



Touro University Nevada

School of Occupational Therapy

Student Handbook

Academic Year 2023-2024

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INTRODUCTION

This handbook is a reference intended to provide accurate information to students and others regarding Touro University Nevada's (TUN) School of Occupational Therapy (SOT). The Student Handbook contains policies and requirements that govern academic performance and student conduct for all who are enrolled in the SOT. These policies are designed to promote standards for academic competency, professional discipline, and personal responsibility, representing parameters of achievement and behavior expected of students and professionals in occupational therapy.

The provisions provided in the Student Handbook are subject to changes as a result of official actions of the administration. The School of Occupational Therapy reserves the right to make changes at any time in the Student Handbook, or in the requirements for admission, graduation, tuition, fees, and any rules or regulations. The student should not consider this handbook to represent a contract between TUN and the student. The University disclaims any misrepresentations that may have occurred as a result of an error in preparation or typing.

Each student must recognize that they are responsible for knowledge of current academic regulations, general and specific requirements, student operational policies contained in this handbook, departmental policies and procedures, and other official announcements and published documents of the programs and university. New and revised policies and procedures will be shared with students via their TUN email as they are adopted and will be accessible on the School of Occupational Therapy's learning management site. Students are expected to observe the Code of Ethics, Standards of Practice, and Scope of Practice as stipulated by the American Occupational Therapy Association and the Student Code of Conduct as outlined in the University Catalog.

The TUN Catalog contains institutional policies and requirements, which govern overall academic performance and student conduct in all programs of study. These policies are unique to TUN and are designed to promote standards for academic competency, professional discipline, and personal responsibility. It represents the achievement and professional expectations the faculty expects of students. It is the responsibility of all students to be knowledgeable about TUN policies. These policies will be applied to all aspects of the student's academic progress and personal conduct for as long as the student is enrolled.

Each student must recognize that they are responsible for knowledge of current academic regulations, student operational policies contained in this Student Handbook, University Catalog, School Policies and Procedures, and other official announcements, published documents in the Academic Integrity policy of TUN, and the core documents of the American Occupational Therapy Association.

TUN assumes primary responsibility for the appointment of faculty, admission of students, curriculum planning, selection of course content, and granting the degree documenting satisfactory completion of the educational program. TUN is responsible for coordination of classroom teaching, supervised fieldwork practice, capstone experiences, and for assuring that the practice activities assigned to students in a fieldwork setting are appropriate to the program and meet the standards of TUN and the School of Occupational Therapy. TUN administration, faculty, and staff are solely responsible for the

provision of academic fieldwork and capstone components of the curriculum in collaboration with fieldwork and capstone sites as outlined in the memoranda of understanding with those specific fieldwork/clinical and capstone sites. The Academic Fieldwork Coordinator (AFC) assigns all students their Level I and Level II Fieldwork experiences, ensures adequate supervision ratio (fieldwork educator to student) is appropriate, and all fieldwork educators meet the requirements to supervise the student. Level I Fieldwork sites are sought to complement academic coursework in the child-based, adult-based, psychosocial, and older adult-based curriculum. Level II Fieldwork sites are sought to provide development of the student across the lifespan and in different practice areas. The Capstone Coordinator coordinates and assigns all students their capstone experiences to ensure students' professional goals are met. The capstone coordinator ensures that adequate preparation for the doctoral capstone is completed prior to the commencement of the capstone experience and that no prior fieldwork or work experience takes the place of the capstone experience. All students meet with the Academic Fieldwork Coordinator and Capstone Coordinator to explore fieldwork and capstone opportunities.

Historical Perspective

Touro College is a Jewish-sponsored independent institution of higher and professional education founded by Bernard Lander, Ph.D., LHD. The institution derives its name from Judah and Isaac Touro, leaders of colonial America who represented the ideal upon which we base our mission. Lander was inspired by the democratic ethos enunciated by George Washington when in 1790 he visited the Touro Synagogue at Newport, Rhode Island. The Touro colleges provided major endowments for universities, the first free library in this continent, community infirmaries in the new United States of America, and pioneering settlements in Israel.

