate the ability to communicate effectively and sensitively with patients and colleagues, including patients from different cultural and social backgrounds and in stressful situations. This includes, but is not limited to the ability to establish rapport with patients and communicate evaluation and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
7. Demonstrate the ability to record evaluation results, treatment plans, patient notes and outcomes clearly and accurately;
8. Demonstrate the ability to assimilate, analyze, synthesize, integrate information and problem solve to form the basis for their clinical reasoning.
9. Demonstrate the ability to maintain composure and continue to function well with patients who are undergoing periods of stress and may exhibit challenging attitudes or behaviors.
10. Demonstrate the ability to adjust to changing situations and uncertainty in clinical situations.
11. Demonstrate the ability to develop professional values, ethics, appropriate demeanor and rapport that are essential for professional education and quality patient care.

In order to successfully accomplish the objectives stated above, the OT/M student must possess adequate **sensory / motor / skills, cognitive / judgement / observation skills, and communication / interpersonal / professional skills** as described below. These technical standards are necessary for full participation in the academic and fieldwork/clinical aspects of the OT/M program at Georgia State University. Each occupational therapy student is required to meet these Essential Technical Standards with or without reasonable accommodation.

## **Essential Technical Standards:**

### **Sensory / Motor Skills:**

- Lift 10-50 pounds
- Rotate & twist trunk
- Bend/Stoop
- Squat
- Balance
- Reach above shoulder level
- Kneel Push/Pull Carry
- Use hands repetitively
- Use light and firm grasp
- Use manual dexterity
- Use auditory/tactile/visual senses to evaluate client status
- Transition from different heights (chair - floor - plinth)
- Move within clinic/community setting on a variety of surfaces (steps, uneven ground)
- In an average academic / clinic day a student must be able to:
  - Sit: 2-6 hours
  - Stand: 2-4 hours
  - Walk/travel: 2 hours

### **Cognitive / Judgement / Observation Skills:**

Attend class approximately 35+ hours per week which includes the following:

- Lecture
- Laboratory
- Task group meetings
- Integrated clinical experience
- Meets class standards for course completion
- Reading, studying and absorbing classroom materials
- Performs and/or instructs others in a timely manner in the following:
  - Transfers - performs and/or instructs
  - Activities of daily living (dependent through independent status) - performs and instructs
  - Splinting - performs
  - Therapeutic activities/procedures
  - Task and verbal group activities
- Carries out assessment procedures using sound judgment and safety precautions
- Applies critical thinking process to requirements of the academic learning experience in
  - Lecture
  - Laboratory
  - Integrated clinical experience

### **Communication / Interpersonal / Professional Skills:**

- Addresses problems or questions to the appropriate person at the appropriate time
- Maintains personal appearance and hygiene conducive to professional student setting
- Travels or relocates to various locations required for internships and practicums
- Maintains work area, equipment and supplies in a manner conducive to efficiency and safety
- Models socially appropriate behaviors
- Manages time effectively
- Treats peers, faculty, staff, patient/clients with respect
- Conducts himself/herself in an honest manner in dealing with faculty, staff, guest speakers and peers
- Assumes responsibility for professional conduct and growth
- Is responsible for abiding by the rules and regulations of the Occupational Therapy

Program, fieldwork facility and profession

- Follow all policies and procedures required by fieldwork sites and the OT program
- Complete all assignments from both FW sites and academic program
- Maintain patient/client confidentiality
- Communicates with peers, faculty and staff effectively and professionally
- Comply with dress code
- Meet attendance requirements
- Demonstrate professional standards of practice and adheres to AOTA code of ethics
- Maintain work area, equipment and supplies in a manner conducive to efficiency and safety
- Model socially appropriate behaviors
- Create an environment which maximizes client responses
- Document all required information
- Effectively adjust communication for intended audience
- Demonstrate problem solving skills in patient care
- Gather information needed prior to assessment
- Engage appropriately in a supervisory process
- Use sound judgment in maintaining professionalism when communicating with peers and patients or their caregivers
- Respect diversity and the values of others

Following acceptance into the Occupational Therapy Program, the OT/M student is required to verify that he/she understands and meet these technical standards or that he/she believes that, with certain accommodations, he/she can meet the standards. For a student who believe that he/she can meet these standards with accommodation, the University's Office for Disability Services (<http://disability.gsu.edu/>) will validate the need for accommodation and will work with the Occupational Therapy Department to determine if reasonable accommodation can be made. This determination will take into account whether the accommodation would jeopardize clinician/patient safety or undercut an essential element of a course, clinical experience or internship.

(Explanation of reasonable accommodation: <https://www.eeoc.gov/policy/docs/accommodation.html>)

Georgia State University does not discriminate against individuals on the basis of race, color, sex, religion, creed, age, sexual orientation, gender, disability, national origin, or veteran status in employment or the administration of the program and activities conducted by Georgia State University or any of its several departments now in existence or hereafter established.

**Verification of Essential Technical Standards for the Occupational Therapy Masters Program:**

I have read, understand, and meet the above technical standards set forth by Occupational Therapy Department of Georgia State University.

Full Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX D: SAFETY

A practicing occupational therapist or occupational therapy student...

1. Identifies and addresses potential and actual safety hazards.
2. Understands and abides by the policies and procedures of each clinic environment.
3. Uses sound judgment as related to State practice acts and laws governing the practice of Occupational Therapy
4. Reports unsafe conditions to appropriate personnel.
5. Assesses physical and cognitive limitations of self and others and requests assistance as necessary.
6. Determines safety and operational status of equipment.
7. Selects treatment interventions considering safety of client at all times.  
Does not select treatment interventions in which:
  - a. Patient's safety is compromised.
  - b. Other's safety is compromised.
  - c. Own safety is compromised.
8. Modifies evaluation and treatment based on client's signs, symptoms, and response to treatment. Modifies when:
  - a. Safety of patient, others, or self is compromised.
  - b. Patient's discomfort exceeds levels necessary for procedure.
  - c. Patient's assistance is necessary and he/she is no longer able to assist.
  - d. Equipment becomes faulty.
  - e. Procedure is not yielding results necessary for evaluating client's physiologic/neuromusculoskeletal problems.

## APPENDIX E: COMMUNICATION AND INTERPERSONAL SKILLS

### A GSU occupational therapy student...

1. Demonstrates understanding of basic English (verbal and written).
2. Uses correct grammar and accurate spelling.
3. Expresses thoughts clearly (verbal and written).
4. Recognizes voice quality and avoids vocal distracters (e.g., sing-songing, sighing, like, uh).
5. Writes legibly.
6. Maintains eye contact.
7. Summarizes verbal or written messages clearly and concisely.
8. Presents verbal or written messages with logical organization and sequencing, using accurate professional and/or lay terminology.
9. Gives feedback constructively.
10. Respects personal space of patients and others.
11. Takes responsibility for mistakes; apologizes.
12. Recognizes worth and dignity of each person as demonstrated in the following manner:
  - a. Exhibits caring.
  - b. Maintains confidentiality.
  - c. Modifies response when appropriate.
  - d. Exhibits courtesy by using polite language, listening without interrupting.
13. Conveys empathy by recognizing and accepting others through tone of voice, body language and verbal expression.
14. Demonstrates flexibility by being cooperative in changing plans to meet the needs of peers, faculty, patients, and the institution.
15. Displays professional demeanor by supporting the institution in a positive way to peers, staff, and others.
16. Receives constructive feedback without defensiveness.
17. Maintains professionalism in all electronic or internet communications.
18. Maintains professionalism in all group discussions, respecting others viewpoints even if they are different from his/her own.



## APPENDIX F: STUDENT APPEALS POLICY AND PROCEDURE

### BYRDINE F. LEWIS SCHOOL OF NURSING AND HEALTH PROFESSIONS GEORGIA STATE UNIVERSITY

Student Appeals Policy and Procedures set forth in this document apply to all students enrolled in classes or programs in the Byrdine F. Lewis School of Nursing and Health Professions at Georgia State University. The appeals process provides for an impartial review of a grading decision that is alleged to be capricious, arbitrary or discriminatory. The appeals process may be used to appeal a final class grade, but is not intended for individual quiz or test grades. Students who have concerns about a quiz or test grade should discuss their concerns with the instructor. This document does not apply to petitions for a waiver of established policy or procedure from curricular and/or programmatic requirements. Information on such petitions is available in the BFLSON&HP Office of Academic Assistance. All students may obtain assistance in interpretation of appeals policies and procedures in the BFLSON&HP Office of Academic Assistance.

#### **Step 1: Informal Instructor Review:**

The appeal procedure must be initiated by the student, but only after the student has made every effort to resolve the complaint informally with the instructor who is party to the complaint. The student should begin the informal effort at resolution with the instructor as soon as the complaint arises, but no later than five (5) working days after the first day of classes in the term immediately following the term in which the disputed grade was awarded. If the course in question has a course administrator/coordinator who is someone other than the instructor who is party to the complaint, the course administrator/coordinator should be involved in this initial step in the process.

#### **Step 2: Informal Department Head/Assistant Dean Review**

If the informal discussion with the instructor and, if applicable, the course administrator/coordinator, fail to reach a resolution satisfactory to the student, the student may seek resolution with the Department Head/Assistant Dean of the instructor's Division no later than five (5) working days after the conference with the instructor. The Department Head/Assistant Dean will meet with all parties involved and will render a decision. If the decision is to uphold the grade, and such grade causes the student to be suspended from the program, the Department Head/Assistant Dean will make a decision in accordance with Department/School policies regarding the student's continuation in the program.

#### **Step 3: Formal College Review by Associate Dean**

If the student continues to feel that he/she has been awarded a grade in an arbitrary, capricious or discriminatory manner, the student may appeal in writing to the Associate Dean of Academic Affairs of the Byrdine F. Lewis School of Nursing and Health Professions. The appeal must reach the Associate Dean within five (5) working days after the conclusion of the informal efforts at resolution. The written appeal must include the following documentation:

- A. A statement of the complaint, including specific details regarding the action(s) or event(s) leading to the appeal. The statement must also include evidence to support the student's

allegations of discrimination and/or arbitrary or capricious action on the part of the instructor.

- B. A statement of the redress being sought;
- C. Steps already taken;
- D. Reason for dissatisfaction with the decision from the informal process;
- E. Include your name, current mailing address, phone number, and e-mail in your correspondence with the Associate Dean.

The Associate Dean will review the student's written appeal as well as request documentation from the instructor and Department Head/Assistant Dean. After review, the Associate Dean will meet with all parties involved at his/her discretion, and will rule on whether or not there is sufficient basis for the appeal to be heard further in accordance with the following assumptions without ruling on the merits of the case:

- A. No student appeal of a grade by an instructor shall be heard by the Student Appeals Committee until the student has sought satisfaction of the complaint by conference with the instructor and the Department Head/Assistant Dean;
- B. An instructor shall not be required to answer to any authority concerning the Basis of his/her professional or clinical judgment about the didactic, laboratory or clinical performance of a student, unless the petitioner is able to document clear evidence of arbitrariness, capriciousness, or discrimination.
- C. Any appeal on performance standards, grades, and grading system shall follow the procedures specified in this document, which is published as the official policy and procedures of the Byrdine F. Lewis School of Nursing and Health Professions at Georgia State University.

If the Associate Dean determines there is no basis for the appeal to be heard further, all parties involved will be notified in writing.

#### **Step 4: Formal College Review – Hearing Panel**

If the Associate Dean determines there is basis for the appeal to be heard further, the appeal will be forwarded to the Chair of the Student Appeals Committee within five (5) working days from receipt of the student's written appeal. The student and the instructor each have a right to strike one member of the Student Appeals Committee and the remaining committee members will comprise the Hearing Panel.

During periods of time when some members of the Student Appeals Committee are not under contract or not on campus (such as during summer semester), the Associate Dean for Academic Affairs will ask the student and faculty member to each submit the names of at least two students who are currently enrolled for classes and at least two faculty members in the College who are not members of the faculty in the division/school in which the complaint was initially filed. Additionally,

the Associate Dean shall designate one faculty member who is from the department/school in which the complaint was initially filed. Both parties shall have the privilege of striking one name from the proposed lists. From the lists of names submitted by the student and faculty member, and after names have been stricken, the Associate Dean shall appoint a Hearing Panel of at least one student currently enrolled in classes and at least two faculty members. The Associate Dean shall appoint the Chair of the Hearing Panel from the membership of the Ad Hoc Committee.

The Student Appeals Committee Chair will arrange for a date and time for a formal hearing that is to be held within five (5) working days of receipt of the appeal from the Associate Dean. All parties will be notified in writing as to the date, time and location of the hearing. The notification will include the Guidelines Governing the Conduct of a Hearing. The Chair of the Student Appeals Committee will also distribute all documentation to members of the Hearing Panel for the Panel to review three (3) working days prior to the hearing date.

The student Appeals Committee will consider all evidence and the Committee Chair shall report findings and make recommendations, in writing, to the Dean of the Byrdine F. Lewis School of Nursing and Health Professions within five (5) working days of the conclusion of the hearing.

#### **Step 5: Formal College Review – Dean**

The Dean will notify all parties of his/her decision within five (5) working days after receiving the Committee's recommendations. The Dean's decision is final within the College.

#### **Step 6: Formal University Review – Provost and Vice President for Academic Affairs**

If the student is dissatisfied with the decision of the Dean, he/she has the right to appeal the decision to the Provost and Vice President for Academic Affairs within ten (10) working days of the response from the Dean.

# APPENDIX G: STUDENT PETITION FOR WAIVER POLICY AND PROCEDURES

## BYRDINE F. LEWIS SCHOOL OF NURSING AND HEALTH PROFESSIONS GEORGIA STATE UNIVERSITY

The Student Petition for Waiver Policy and Procedures set forth in this document apply to all students enrolled in classes or programs in the Byrdine F. Lewis School of Nursing and Health Professions at Georgia State University. The process provides students with the procedure to follow if they wish to petition for a waiver of established policy and procedure from curricular and/or programmatic requirements. All students may obtain assistance in interpretation of appeals policies and procedures in the BFLSON&HP Office of Academic Assistance.

1. The student must submit a petition in writing to the Department Head/Assistant Dean of the Department/School in which he/she is enrolled. The petition should include the following:
  - A. The policy or procedure from which the student is seeking a waiver and the deviation being sought;
  - B. The reason(s) why the exception to policy or procedure should be granted;
  - C. If desired, a request to meet with a faculty committee to present the petition
  - D. Students must include their current mailing address, phone number, and email in the petition.
  
2. The Department Head/Assistant Dean will meet with the student, the appropriate people in the academic unit, and others, as needed. The Department Head/Assistant Dean will notify the student in writing of the decision.
  
3. If the student is dissatisfied with the decision of the Department Head/Assistant Dean, he/she may further appeal in writing to the Dean of the Byrdine F. Lewis School of Nursing and Health Professions within ten (10) working days. The written appeal should include the following:
  - A. A copy of the original written petition to the Department Head/Assistant Dean;
  - B. A copy of Department Head/Assistant Dean decision letter;
  - C. The student's reason(s) for continuing the petition process.
  