Touro College was chartered by the State of New York in 1970. The first students enrolled in 1971; the class consisted of 35 liberal arts students. Since those early days, the institution has experienced substantial growth. Touro College/University embraces the following schools: The Lander College of Liberal Arts and Sciences (Men's and Women's Divisions); The Jacob D. Fuchsberg Law Center; The Graduate School of Jewish Studies; The School of Health Sciences; The School of General Studies; The School of Lifelong Education; The International School of Business and Management; The Graduate School of Education and Psychology; The School of Career and Applied Studies; and Touro University California. Touro University California includes the College of Osteopathic Medicine, College of Pharmacy; and College of Education & Health Sciences

Touro College/University operates degree programs in Israel, Berlin, and Russia. Agreements for exchange of students and faculty have been established with the People's Republic of China. Touro has long been interested in medical education. In 1983, Touro established the Center for Biomedical Education, a cooperative program leading to an M.D. from the Technion-Israel Institute of Technology, Israel's premier school of applied sciences. Success in this and other related programs led Touro to explore the possibility of establishing a College of Osteopathic Medicine. Touro sought incorporation in the State of California, and in 1995 located a campus in the San Francisco Bay Area. The campus was moved to Mare Island, California in 1997. As Touro College looked to other potential sites for a college of osteopathic medicine, Nevada was chosen as a potential site due to the physician shortage and the

rapidly growing population within Nevada and the surrounding community. The branch campus, Touro University Nevada (TUN) College of Osteopathic Medicine accomplished matriculation of its first class in August 2004. Simultaneously, TUN initiated the Master's in Physician Assistant Studies in 2004. TUN founded the College of Health and Human Services in 2005. This college today includes the Schools of Education, Nursing, Occupational Therapy, Physician Assistant, and Physical Therapy.

Touro College has a strong history of the provision of occupational therapy education since it created the two programs of occupational therapy education in New York. Touro College's two campuses, Manhattan and Bay Shore, have successfully met the standards of the Accreditation Council for Occupational Therapy Education (ACOTE) repeatedly since their inception. When TUN was created, it noted the lack of occupational therapy educational programs in Nevada and committed to fulfilling the growing need for occupational therapists. With TUN's opening and the need for occupational therapists in the southwest continuing to grow, efforts were begun in late 2004 to initiate the development of the School of Occupational Therapy in collaboration with the ACOTE and other accreditation agencies.

The first cohort of students started instruction in August 2005 with class conducted in a single conference room. Space allocation plans were developed, and efforts toward construction of specialized occupational therapy classroom and lab space began in summer 2005 and were completed in December 2005. The occupational therapy students receive their didactic training within various locations inside TUN, including designated classrooms referred to as the Motor Skills Lab and the Living Skills Lab. These class spaces were designed specifically to meet the needs of the occupational therapy student and future modifications will be made to the learning spaces to ensure optimal student benefit and engagement.

Occupational therapy students have opportunities to be included in collaborative team learning opportunities with the other students on campus (osteopathic medicine, physician assistant students, physical therapy, nursing, medical health science, and education) and students from other disciplines as additional programs are added to the Touro University Nevada family of student populations.

Degrees Offered

Entry-level Doctorate in Occupational Therapy (OTD)

Mission Statements

Mission Statement of Touro University

To provide quality educational programs in the fields of healthcare and education in concert with the Judaic commitment to social justice, intellectual pursuit, and service to humanity.

Mission Statement of the School of Occupational Therapy

The Judaic values of Touro University Nevada and the four threads of the school of occupational therapy: occupation-based practice, evidence-based practice, leadership and social justice provide the foundation upon which we prepare caring, competent, collaborative and ethical occupational therapists

that advance professional practice. The program utilizes innovative, active learning experiences throughout the curriculum resulting in highly skilled practitioners prepared to lead in the diverse communities they serve. The graduates of the program will become advanced practice generalists with expertise in specialty and/or role emerging practice areas who have the ability to translate evidence into practice. The school of occupational therapy promotes engagement with community partners to identify gaps and needs for specific populations and offers opportunities for scholarship.

Mission Statement of the Student Occupational Therapy Association

The purpose of the Student Occupational Therapy Association (SOTA) is to advocate and further the profession of occupational therapy as well as represent the interests of the Student Body, keep administration informed to these interests, and work with the administration to make changes that benefit the entire Occupational Therapy Student Body thereby serving their unique, academic, non-academic, and social interests. SOTA will also provide the Occupational Therapy Student Body with additional means of education, to improve the general knowledge base of the surrounding community of the benefits of Occupational Therapy and promote professionalism within our field.