4. The Dean will make a decision about the petition and notify the student in writing. The Dean's decision is final within the College.
  
5. If the student is dissatisfied with the Dean's decision, he/she may further appeal in writing to the Provost and Vice President for Academic Affairs within ten (10) working days from receipt of the Dean's decision.

***Approved 1/6/12.***

**GEORGIA STATE UNIVERSITY  
DEPARTMENT OF OCCUPATIONAL THERAPY**

**Verbal Warning/Critical Incident Report**

*Directions: Record each entry clearly and without reflecting any biases.*

**Student Name:** \_\_\_\_\_

**Evaluator/Observer:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time/Place:** \_\_\_\_\_

**Type of Warning (circle one):**    **VERBAL**    **CRITICAL INCIDENT REPORT**

**Describe the Incident/Behavior Observed:**

---

---

---

**Describe the Feedback/Interaction with the Student:**

---

---

---

**Advisor Contacted (circle one):**            **YES**            **NO**

**Attach any supporting documents, emails:**            **YES**            **No**

\_\_\_\_\_  
**Student's signature**

\_\_\_\_\_  
**Evaluator's signature**

# STUDENT PERSONAL DAY FORM

Circle One:

1<sup>st</sup> Year

2<sup>nd</sup> Year

3<sup>rd</sup> Year

Student Name: \_\_\_\_\_

Date of Absence: \_\_\_\_\_

Time of Absence: \_\_\_\_\_

Reason for Absence: \_\_\_\_\_

Classes Missed: \_\_\_\_\_

Instructor(s):

\_\_\_\_\_  
**Instructor Name**

\_\_\_\_\_  
**Instructor Signature and Date**

\_\_\_\_\_  
**Instructor Name**

\_\_\_\_\_  
**Instructor Signature and Date**

\_\_\_\_\_  
**Instructor Name**

\_\_\_\_\_  
**Instructor Signature and Date**

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Dr Maitra's Signature**

\_\_\_\_\_  
**Date**

# STUDENT ACCIDENT REPORT

## Georgia State University

*Student involved in accident:*

**Name:** \_\_\_\_\_ **Student ID #** \_\_\_\_-\_\_\_\_-\_\_\_\_

**Address:** \_\_\_\_\_

**Contact #:** \_\_\_\_\_

**Sponsored University Activity:** \_\_\_\_\_

**Date and Time of Accident:** \_\_\_\_\_

**Full description of the Injury and Accident:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Witnesses:*

**Name:** \_\_\_\_\_ **Address:** \_\_\_\_\_ **Telephone:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Immediate aid and assistance given by the activity leader or his or her designated representative at the accident site.

Please specify what type of aid and assistance were given:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Activity Leader, Attending Nurse or Classroom Instructor Date

\_\_\_\_\_  
Department Phone

# AGREEMENT FORMS

**The following forms are to be read, understood and signed by the student prior to the start of the Occupational Therapy Program.**

**GEORGIA STATE UNIVERSITY  
DEPARTMENT OF OCCUPATIONAL THERAPY**

**HIPAA POLICY**

The HIPAA (Health Insurance Portability and Accountability Act) creates national standards to protect individuals' medical records and health information. As a student you will have access to privileged and confidential information. As a learning experience, students share verbal and written reports. Students must assure that all use of the patient's name, or other identifiers is avoided. Only the minimum necessary amount of information should be disclosed. Students must inform patients that their information may be used for educational purposes. Students will abide by the established HIPAA policies and procedures in their clinical facilities.

This information is also found in your Student Handbook under Policy #38 HIPAA Policy.

\_\_\_\_\_  
**Signature of student**

\_\_\_\_\_  
**Student's name (please print)**

\_\_\_\_\_  
**Date**

**GEORGIA STATE UNIVERSITY DEPARTMENT  
OF OCCUPATIONAL THERAPY**

**OSHA POLICY**

The OSHA (Occupational Safety and Health Administration) standards and guidelines regarding a safe work environment when handling hazardous chemicals and blood-borne pathogens have been explained.

I have been informed of my rights and responsibilities under these regulations.

\_\_\_\_\_  
**Signature of student**

\_\_\_\_\_  
**Student's name (please print)**

\_\_\_\_\_  
**Date**

**GEORGIA STATE UNIVERSITY DEPARTMENT  
OF OCCUPATIONAL  
THERAPY**

**INFORMED CONSENT FOR TREATMENT BY FELLOW STUDENTS  
AND/OR FACULTY RELEASE FORM**

I understand that the training of an occupational therapist requires practicing of physical assessments and treatment modalities. Such practice may require that I allow fellow students or faculty to perform such assessments or treatment modalities on me, and I consent to have these activities performed on my person. Neither Georgia State University, the Board of Regents of the University System of Georgia, nor employees of either, shall be responsible for any accident or injury that may occur, whether caused by their negligence or otherwise. I release the parties listed above from any liability that might arise out of any injuries that I might incur as a result of my participating as a subject for the practice of physical assessments and treatment modalities.

---

**Signature of student/participant (or legal guardian if under 18)**

---

**Participant's name (please print)**

---

**Date**

GEORGIA STATE UNIVERSITY DEPARTMENT  
OF OCCUPATIONAL THERAPY

**Policy for Risk and Liability**

I \_\_\_\_\_ acknowledge and have provided necessary documentation of both **professional liability** and **personal health insurance** to be maintained during my professional education with the Department of Occupational Therapy at Georgia State University.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**GEORGIA STATE UNIVERSITY DEPARTMENT  
OF OCCUPATIONAL THERAPY**

**Verification of Essential Technical Standards for the Occupational Therapy  
Masters Program:**

I have read, understand, and meet the above technical standards set forth by Occupational Therapy Department of Georgia State University.

This information is also found in your Student Handbook under Policy #25

Full Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**GEORGIA STATE UNIVERSITY DEPARTMENT  
OF OCCUPATIONAL THERAPY**

**RECEIPT OF STUDENT HANDBOOK**

I \_\_\_\_\_  
Student Name

on the \_\_\_\_\_ of \_\_\_\_\_, \_\_\_\_\_  
Day Month Year

have received and reviewed the materials in Georgia State University's Department of Occupational Therapy Student Handbook. I understand that I am responsible for all the information contained in the handbook and that I must comply with the policies that are described there in and follow any updates given. (Please initial all content below)

\_\_\_\_\_  
Student Signature

## **CLASS SCHEDULE POLICIES**

*(Please initial next to each line.)*

\_\_\_\_\_ The schedule of classes for the Department of Occupational Therapy has been explained to me.

\_\_\_\_\_ I understand that the classes will not always follow the University clock or calendar.

\_\_\_\_\_ I understand that classes may require observation experiences outside of normal classroom time.

\_\_\_\_\_ I understand that some classes may meet outside time scheduled, including weekends.

\_\_\_\_\_ I understand that some classes may require use of a computer and internet service and understand it is my responsibility to have access when necessary.

## **Technical Standard Functions and Professional Behaviors (GSU Department of Occupational Therapy)**

*(Please initial next to each line.)*

\_\_\_\_\_ I understand the Technical Standard Functions required to be an occupational therapist and needed to participate in the GSU program.

\_\_\_\_\_ I understand the professional behaviors that are expected of me to maintain good standing in the GSU program.

## FIELDWORK EDUCATION REQUIREMENT POLICIES

*(Please initial next to each line)*

\_\_\_\_\_ I understand that each Fieldwork affiliation may have different requirements, including, but not limited to, a background check, a recent physical form, and verification of vaccinations.

\_\_\_\_\_ I understand that it my responsibility to provide the AFWC with the required documentation on or before the due date, which will be clearly identified on the Fieldwork Education Desire2Learn web page.

\_\_\_\_\_ I understand that my failure to turn in required paperwork by the due date will result in me not being able to attend clinic, and not continue in the program.

\_\_\_\_\_ I understand that a clinical affiliation may occur during a University scheduled break (e.g. Spring break or Thanksgiving break) and that I am to follow the clinic's schedule versus the University schedule.

\_\_\_\_\_ I understand and have read the Student Manual for Fieldwork Education.

\_\_\_\_\_ I understand I may have to travel out of state to fulfill my Fieldwork education requirements and that I am financially responsible for expenses.

**GEORGIA STATE UNIVERSITY DEPARTMENT  
OF OCCUPATIONAL THERAPY**

**RELEASE AND COVENANT NOT TO SUE AND PERMISSION TO  
BE PHOTOGRAPHED**

(Read carefully before signing)

For and in consideration of Georgia State University and the Board of Regents of the University System of Georgia, I grant permission to be photographed and videotaped for the Department of Occupational Therapy at Georgia State University. I hereby release and covenant not to sue the Board of Regents of the University System of Georgia, the employees, officers, members, servants, and agents of each from all claims, demands, rights, and causes of action.

I understand that I am participating as an uncompensated volunteer, and that I am not an employee of the Board of Regents of the University System of Georgia or Georgia State University. I understand that I will receive no benefits or compensation. I understand that the video will be used for educational purposes only. I understand that photographs taken may be used for promotional purposes and may be released in a public venue.

I hereby certify that I am 18 years of age or older and suffering under no legal disabilities, and that I have read the above carefully before signing.

\_\_\_\_\_  
**Signature of participant or legal guardian if under 18**

\_\_\_\_\_  
**Participant's name (please print)**

\_\_\_\_\_  
**Address**

\_\_\_\_\_

**Witness:** \_\_\_\_\_

# FIELDWORK MANUAL

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## **Introduction to Fieldwork:**

Welcome to the clinical application / fieldwork (FW) component of your occupational therapy education. Fieldwork is an integral component of occupational therapy education. These experiences provide the student with the opportunity to participate in professional responsibilities under the supervision of a qualified occupational therapy practitioner. Acting as a mentor and a role model, the Fieldwork educator provides the student with opportunities to gradually become independent practitioners and to achieve entry-level competency.

As defined in the Accreditation Council of Occupational Therapy Education (ACOTE) Standards, each student is required to complete a combination of Level I Fieldwork experiences (observation) and Level II Fieldwork experiences (performance based) integrated into the curriculum.

Level I FW experiences are woven throughout the curriculum. The AOTA Standards describe the goal of Level I Fieldwork is "to introduce students to the fieldwork experience, and develop a basic comfort level with an understanding of the needs of clients." Level I Fieldwork is not intended to develop independent performance, but to "include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process."

Citation <http://www.aota.org/education-careers/fieldwork/leveli.aspx#sthash.PTf6R3T3.dpuf>

Level II FW experiences consist of at least two 12-week (full time or equivalent) experiences upon successful completion of the didactic portion of the program for a total of 24 weeks. The goal of Level II FW is to "develop competent, entry-level, generalist occupational therapists. These fieldwork experiences are integral to the program's curriculum design and include in-depth experiences in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration and management of occupational therapy services."

Citation: ACOTE 2012

## **Academic Fieldwork Coordinator (AFWC) and Fieldwork Educator (FWE) Responsibilities:**

"The AFWC is an individual employed by educational institutions to implement the fieldwork education program. This individual is responsible for the program's compliance with Accreditation Council for Occupational Therapy Education (ACOTE®) standards related to fieldwork education. An FWE is a practitioner who agrees to supervise students' fieldwork experiences. AFWCs collaborate with FWEs to develop fieldwork education objectives and experiences and to make sure that student supervision is effective and ensures the safety and well-being of all stakeholders."

Citation: *The American Occupational Therapy Association An Advisory Opinion for the AOTA Ethics Commission Promoting Ethically Sound Practices in Occupational Therapy Fieldwork Education. AOTA 2014.*

In order to be retained as a FW site, each site must provide a quality educational experience for the students and meet *Commission of Education requirements for Level I and Level II sites* and have a signed contract with the Byrdine F. Lewis School of Nursing and Health Professions. The availability of fieldwork sites include traditional settings in pediatrics, geriatrics, adult physical disabilities, and mental health as well as non-traditional and emerging practice in community health.

<http://www.aota.org/>

[/media/Corporate/Files/EducationCareers/Educators/Fieldwork/LevelIII/COE%20Guidelines%20for%20an%20Occupational%20Therapy%20Fieldwork%20Experience%20--%20Level%20II--Final.pdf](http://www.aota.org/-/media/Corporate/Files/EducationCareers/Educators/Fieldwork/LevelIII/COE%20Guidelines%20for%20an%20Occupational%20Therapy%20Fieldwork%20Experience%20--%20Level%20II--Final.pdf)

## **Laws Related to Fieldwork**

The Federal Family Educational Rights and Privacy Act: (known as the Buckley amendment) (Relates to privacy of student records)

Fieldwork is a continuation of the educational experience thus an extension of the academic program. Faculty cannot release information regarding student grades to a FW site. Without the student's written consent. The student would need to sign a release form if he/she wishes the AFWC to discuss academic performance with the FWE. This issue may arise when a student is being reassigned after failing a Level II FW experience. The AFWC will meet with the student to discuss the issue prior to reassigning the FW placement. The student can then make the decision to disclose information, not to disclose information, or to sign a statement allowing the AFWC to discuss the issue with the FWE.

#### The Rehabilitation Act of 1973: (Section 504)

This act provides protection for individuals with disabilities from being excluded from participation in, denied the benefits of, or be discriminated by any program or activity that receives federal funding.

#### Americans with Disabilities Act (ADA): 1990

This law was passed to protect individuals with disabilities from discrimination in the areas of employment, public services, public accommodations and telecommunications services.

Because FW is a mandated component of the education required to become an occupational therapist, FW is considered pre-employment. Under the ADA FW sites must use the same standards for students as they do for their employees.

#### Disclosure of a Disability

Georgia State University is committed to providing a quality and equal education to all students. Self-disclosure of a disability is entirely voluntary. However, disclosure and submission of current documentation verifying a disability is required to determine eligibility and identify reasonable accommodations. If a student is diagnosed with a disability and would like to request academic accommodations, please contact the Office of Disability Services at 230 Student Center, phone number 404 413-1560. The information the student provides is confidential and is only disclosed to University personnel responsible for coordinating disability services for the University.

The student has the right to choose whether to disclose or not to disclose a diagnosed disability to the FW site. Under the ADA, institutions (including fieldwork sites) are obligated to make reasonable accommodations only for the known limitation of an otherwise qualified student with a disability. Notification of the need for accommodation must occur if the student desires accommodations during FW. Students who wish to disclose a disability for the purpose of accommodations need to have gone through the Office of Disability Services. The AFWC does not have the right to disclose a student's disability to a FW site without written permission from the student. Students with disabilities who want accommodations on their FW placements are encouraged to disclose their disability as early as possible to the FW site or to give permission to the AFWC, in writing, to disclose this information to the site **after** the placement has been made.