Educational Philosophy for the School of Occupational Therapy

Occupational therapy is based on the belief that purposeful activity (occupation), including its interpersonal and environmental components, may be used to prevent and mediate dysfunction and to elicit maximum adaptation. To reflect how “quality occupational performance and the experience of each occupation are unique in each situation” due to the dynamic interaction between the individual, environment, and contexts (AOTA, 2017, p. 711241145p1), the curriculum emphasizes these client-specific experiences. To ensure graduates possess the skills necessary to provide high-quality healthcare, pedagogical approaches will promote the necessary clinical reasoning; critical thinking, cultural understanding (AOTA, 2018) to promote the value of occupational therapy and maximize client outcomes. Recognizing students are unique occupational beings, they are encouraged to participate in the teaching-learning process actively. The philosophical assumptions of the School of Occupational Therapy are based on a belief in the occupational nature of human beings. The School of Occupational Therapy (SOT) is dedicated to preparing knowledgeable, skilled, and caring practitioners who can assume and adapt to the multiple roles of an occupational therapist in our ever-changing environments (e.g., health care, school system, community). The philosophy of the SOT is reflective of the concepts highlighted within the Touro University Nevada mission statement, the ethics, and values embodied within the occupational therapy profession, trends in the profession and society, as well as the mission statement of the SOT.

Four threads are embedded within the occupational therapy curriculum: Occupation-Based practice, Evidence-Based practice, Leadership, and Social Justice. Our philosophy is based in Judaic traditions related to social justice, intellectual pursuit, and service to humanity allowing our graduates to embrace a high level of values including integrity, service to society, and lifelong learning to provide consistent, evidence-based care while contributing to the scientific body of knowledge within occupational therapy. Our occupational therapy faculty members embrace and model these attributes through their teaching, continuing education, advocacy, practice, scholarship, and service activities.

The curriculum is consistent with our philosophical belief related to occupation. Students are provided the opportunity to be active participants in the educational process as they gain skills necessary to provide occupational therapy to their future clients. Skills learned in the classroom are practiced during laboratory classes as well as through fieldwork experiences. Students are provided a foundation for entry-level practice and encouraged to continue their study post-graduation to deepen their skills as occupational therapists.

Goals, Outcomes, and Objectives

TUN Vision Statement

Educating caring professionals to serve, to lead, to teach.

To Serve—

To create educational opportunities for those aspiring to professional careers.
To demonstrate a commitment to improve upon the health and education of the community.

To Lead—

To influence the health and well-being of the community through research, innovative programming, and policy development.

To Teach—

To engage students in effective educational experiences, through an institutional process of assessment and learning from successes and challenges.

School of Occupational Therapy Program Outcomes

The School of Occupational Therapy has a commitment to provide a comprehensive education in the occupational, behavioral, and basic sciences, which will prepare graduates to succeed as entry-level occupational therapists. The accomplishment of the program outcomes relies on strong commitment on the part of the institution, the faculty, the student, and the occupational therapy community within which the student will be educated. In addition, these outcomes are reflected in the mandates of the regulatory bodies governing the occupational therapy profession. They mandate that, by the time of graduation, faculty members prepare the entry-level occupational therapy practitioner with the knowledge and skills required to accomplish the following:

- Apply for the national certification examination offered by the National Board for Certification in Occupational Therapy (NBCOT);
- Secure an entry-level position within which they will be committed to continuing a lifelong process of professional development and growth;
- Participate in state and national professional associations and contribute time and talent toward mutual betterment through collaborative effort.

- Serve as role models for professionalism and leadership which they were taught; they will embrace opportunities to advocate for the profession, the client and themselves; and they will seek opportunities to mentor younger leaders.
- Seek opportunities to further their professional development post-graduation through continuous education, research, and sharing of knowledge with their peers.

Additional alumni outcomes tracked by the School of Occupational Therapy include:

- Pass rates on the NBCOT Certification Examination.
- Employment as an occupational therapist within six months after successful NBCOT certification.
- Involvement in professional activities beyond graduation from the School of Occupational Therapy at Touro University Nevada.
- Completion of the course of study within the 36-month time frame.

TUN Institutional Student Outcomes and School of Occupational Therapy Criteria

Specific Student Learning Outcomes (SLO's) have been established by TUN as part of the Western Association of Schools & Colleges (WASC) accreditation process. The specific measures for each of the TUN SLO's were determined by the School of Occupational Therapy faculty. Measures are monitored on each student throughout the educational program. Collected student data is utilized for accreditation purposes as well as to determine the overall effectiveness of the educational program.