#### Students Rights and Responsibilities

The occupational therapy student is responsible for following the requirements of the contract. The student also has an opportunity to provide feedback to the OT program regarding the quality of the experience and level of supervision. Students are responsible for keeping the following records current and accessible for use during fieldwork rotation. Some FW sites require additional certifications or immunizations along with the requirements below. It is the responsibility of the student to comply with all fieldwork site health requirements. Information regarding site requirements may be obtained from the fieldwork office and should be confirmed with the site during the student's initial contact with the FWE.

#### **Before starting at any fieldwork site each student must have:**

- Satisfactory completion of all required courses in the occupational therapy curriculum
- **CPR Certification**

Cardiopulmonary resuscitation (CPR) certification is required for all OT students prior to clinical internships. The certification must be the Basic Life Support for Healthcare Providers, American Heart Association. Each student shall provide a copy of their certification to the Department Secretary Prior to the first Level L FW experience.

- **Hepatitis B Vaccine or Waiver**

Students will receive training regarding the OSHA Standard on Blood-borne Pathogens regarding universal precautions and risk factors for contracting Hepatitis B as healthcare workers. After which students must pass a test demonstrating understanding of the information. The student must provide evidence that the HepB vaccination has been started, completed or declined. A declination form will be provided.

- **TB Skin Test**

Students must update their TB skin test annually. Many facilities require a two-step Mantoux TB skin test. This test will be updated at least 3 months prior to the clinical internship. A copy of the negative skin test must be submitted to the Department Secretary. The occupational therapy department will retain a copy of the negative test or proof of a clear chest x-ray and FW sites will be informed of the student's status.

- **Physical Exam**

Students are required by the GSU OT department to have an annual physical exam. A copy of this should be given to the Department Secretary.

- **Immunization**

Some FW sites require immunization records. A copy of these should be given to the Department Secretary and the student is responsible for providing proof of completion to the FW site.

- The following immunizations are required for the protection of students and patients:

- Measles, Mumps, Rubella (MMR) titer.

- Tuberculin skin test (PPD)

- HepatitisB titer

- DiphtheriaTetanus (DT)

- Chicken Pox titer

- If a titer for MMR, Hepatitis B, or Chicken Pox does not confirm immunity the student will begin the vaccination process and will provide a titer once complete to show immunity.
- The PPD must be taken within 1 month of beginning the program, and some clinical assignments will require a PPD every 6 months or within 1-2 months of starting a clinical rotation during the program. Otherwise the PPD or chest x-ray is required once a year. The HepatitisB sequence must be started by the August entry, and the series must be completed by the second semester of the year (spring semester). The DiphtheriaTetanus vaccination must be within 10 years of entry into the program. Failure to complete the physical exam prior to the beginning of FW, or provide documentation of all immunizations, will result in the student being withheld from clinical attendance, and the student being dismissed from the program.

- **Criminal Background Check**

Many FW sites require the student to submit a criminal background check. The student is responsible for providing the results to the facility and proof that it was done to the AFWC. The fee for the background check is the responsibility of the student. Possible on-line services for criminal background checks: (There is a cost for the on-line service and it varies from year-to-year.)

- "Advantage Students" at [advantagestudents.com](http://advantagestudents.com)

- "StudentCheck" for credentialing and background investigations.

- <http://www.precheck.com/student-background-check>

- *A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and may preclude attainment of state licensure.*

- **Drug Testing**

Drug testing is common by employers of healthcare facilities. The procedure may be done at the facility or before the student arrives. The student is responsible for providing the results to the facility and proof that this requirement has been completed to the AFWC. Any fee associated with a drug test is the

student's responsibility. If a student tests positive after a drug test, the facility will immediately discontinue the student's FW experience and the AFWC will follow GSU guidelines outlined in the University graduate catalog.

- **Records for Clinical Education**

Students are responsible for providing documentation of each of the above requirements to the Department Secretary or AFWC. Due dates for providing documentation will be provided and those dates are FIRM. It is necessary for students to keep the original of these health records with them and take them to the FW site in the event the facility needs to view them. Students are responsible for any other requirements such as a background check, child registry, or other health issues.

- **OSHA Blood Borne Pathogens and Universal Precautions Training**

Students will complete training on OSHA blood borne pathogens transmission and universal precautions. Upon completion students will take a quiz, which they must pass at an 80% or better. The student is responsible for printing and turning in to the department Secretary a certificate of successful completion. The training will be required prior to the first FW experience and annually thereafter.

- **HIPAA Training / Patient Confidentiality**

Students will complete training on HIPAA guidelines and requirements related to protected health information. Upon completion students will take a quiz, which they must pass at an 80% or better. They will receive the training prior to the first FW experience and annually thereafter

- **Liability insurance** under the blanket student policy GSU offers is a professional liability policy that covers each student during all FW experiences and each student is required to purchase coverage to attend FW. Proof of the policy can be provided to FW sites upon request. Professional liability does not include personal health/medical coverage. On occasion a FW site may require students to purchase additional liability insurance.

- Personal or family **medical insurance** which provides coverage in the geographic area to which the student will be going.

### Dress Code Policy

Students are expected to present a professional appearance at all fieldwork facilities. Because dress codes at facilities vary widely, this information should be obtained from each site prior to starting the fieldwork. Good personal hygiene is also important.

- Be sure to wear your name tag.
- Closed toe shoes (no sandals or flip/flops or shoes with high heels) will be worn at all times unless engaging in an activity in which shoes are not normally worn.
- Clothing will be clean and neat.
- The following are **not** appropriate attire:
  - See-through clothes. Tops with spaghetti straps
  - Shorts
  - Midriff or halter tops / tops that expose skin when bending
  - Women's cleavage should not be showing
  - No hats or caps unless outdoors
  - Excessive jewelry or long nails that would interfere with treatment
  - Noticeable perfumes that could bother others due to allergies, sensitivities to strong smells.

### Attendance Policy

Students are expected to demonstrate professional behaviors with regard to attendance and punctuality during all fieldwork experiences. If a student is absent due to illness or an emergency, it is that student's responsibility to notifying the FWED as soon as possible.

During Level II FW a student may be absent due to illness or an emergency for a maximum of three days. The three days may not be taken as vacation days. For special circumstances, such as a family wedding, the student may request limited time off. It is up to the FWEd to grant or deny the request. For this situation, the missed time should be made up by working extra days, such as Saturdays, or extending the length of the fieldwork. It is expected that you will take the same holidays as the staff at your assigned facility. University student holidays do not apply to you during your affiliation. Holidays taken during fieldwork are not a part of the three-day limit of days off due to illness or emergency. The FWEd will determine whether the student needs to

make up the missed day due to a holiday. ***Planned absences of more than one day must first be approved by the Academic Fieldwork Coordinator prior to requesting approval of the FWE.***

### Professional Ethics

Students are expected to incorporate AOTA standards and ethics policies while participating in their FW experiences and take responsibility for their professional development. Students are expected to become familiar with and comply with the rules and regulations of the assigned facility. Students should request that this information be provided to them during facility orientation if the facility does not volunteer this information.

### Financial Responsibilities

Students are responsible for all costs associated with the Level II fieldwork experiences and should plan accordingly. Expenses include, but are not limited to their housing, transportation, tuition to the university, medical and liability insurance, and food.

### Students' Rights

In Addition to your responsibilities as a FW student, you are also entitled to your rights which include:

- Being appropriately supervised by experienced therapists and fieldwork educators
- Receiving feedback and evaluation in a timely manner and on a regular basis
- Contact the AFWC or FWE at any time to discuss performance standards, clinical procedures, documentation, and patient treatment practices that the student feels is discriminatory, capricious, or unethical.
- Being treated fairly and not be discriminated against in the selection of fieldwork facilities or by any representative of the academic or fieldwork facility. See the Georgia State University Policy on Non-Discrimination.

## **LEVEL I FIELDWORK**

Level I fieldwork experiences are completed throughout the didactic portion of the occupational therapy program based on the coursework being taught each semester.

The AOTA does not require a specific number of hours for Level I FW experiences but allows each program to set the time requirements for their for students.

### **Purposes of Level I FW experiences include:**

1. Exposing the student to individuals with deficits in occupational performance and observing how these deficits affect their function and quality of life.
2. To expose the student to a variety of settings and client populations and observe how the knowledge and skills they are developing in class is applied to our clients in the clinics.
3. To provide the student with clinical models using a variety of frames of reference in the delivery of occupational therapy services.

According to the AOTA Standards "Level I experiences may include those directly related to occupational therapy, as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of individuals throughout the life span. Day care centers, schools, neighborhood centers, hospice, homeless shelters, community mental health centers, and therapeutic activity or work centers are among the many possible sites. Level I Fieldwork may also include services management and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences. Populations observed in Level I experience may include disabled or well populations; age-specific or diagnosis-specific clients.

During the Level I FW experiences the students will usually, but not always, have an occupational therapist or occupational therapy assistant as their supervisor. Qualified personnel for supervision of Level I Fieldwork may include, but are not limited to, academic or fieldwork educators, occupational therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses, physical therapists, social workers, etc. The supervisors must be knowledgeable about occupational therapy and understand the

goals and objectives of the Level I Fieldwork experience.”

The OT Practice Framework: Domain and Process (3<sup>rd</sup> edition) can assist the student in gaining patient and clinical observation skills in each of the four practice areas of Level I FW experience. The areas include mental health, physical rehabilitation, geriatrics, and pediatrics. Students should be aware that Level I Fieldwork cannot be used as a substitute for Level II Fieldwork. Level I fieldwork is graded on a pass/fail basis.

(Citation) *OTA Commission on Education (COE) and Fieldwork Issues Committee (FWIC)*  
*Amended and Approved by FWIC 11/99 and COE 12/99*

### **Level I Fieldwork Goals and Objectives**

- *Demonstrate professional and reliable and work behaviors:*
  - Adheres to facility dress code
  - Demonstrates good use of time
  - Takes initiative and assumes responsibility for learning
  - Accepts and responds appropriately to feedback and supervision
  - Conducts self ethically with appropriate consideration and attitude
- *Demonstrate effective communication within the clinical setting:*
  - Establishes positive working relationship with interdisciplinary team members
  - Establish meaningful and therapeutic relationships with clients and caregivers
  - Produce clear, concise, and professional documentation
  - Demonstrates ability to collaborate/consult with client/family regarding treatment plan and/or goals
- *Develop ability to use accurate observation skills of clients and to perform introductory client interaction and assessment skills:*
  - Observe the client interview process
  - Observe the administration of screening and/or assessment tools
  - Develop ability to make astute observations of clients interacting in their environment
  - Formulate general therapeutic goals and objectives
- *Observe and describe the characteristics of various occupational dysfunctions and various theoretical frames of reference and/or treatment techniques for working with these clients:*
  - Complete Level I Fieldwork assignments as provided by AFWC and/or fieldwork educator
  - Demonstrates the ability to communicate with clients/families regarding the perspective and value of Occupational Therapy
  - Be familiar with appropriate selection and application of a variety of therapy evaluations and therapeutic activities commonly used with clients of varying occupational dysfunctions across the age continuum

### **FW I Seminars**

- In each of the didactic semesters of the program, the FW Seminar course will be the conduit that connects and strengthens the didactic coursework with the Level I Fieldwork experiences. The AFWC, in collaboration with the other faculty, will design case-studies and other learning experiences to be used to facilitate clinical reasoning processes and enhance client-centered, occupation-based practice. The students will also have the opportunity in the FW Seminars to analyze and discuss their experiences in the clinics and relate them to what they have learned in the didactic courses.

### **Assignments / Grading**

The AFWC will establish assignments for students to complete during their level I FW experiences and will be responsible for the grading of the assignments. The FWEd will be responsible to completing a Professional Behaviors evaluation on the student.

## LEVEL II FIELDWORK

The ACOTE Standards describe fieldwork as “a crucial part of professional preparation.” Level II FW placements are designed as the final step in the integration of academia and professional practice. The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists (AOTA, 2012).

A minimum of 24 weeks of Fieldwork Level II experience is required by ACOTE. Georgia State University’s Occupational Therapy Program requires two 12 week FW experiences. Students may choose to participate in an optional 3<sup>rd</sup> specialty internship (time frame of 3<sup>rd</sup> internships will be arranged with the AFWC and the FW site). Level II FW experiences are typically completed on a full-time basis but a student can petition to complete it on a part-time basis for special situations. The student **must** complete all required FW experiences within 1 year of completing the didactic portion of the program. Students can appeal this requirement based on specific individual circumstances.

The student must pass both Fieldwork II rotations to graduate from Georgia State University. It should be noted that most employers require graduation from an accredited school, including completion of Level II fieldwork, and completion of the NBCOT certification examination prior to hiring a newly graduated occupational therapist. Many states will issue a provisional license to practice as long as the student has applied to take the NBCOT exam. For further detail please refer to **Commission on Education Guidelines for Level II Fieldwork** in the appendices.

<http://www.aota.org/education>

**Description and Purpose:** The Level II Fieldwork experiences are designed to promote clinical reasoning and reflective practice, to support ethical practice, and professional communication through expert modeling. Throughout the fieldwork experiences, students learn to apply theoretical and scientific principles introduced in the academic program to address actual client needs and to develop a professional identity as an occupational therapy practitioner within an interdisciplinary context.

- Level II fieldwork experience should include in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation.
- The student shall have the opportunity to develop increased knowledge and skills in administration, research and professional relationships.
- The student shall be evaluated an informed of his/her performance status on an ongoing basis.
  - The AOTA Fieldwork Performance Evaluation (FWE) should be used as a rating tool. The student should be evaluated using this form at both midterm and end of the fieldwork experience. Performance should be reviewed by the fieldwork educator and the student, signed and sent to the AFWC. Other structured forms of feedback that promote educator/student communication on the student's progress may also be used on an ongoing basis.
  - The fieldwork experience should be evaluated by the student, using the AOTA Student Evaluation for Fieldwork Experience (SEFWE) form, and should be reviewed by the fieldwork educator and the student at the conclusion of the fieldwork experience. This too should be sent to the AFWC. Other structured forms of feedback that promote educator/student communication on the learning experience may also be used on an ongoing basis.
  - If the student's performance is not satisfactory at mid-term or at any point in the fieldwork experience, both the student and AFWC must be notified immediately and documentation concerning the student's progress and outcomes of interventions should be maintained.