There is a strong relationship between the TUN Institutional and the School of Occupational Therapy (SOT) Student Learning Outcomes. Students will demonstrate the ability to:

1.	TUN: Use knowledge, skills and effective communication to benefit diverse communities. SOT: Incorporate evidence-based practice into clinical decision making while addressing a culturally diverse population and identification of needed resources.
2.	TUN: Collaborate across disciplines. SOT: Demonstrate effective communication and negotiation skills as a member of the inter-professional team.
3.	TUN: Think crucially to make evidence-based decisions and evaluate conclusions in a real-world context. SOT: Utilize occupational therapy techniques and evidence-based practice as a basis for clinical decision making and client intervention.
4.	TUN: Act in a professional and ethical manner. SOT: Provide occupational therapy in a professional and ethical manner along the continuum of services.

Curricular Model and Curricular Threads

There are four threads to the curriculum: (1) Evidence-Based Practice; (2) Occupation-Based Practice; (3) Social Justice; and, (4) Leadership. Classroom content seeks to ensure that all students acquire a thorough understanding of how the four curricular threads are utilized as a framework for interacting with the clients and populations they serve. The four threads of the curriculum reinforce an understanding and appreciation of the value placed on each thread.

The curricular threads reflect a belief in the strength of occupation and commitment of service to the community through leadership and education of skilled, competent students who are providers of evidence-based services. The curricular threads support the university's mission to offer professional education, social justice, and service to humanity.

Evidence-based Practice: Research courses and specific assignments related to quantitative and qualitative article reviews prepare the student for effective practice. Client interventions based on evidence provided in the literature is essential for the profession of occupational therapy as we justify our unique client services. This includes determining what specifics are included in the intervention and how it is to be implemented for providing the best client outcomes. The student will complete a systematic review of the literature as part of their curriculum requirements during the program.

Occupation-based Practice: The premise of occupational therapy is to utilize daily activities and client-preferred activities as the cornerstone of our practice. When the occupational therapist completes a thorough evaluation and works with the client to determine the personal goals for treatment it makes sense that occupation will be the basis of therapy. Students are challenged throughout the program to identify occupations as the basis of treatment across populations and conditions.

Leadership: Occupational therapists are leaders! Students are challenged throughout the program to build upon their existing leadership skills to promote the profession of occupational therapy. Students will be asked to assume a variety of leadership roles throughout their semesters in the program.

Social Justice: The identity of Touro University Nevada is strongly connected to social justice through its connection to Judaic traditions and ethical obligations. One of the roles of an occupational therapist is to be an advocate for their clients. Students engage in social justice through a variety of volunteer work and social action projects within the community.

Accreditation

The entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE®) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. Graduates of the OTD will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT) following the date of degree conferral. After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure to practice; however, state

licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state license.

Note: In addition to the above statements, the program must have a documented and published policy to ensure that students complete all graduation, fieldwork, and doctoral capstone experience requirements in a timely manner.

ACOTE and AOTA Joint Statement on the Entry-Level Degree for the Occupational Therapist

The Accreditation Council for Occupational Therapy Education (ACOTE®) and American Occupational Therapy Association (AOTA) jointly released a statement on April 10, 2019 that allows an occupational therapist enter the profession with either a master's or doctorate degree.

ACOTE Standards

The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) accredits educational programs for the occupational therapist. The Standards comply with the United States Department of Education (USDE) criteria for recognition of accrediting agencies.

These Standards are the requirements used in accrediting educational programs that prepare individuals to enter the occupational therapy profession. The extent to which a program complies with these Standards determines its accreditation status.

<https://www.aota.org/~media/Corporate/Files/EducationCareers/Accredit/StandardsReview/2018-ACOTE-Accreditation-Standards-Adopted-Effective-2020.pdf>

Additional information regarding ACOTE is located on the AOTA website at:

<http://www.aota.org/Education-Careers/Accreditation.aspx>

ACOTE Preamble

Doctoral-Degree Level:

The rapidly changing and dynamic nature of contemporary health and human services delivery systems provides challenging opportunities for the occupational therapist to use knowledge and skills in a practice area as a direct care provider, consultant, educator, manager, leader, researcher, and advocate for the profession and the consumer.

A graduate from an ACOTE-accredited doctoral degree-level occupational therapy program must:

- Have acquired, as a foundation for professional study, a breadth, and depth of knowledge in the liberal arts and sciences, and an understanding of issues related to diversity.
- Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.

- Have achieved entry-level competence through a combination of academic and fieldwork education.
- Be prepared to articulate and apply occupational therapy theory and evidence-based evaluations and interventions to achieve expected outcomes as related to occupation.
- Be prepared to articulate and apply therapeutic use of occupations with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings.
- Be able to plan and apply occupational therapy interventions to address the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life.
- Be prepared to be a lifelong learner and keep current with evidence-based professional practice.
- Uphold the ethical standards, values, and attitudes of the occupational therapy profession.
- Understand the distinct roles and responsibilities of the occupational therapist and occupational therapy assistant in the supervisory process.
- Be prepared to effectively communicate and work interprofessionally with those who provide care for individuals and/or populations in order to clarify each member's responsibility in executing components of an intervention plan.
- Be prepared to advocate as a professional for the occupational therapy services offered and for the recipients of those services.
- Be prepared to be an effective consumer of the latest research and knowledge bases that support practice and contribute to the growth and dissemination of research and knowledge.
- Demonstrate in-depth knowledge of delivery models, policies, and systems related to the area of practice in settings where occupational therapy is currently practiced and where it is emerging as a service.
- Demonstrate thorough knowledge of evidence-based practice.
- Demonstrate active involvement in professional development, leadership, and advocacy.
- Relate theory to practice and demonstrate the synthesis of advanced knowledge in a practice area through the completion of a culminating project (capstone).

Doctorate Degree Completion Requirements

Occupational Therapy Doctorate (OTD) Degree Requirements

Successful completion of the Occupational Therapy Doctorate degree requires the completion of all three years of the OTD curriculum:

- Completion of all didactic courses with a minimum grade of 73 percent
- No outstanding unsatisfactory (U) grades or Incompletes
- Accumulation of no more than nine-course credits of a grade below 80 percent
- Completion of all fieldwork Level I and Level II and capstone experiences with a grade of "Pass"
- Completion of all semesters and Level II fieldwork placements, which include two separate 12-week sessions within 24 months of completion of the didactic coursework

- Satisfactory completion of all required occupational therapy technical/practical competencies
- Overall satisfactory ratings on professional behavior throughout the student's enrollment in the program including didactic, fieldwork experiences and fieldwork placements
- Demonstrated ability to fulfill requirements as listed in the Technical Standards for the Occupational Therapy Student ([APPENDIX A](#)) throughout the curriculum
- Satisfactory completion of the student's Capstone Experience Presentation
- Satisfactory completion of the Systematic Review of the Literature in Occupational Therapy project
- Submission of all required forms for graduation
- Payment of all tuition and fees to Touro University Nevada
- Submission of application for graduation through Student Services
- Satisfactory completion of literature review, needs assessment, goals/objectives, and an evaluation plan in preparation of the capstone project.
- Completion of the doctoral capstone experience, which is a minimum of 14 weeks (560 hours), and an individualized capstone project.
- Completion of Individualized Learning Objectives for the Capstone Experience
- Passing Score on Evaluation of Performance by Faculty and Community Partner Mentors for the Capstone Experience

Upon successful completion of all academic requirements, the student will be awarded the appropriate degree and will then be qualified to sit for the national certification examination administered by the National Board for Certification of Occupational Therapists (NBCOT). Requirements to practice in the United States as an occupational therapist includes passing the NBCOT examination and meeting the practice requirements of the state or jurisdiction within which the student intends to practice. The student must be aware that a felony conviction may affect the graduate's ability to sit for the NBCOT certification examination and attain state licensure.

Curriculum

The OTD curriculum is a three-year program that includes didactic training and capstone preparation to successfully fulfill the requirements required for the advance-practice entry level degree. The curriculum is designed to advance your practice skills as an occupational therapist. At the conclusion of successfully fulfilling the curriculum requirements for the degree, students will be eligible to take the NBCOT® exam. The OTD is intended to create and broaden the potential for occupational therapy services within the local community through the direct collaboration with community partners. Throughout the OTD program, specific courses shape and support the development of the students' Capstone project. Finally, the ninth semester consists primarily of the student-developed Capstone project.

Students complete three separate Level I Fieldwork experiences during their coursework in correlation with the developmental sequence in the curriculum: Semester 2 (child-based), Semester 3 (adult and older adult-based), and Semester 4 (population-based). The first Level II Fieldwork experience is

completed during the fifth semester and the second Level II Fieldwork experience is completed during the sixth semester.

The learning experiences within the didactic and fieldwork phases of the curriculum are designed to develop each graduating student's ability to demonstrate competencies required to enter the field of Occupational Therapy. Courses are expected to be taken in concert with one another and in the sequence listed. There is no part-time curriculum option on our campus. All prerequisite courses must be completed to continue with the course sequence. Students may not “test out” of a course because of previous educational or practice experiences. The curriculum is subject to change and revision as deemed by the faculty and director of the School of Occupational Therapy. Student needs and educational integrity will take precedence in consideration of programmatic changes. The curriculum grid is included in the appendix section. ([APPENDIX B](#)). Additional competencies, which must be met by the student, are incorporated into specific courses.