### **Level II Fieldwork Goals, Objectives, and Competencies**

Fieldwork II is intended to provide students with an in-depth experience in the delivery of occupational therapy services to clients and to assist students in fully integrating academic knowledge with clinical practice. During fieldwork experiences, students gradually assume responsibility for the delivery of occupational therapy

services, and develop competence as entry-level client-centered practitioners. General goals and objectives for Level II Fieldwork include:

1. Demonstrate appropriate, professional collaboration with the client, family, FWEd and other interdisciplinary team members
2. Be able to demonstrate and articulate the values, standards, and ethics of the profession
3. Understand and demonstrate adherence to facility policies and procedures
4. Use current evidence in research findings and other resources as a basis for assessment and intervention decisions
5. Demonstrate a sense of personal responsibility by accepting feedback, assuming responsibility for own learning, and effective use of time-management
6. Demonstrate ability to effectively choose, perform and document relevant screening and assessment methods
7. Develop accurate and appropriate intervention plan including client-centered goals, objectives and treatment activities based on multiple factors such as client factors, contexts, theories / frames of reference, and current research evidence
8. Demonstrate use of relevant interventions that are that are client-centered and occupation based
9. Analyze the environment and make appropriate adaptations /modifications for clients/families
10. Determine sequence, frequency and duration of occupational therapy services
11. Demonstrate clear and effective verbal, non-verbal and written communication
12. Evaluate the effectiveness of services through re-evaluation of clients and participation in the quality improvement process
13. Demonstrate commitment to lifelong learning through independent research efforts and willingness to present to occupational therapy peers
14. Appropriately advocate for your clients' needs
15. Maintain work area, equipment and supplies according to facility policies and safety standards
16. Demonstrate the use of sound judgment and adherence to safety regulations
17. Demonstrate respect of diversity factors of clients and other professionals including, but not limited to, socio-cultural, socio-economic, spiritual and lifestyle choices
18. Understand model of service delivery as well as costs and funding for the facility

### **Fieldwork Level II Placement Policy and Procedures**

Student fieldwork assignments are chosen based on: (a) the quality of educational experience available at the site, (b) the educational needs of the occupational therapy student, and (c) availability of sites. Fieldwork sites are a valuable resource of the Byrdine F. Lewis School of Nursing and Health Professions and the Occupational Therapy Program. The College has established fieldwork policies (i.e. Appeals, Assignment Process) designed to serve the largest good in the fairest possible manner. Students are reminded that they have been informed, since admission, that they are responsible for completing a minimum of six (6) months of Level II fieldwork. Students have been informed that they are responsible for the financial responsibility of this part of their training, that this training may take place anywhere in the United States and that the student is responsible for planning and preparing for this part of their education.

**Students will not be placed in a fieldwork site outside of the assignment process, unless the student goes through the formal process to initiate a new fieldwork site, or an appeals process. *Students may NOT contact any fieldwork site (scheduled or potential) without AFWC approval.***

Students have the privilege and responsibility to research Fieldwork sites for their Level II FW experiences. Sources of Fieldwork Site Information include: Master List, Clinical Site Information Form, Clinical Agreement, and Facility website. In order to take student preferences into consideration, all students will be given a *Fieldwork Type Request Form* prior to the first Level II experience. This form will indicate a student's preference for type of fieldwork placements (physical disabilities, pediatrics, geriatrics, mental health). Prior to site selection, students are given a list of sites that have committed to a space for the upcoming year for

the different areas of practice. This list is distributed to the students in advance so that they may research the sites using the above sources.

The students will set up a time to meet with the AFWC to discuss Level II FW placement options. Following the meeting, the students should be prepared to make a list of their top 3 preferences. All students are required to do a physical disabilities rotation. The second required FW will be in a different area of practice. Students will rank the preferences 1 through 3, with 1 being the most preferred selection and 3 the least preferred selection. The AFWC will review all selections and make the assignments. The student's preference will be strongly considered in the process, but it cannot be guaranteed that the student will get one of their top 3 choices.

All selections made by the AFWC are final, unless a site has cancelled the scheduled FW rotation. The students will be notified of the assignments after the process has been completed. If a student fails to submit their preferences by the established deadline, then the AFWC will make a student assignment without their input.

### **Contacting the Fieldwork Site**

Once a student is assigned to a FW site, he/she may contact the FWEd or designated housing person to secure housing if available. The student *must contact the FW site at least two months prior* to the scheduled start date of the FW experience. At this time the student will discuss arrangements for the first day, holidays, dress code, lunch arrangements, or any other questions about the affiliation. Upon arrival, the FWEd will orient the student to the facility and its policies and procedures. It is the student's responsibility to ensure that he/she is oriented to the facility. A policy for supervision is provided to FWEd and student prior to the internship and is part of the FW agreement.

If a student has special accommodations which have been approved by GSU's Department of Disability Services, the student is responsible for notifying the clinical site at least 3 months in advance. This will allow the clinic ample time to prepare for the accommodations.

***Students should NOT contact clinical education sites prior to being assigned without approval of the AFWC***

### **Cancellation or Changes by the Fieldwork Site**

Students must understand that many of the fieldworks are arranged well in advance of student placement. Occasionally, facilities will cancel contracts without much notice to the University. In the event this occurs, the AFWC will do his or her best to find another suitable and timely placement. While attempts will be made to accommodate student preferences, this may not be possible with short notice in arranging alternative placements. The Occupational Therapy Program cannot assume responsibility for delays in completion of the program or eligibility for certification, if the student fails to accept or complete a scheduled fieldwork assignment, or if the fieldwork site cancels a scheduled placement.

***A student will not be allowed to change his/her FW site assignment.*** A student wishing to appeal this policy must prepare a written Special Request and submit it to the AFWC. The decision on the special request will be based on all the information provided. Situations like weddings, employment opportunities, and circumstances that existed prior to site selection usually do not warrant a change of assignment. However, special family situations, medical issues, and other unavoidable situations are considered.

### **Things to Remember about setting up FW Sites:**

- Students **may not** affiliate at a facility in which he/she currently is employed or where an employment arrangement has existed in the previous twelve months prior to entering the OT program
- A student **may not** contact a facility prior to being assigned to that facility. If a student is found to have contacted a facility in an effort to develop a FW internship for that site, the student will not be

allowed to participate in a FW experience at that site for the entire time the student is in the OT program.

- **After** a facility has been notified of the student assignment, the assignment is considered final and there will be no changes made unless the facility cancels the assignment

### **Policy for Establishing a New Fieldwork Site**

A new site is defined as an occupational therapy department or facility that GSU currently does not have a FW contract with and is not on the Master List. Please be aware that establishing a contract with a new fieldwork site can take up to a year and it is not guaranteed that the site would qualify under GSU 's guidelines for acceptable FW sites. In order to complete a new contract in a timely manner and insure a safe and appropriate FW experience for our students the following policies have been developed.

- Requests will only be accepted a full year prior to scheduled FW date; for example if the FW is scheduled to take place June –August of 2018, then a New Fieldwork Request needs to be made by June 2017.
- A student can only submit one new site request at a time. If the new clinical site is not approved, the AFWC will determine if another request can be submitted.
- It is important to submit all requests as early as possible. No late requests will be accepted. A student submitting for a new site should use the New Site Request Form and turn it in to the AFWC. Only one new site per student is acceptable.
- Again, students are not to contact the site prior to the assignment. If a student contacts a clinical site prior to direct permission from the AFWC, then the student will not be allowed to participate with that FW placement during any rotation.

### **Housing Accommodations**

The student should research the availability of housing at a clinical site prior to assignment. The student may request for the AFWC to call a FW site prior to site assignment to see if housing is still available if the information on the site indicates that housing is/has been offered for that site. A facility may indicate that housing is available, but situations arise that the AFWC may not be notified about. Housing availability can be a first come, first serve basis as well and it would be appropriate for the student to request the AFWC check for availability. ***The student should not call the clinical site prior to site assignment.*** Requests should be submitted to the AFWC. Housing provided by facilities is not guaranteed to be free of charge. Therefore, students must budget for appropriate housing costs. If a facility does not indicate housing then the student should budget for appropriate housing costs.