Occupational Therapy Practice Framework

The Occupational Therapy Practice Framework -4th edition (OTPF-4) is utilized throughout the curriculum and serves to facilitate a common language within the classroom and fieldwork settings. The OTPF-4 is initially introduced within the first semester of the curriculum and continues throughout the nine semesters including Level I and Level II Fieldwork experiences as well as the Capstone Experience.

Faculty fieldwork educators are encouraged to utilize the OTPF-4 while working with our students in the fieldwork experiences and are provided instruction as requested by the AFWC.

Faculty and Staff

Linda Frasier, OTD, OTR/L, CLT, CEAS – Doctoral Capstone Coordinator and Associate Professor

Dr. Linda Frasier received her Bachelor of Science degree in Occupational Therapy from Thomas Jefferson University in Philadelphia, PA in 2002. She received her Post-Professional Doctor of Occupational Therapy degree from Creighton University in Omaha, NE in 2012. Over the course of her career as an OT, Dr. Frasier has worked with adults and older adults in acute rehabilitation, acute care, intensive care, skilled nursing and assisted living, outpatient rehabilitation, and home evaluations for Nevada Medicaid. She has specialty certifications in ergonomics, aging in place, senior home safety, and lymphedema.

Dr. Frasier has been with Touro University Nevada, School of Occupational Therapy since 2012 and currently serves as the Doctoral Capstone Coordinator. Dr. Frasier has been a leader in the state of Nevada by serving on the Nevada State Licensure Board of Occupational Therapy and the Nevada Occupational Therapy Association. Nationally, she serves on the advisory panel for Age Safe America and as an OT consultant for the National Association of Home Builders. Last, Dr. Frasier serves as an expert witness for legal cases involving OT practice related issues.

Peggy Geffinger -- Fieldwork Clerkship Coordinator

Peggy joined the School of Occupational Therapy in July 2013. Peggy assists the Academic Fieldwork Coordinator in all aspects of student fieldwork placement. She brings many years of administrative experience at all levels of education and an extensive background in corporate business. In her spare time, she enjoys traveling, cooking, and is an avid reader.

Julia Graham, OTD, MFA, OTR/L — Assistant Professor

Dr. Graham joined Touro University Nevada in November of 2021 as an assistant professor. Prior to transitioning to academia, she worked as an acute care occupational therapist with Swedish Medical Center in Seattle, Washington. During her time with the organization, she served as mentor, clinical instructor, and education coordinator for the rehabilitation department. Her clinical experience is primarily working with adults and older adults experiencing physical disabilities and chronic conditions.

Dr. Graham received her Doctor of Occupational Therapy from Belmont University in 2017, her Master of Fine Arts in Dance from Sarah Lawrence College in 2006, and her Bachelor of Arts in Dance Education from Hunter College of the City University of New York in 2004. Her doctoral capstone project focused on the perceptions of occupational therapists and yoga practitioners regarding the effects of yoga on health and wellness.

Before becoming an occupational therapist, Dr. Graham spent much of her life as a performer, teacher, and choreographer of dance. She received her Yoga Education Certification from Yoga Vidya Gurukul in Nasik, India in 2006 and has taught yoga and yoga teacher trainings both nationally and internationally. She is currently pursuing an advanced yoga teacher certification. Dr. Graham also received her Thai Massage certification in 2006 from the International Training Massage School in Chiang Mai, Thailand.

Cynthia Lau, PhD, OTR/L, BCP, FAOTA — Professor

Dr. Lau has taught in the School of Occupational Therapy curriculum since its beginning in 2005. She assumed a regular part-time faculty position in 2007 and shares her expertise in child-based assessment and treatment in a broad array of child-based topics within the curriculum. Dr. Lau has conducted ongoing research and service learning project related to childhood obesity and health promotion in the school-based setting for the past several years. She has published in OT Practice and peer-reviewed journals. She regularly involves occupational therapy students in presentations at the national AOTA conferences. Dr. Lau is board-certified in pediatrics through the American Occupational Therapy Association.

Dr. Lau received her Bachelor of Arts in Psychology and Social Welfare from the University of California, Berkley, in 1986. Her Master of Science in occupational therapy degree was completed through San Jose State University in 1990. Dr. Lau received her doctorate in Special Education from the University of Nevada, Las Vegas in 2001. Her dissertation topic was on the facilitation of social skills of preschool children during computer activities in inclusive classrooms.

Christen Leach, OTD, MOT, OTR/L, BCP -- Assistant Professor

Dr. Leach joined Touro University in June 2020, coming from the Clark County School District where she worked for 19 years with children aged 3 to 22 with varying eligibilities and has supervised a COTA for the past 16 years. Her clinical experience is primarily in school-based and home-health pediatrics, and she has also worked with community early intervention services ages 0-3. She has extensive experience in inpatient rehabilitation as well as hospital-based acute care working with adults and older adults with varying chronic conditions and physical disabilities as well as treating patients on a dedicated brain injury unit.

Dr. Leach received her Bachelor of Science in Special Education in 1995, her Master of Occupational Therapy from Rockhurst University in 2001 and completed her post-clinical doctorate in occupational therapy from Creighton University in August 2020 with a Masters in Lifestyle Medicine. Her doctoral project focused on the Utility of the Occupation-Centered Intervention Assessment in pediatrics which seeks to measure whether and how occupational therapy practitioners utilize occupation as both a means and ends of therapy in practice. Dr. Leach also received her AOTA Board Certification in Pediatrics in 2021. She has completed the STAR Institute for Sensory Processing Advanced Mentorship, Level 1 Clinical Reasoning in Intervention in 2021 and the Sensory Processing Proficiency Level 1 through the STAR Institute in 2022.

Katie Manalang, OTD, MHSc, OTR/L, BCPR, CPST — Academic Fieldwork Coordinator and Assistant Professor

Professor Dr. Katie Manalang completed her BS in Occupational Therapy at St. Catherine University in St. Paul, Minnesota in 2002 and began her career in acute rehabilitation in Henderson, Nevada. In 2006, she took a job with a hospital in Las Vegas, Nevada to assist in opening their acute rehabilitation unit. She worked with patients with a variety of clinical conditions in both acute rehabilitation and acute care. Dr. Manalang was promoted to Manager of Therapy services in 2007, helping to grow the therapy team to greater than 70 physical therapists, occupational therapists, and speech & language pathologists over the next 10+ years. Katie completed her Master of Health Sciences degree from St. Francis University in 2013. She completed both her post-professional Doctor of Occupational Therapy degree and Master Certificate in Lifestyle Medicine in 2019 from Creighton University.

Dr. Manalang has vast experience in program development and inter-professional education. She aided in development and implementation of programs such as pre-and post-op orthopedic and joint replacement patient education in acute care, neurologic rehab program in acute rehabilitation, falls prevention program, adult and pediatric outpatient therapy program, and Level II and Level II neonatal intensive care therapy programs.

Shannon Martin, OTD, OTR/L, BCG -- Program Director and Associate Professor

Dr. Martin joined Touro University Nevada in December 2010. Her clinical experience is primarily in inpatient rehabilitation and hospital-based settings working with adults and older adults with physical disabilities and chronic conditions. Dr. Martin is board certified in gerontology through the American Occupational Therapy Association. Dr. Martin is involved in the community with the evidence-based, multifactorial fall prevention program Stepping On as a leader and master trainer and serves as vice

chair of the Nevada Goes Falls Free Coalition. Dr. Martin has specialized in stroke rehabilitation receiving certifications in neurodevelopmental treatment and as a certified stroke rehabilitation specialist.

Dr. Martin received her Bachelor of Science in occupational therapy from Boston University in 2002, her master's degree in Health Science from the University of Florida in 2009, and her clinical doctorate in occupational therapy from Boston University in 2011. Her doctoral project focused on best practice guidelines for occupational therapists working in stroke rehabilitation.

Johnny Rider, PhD, OTR/L, MSCS, CEAS, CPAM — Associate Professor

Dr. Rider joined the Occupational Therapy faculty in 2018. As a former graduate of Touro University Nevada, School of Occupational Therapy, he brings a unique perspective to the department. Dr. Rider practices in rural Nevada in the areas of home and community health, acute hospitalization and rehabilitation, and outpatient settings. He holds specialty certifications in ergonomics, orthopedics, physical agent modalities, concussion management, vestibular rehabilitation, fall prevention and teaches Tai Ji Quan Moving for Better Balance in the community. Dr. Rider is an active researcher and his research interests include demonstrating the distinct value of occupational therapy across practice settings, chronic pain management, fall prevention and fear of falling activity avoidance, neurodegenerative rehabilitation, adapted recreation, and life skills training for individuals experiencing homelessness.

Dr. Rider received his Bachelors of Arts in Deaf Studies from Utah Valley University and is a certified American Sign Language Interpreter. He was an adjunct professor at Utah Valley University in the Languages and Cultures department from 2010-2013. He received his Master of Science in Occupational Therapy from Touro University Nevada. He completed his Doctor of Philosophy in Interdisciplinary Health Science with an emphasis on Rehabilitation Science at the University of Nevada, Las Vegas.