After student assignment, the AFWC will give permission for the student to contact the clinical site about securing housing. It is the student's responsibility to make housing arrangements with the facility if housing is offered.

### **Housing Problems**

If the student arrives to find that housing provided is substandard, such as unsanitary, hazardous, etc., then the student should discuss his/her concerns with the CI or housing coordinator. If the problem is not resolved, then the student should contact the AFWC.

### **Level II Fieldwork Assignment Appeals Process**

The appeal process is designed to meet the occasional need of students for whom the assignment process to any facility in the United States would prove disruptive to their family responsibilities and would result in the student's probable discontinuation of their schooling. Petitions for appeals are not to be made lightly. Students should consider the gravity of their appeal and submit an appeal only if they feel they could not continue in the program and complete their training if the appeal were denied. Appeals for special consideration in placement are based on demonstrated need for one of the following reasons: dependent care, extreme personal issues, and students with disabilities who have identified themselves to LR University Disability Services. Appeals cannot be made for financial or marital status reasons. Appeals found to be made on false claims will be overturned and denied, and students may be removed from the program for this highly unethical behavior.

Students will be informed of the dates of the appeal process. Appeal decisions are made subject to the availability of fieldwork sites. All decisions of the faculty will be final.

### **Attendance Policy**

The general attendance policy can be found on page 30 of this manual.

Students are expected to demonstrate professional behaviors with regard to attendance and punctuality during all fieldwork experiences. If a student is absent due to illness or an emergency, it is that student's responsibility to notifying the FWED as soon as possible.

- Level II Fieldwork students are required to notify their FWEd of an absence at least 30 minutes prior to reporting time. The student is allowed up to three excused absences due to illness ONLY during Level II FW. If a student misses more than 3 days, the student must schedule make-up time and inform the AFWC.
- If a student is called for jury duty or has some other legal obligations, they are to contact the AFWC and fieldwork educator for further instructions.
- Students are expected to make up any hours that are missed to receive credit for the fieldwork experience. If arrangements cannot be made for making up fieldwork hours, the AFWC may require additional fieldwork at another site or require an additional assignment from the student for successful completion of that course for which the fieldwork was required.

During Level II FW a student may be absent due to illness or an emergency for a maximum of three days. The three days may not be taken as vacation days. For special circumstances, such as a family wedding, the student may request limited time off. It is up to the FWEd to grant or deny the request. For this situation, the missed time should be made up by working extra days, such as Saturdays, or extending the length of the fieldwork. It is expected that you will take the same holidays as the staff at your assigned facility. University student holidays do not apply to you during your affiliation. Holidays taken during fieldwork are not a part of the three-day limit of days off due to illness or emergency. The FWEd will determine whether the student needs to make up the missed day due to a holiday. ***Planned absences of more than one day must first be approved by the Academic Fieldwork Coordinator prior to requesting approval of the FWEd.***

### **Forms used by Level II Fieldwork Students**

Fieldwork forms can will be on-line. Forms will be used for each FW experience and during the fieldwork orientation process prior to the initiation of each FW experience. Samples of many of the forms discussed in this manual are provided in the Appendix section of this manual.

### **Grading of Level II Fieldwork Experience**

Level II Fieldwork is graded on a pass/fail basis using the AOTA Fieldwork Performance Evaluation (FWPE). The FWPE is used for both midterm and final grading of the fieldwork experience. Not receiving a passing score of 90 or above at midterm may result in termination of the fieldwork experience. Students must obtain 122 points or above and a minimum score of 3 for questions 1, 2, 3 (fundamentals of practice section) at the final evaluation to pass the Fieldwork experience. Students must also have successfully completed all other assignments and course paperwork in order to be eligible to pass Fieldwork. A copy of the FWPE can be found in the Appendix.

Students may only repeat one Level II FW experience. Students withdrawing from Level II FW without the permission of the program director and the AFWC will be placed on academic probation. Refer to the student handbook for further rules regarding "academic progression".

### **Progression and Graduation Requirements**

- In order to graduate from the Department of Occupational Therapy program, the student must:
  - Have a 3.0 Cumulative GPA.
  - Must successfully complete (S) all courses graded by S/U.
  - Have no grades lower than C (2.0).
  - **Apply for graduation one year (three semesters) prior to anticipated graduation date. Students who fail to apply for graduation on time will not be allowed to graduate regardless of having completed their coursework.**
  
- To continue the following semester, all prior courses in the curriculum must be successfully completed (C or better or S where applicable) or permission granted by the Department Head under any circumstances of a grade designation of I or IP issued.
  
- A grade of D, F or U in any one course will result in the student being terminated from the program.
  
- Academic standing:
  - Good academic standing is defined as having a Cumulative GPA of 3.0 or better.
  - If Semester GPA falls below 3.0, regardless of course load, the student is placed on scholastic warning. A letter stating this will be sent from the College Director of Academic Assistance and the Department Head. Upon completion of subsequent semesters of relevant graduate course work, performance of the student on warning is evaluated in one of the following ways:
    - If Semester GPA is at least 3.0 and Cumulative GPA is at least 3.0, the student returns to good academic standing.
    - If Semester GPA is less than 3.0 and Cumulative GPA is less than 3.0, student is terminated from the program.
    - If Semester GPA is less than 3.0 but Cumulative GPA is at least 3.0, student may continue to enroll, but will continue to be on scholastic warning until Semester GPA of at least 3.0 is achieved (at which time he/she will be returned to -good standing) or until subsequent Semester GPAs bring Cumulative GPA to less than 3.0 (at which time he/she is terminated from the program).
    - If Semester GPA is at least 3.0, but Cumulative GPA is less than 3.0, student is on scholastic probation The student may continue to enroll on probation, provided the Semester GPAs are at least 3.0, until Cumulative GPA is brought back to at least 3.0. At this time the student will return to good standing. If any Semester GPA is less than 3.0 before Cumulative GPA is brought back to at least 3.0, the student is terminated from the program.
  - A student may only be on warning twice. A third scholastic warning will result in termination from the program.
  - After termination from the program for academic coursework reasons, the student may reapply for admission through the Department of Occupational Therapy. The program may choose not to admit, or to admit with conditions.
  - No course in which a grade of B (3.0) or greater has been earned may be repeated for credit.
  - If a student is terminated from the program for a second time, he or she may not apply for readmission to the program.

## **NBCOT and Temporary License**

Most states, the District of Columbia, and Puerto Rico require occupational therapists and occupational therapy assistants to be licensed (a few states have certification or registration by a state agency). States have similar, but not identical requirements and procedures for obtaining a license. For specific state licensure requirements always consult the state occupational therapy regulatory agency. Get the contact information for all state boards: <http://state.aota.org/reglist.aspx>

To obtain a license you will need to:

- Graduate from an accredited OT or OTA educational program.
- Complete your fieldwork requirements.
- Apply for and Pass the NBCOT® Certification Examination. For additional information regarding the examination, including ordering Score Transfers and/or State Confirmation Notices, refer to the NBCOT Web site: <http://www.nbcot.org>
- Apply for a license and pay a fee for each state/jurisdiction in which you wish to practice or hold a license.

Many, but not all states allow practitioners to practice on a **temporary license** or **limited permit** while waiting to take or receive the results of the certification exam. If you fail the exam, you may not be able to continue to practice. Each state OT regulatory agency should be consulted for specific requirements.

You may also see the State OT Statuses and Regulations resources: <http://www.aota.org/Advocacy-Policy/State-Policy/Licensure/StateRegs.aspx>

See more at: <http://www.aota.org/practice/manage/howto.aspx#sthash.iDbSHn1X.dpuf>