Kristin Valdes, OTD, OTR, CHT — Associate Professor

Dr. Valdes has worked in private practice for over thirty years and specialized in the treatment and rehabilitation of the upper extremity. She is a past president of the American Society of Hand Therapists. Dr. Valdes has published over seventy peer-reviewed studies. Dr. Valdes received her OTD degree with a specialization in hand rehabilitation from Rocky Mountain University of Health Care Professions in Provo, Utah.

She has worked in a variety of practice settings. She founded the Occupational Therapy Department of Venice Hospital in Venice, Florida, and worked in the acute care setting while employed at Venice Hospital. She was also employed in a psychosocial setting and provided life skills training and therapy to individuals experiencing psychological conditions. She has also provided occupational therapy services in nursing homes, home health settings, and school systems.

Erlinda Viray -- Administrative Assistant

Erlinda joined the School of Occupational Therapy in July 2017. Her role is to support the faculty and students of the occupational therapy program. Erlinda is originally from Northern California with extensive experience in academia as a former administrative assistant at Stanford University. She moved to Las Vegas in fall of 2014.

Basic Science Faculty

David Skyba, PhD (Neurology & Neuroanatomy)

Administration Hours

The administrative office of the School of Occupational Therapy is staffed during posted operation hours on the TUN campus. The typical hours for operations are Monday through Thursday, 8:00 am – 4:30 pm and Friday, 8:00 am – 3:00 pm.

Faculty Availability

Full-time faculty members welcome students during posted office hours and are available by appointment to meet the needs of students.

Throughout the academic year, various holidays and student breaks are provided. Please keep in mind that student breaks do not necessarily equate to faculty and staff breaks. Faculty will ensure course coverage and alternative student assistance is provided for any personal or professional absences during the semester.

Part-time and adjunct faculty members may not be available during traditional hours. Some adjunct faculty members are full-time practicing occupational therapists. This requires that teaching responsibilities, as well as time to meet with individual students, will occur during late afternoon-evening hours.

ACADEMIC GRADING POLICIES

The School of Occupational Therapy follows the grading system of Touro University Nevada as described in the Catalog. Student grades will reflect the quality and content of work the student produces as part of course assignments and examinations within the curriculum, and the student's performance on fieldwork assignments and Capstone Experience.

- Level I fieldwork grades are based on performance factors and assignments linked to the didactic course in which the fieldwork assignment coincides.
- Level II fieldwork performance is measured by a standardized form sanctioned by the American Occupational Therapy Association and the grade is calculated from ratings given by the fieldwork educator at the fieldwork site.

- Level I and Level II fieldwork is graded on a pass/fail system. Failure affects overall GPA. Fieldwork is a critical aspect of the program. Students may repeat only one fieldwork experience (Level I or Level II) during the program. Failure of a fieldwork experience may result in the student not being allowed to proceed to the next semester. The School of Occupational Therapy Student Progression Committee will convene to review the student's academic and fieldwork progress for a recommendation of continuation in the program with requirements to support a successful retake of the fieldwork course or a recommendation of dismissal from the program.
- Competencies in each semester must receive the grade of Pass (P) in order for a student to progress to the next semester. Faculty may include classroom participation and attendance in grading criteria.
- Faculty may include assessment of professional behavior in course grading criteria.
- All semester courses are to be completed before progressing onto the next semester. Should a student petition and obtain an Incomplete grade, the Incomplete can remain on the records per agreement with the course faculty throughout the following semester but cannot remain on the student's record past the end of the subsequent semester in which the Incomplete was earned.
- Receipt of feedback from presentations, assignments, and/or tests from faculty are dependent on the assignment. Faculty review all graded student work with diligence and comprehensively. Each faculty member will communicate the anticipated time of graded work with the students.
- Students complete their Individualized Learning Objectives for the Capstone Experience with their faculty mentor and later reviewed by the Capstone Coordinator ([APPENDIX G](#)).
- Students must achieve a passing score on Evaluation of Performance by Faculty and Community Partner Mentors for the Capstone Experience.

Course failure is identified as a course grade less than 73 percent. If a course is repeated in its entirety, the student will receive the actual grade earned for the repeated course, and the previous grade will be replaced with the new grade. As mentioned previously, students are expected to maintain a 3.0 GPA while enrolled in the program and to graduate from the School of Occupational Therapy with a minimum cumulative GPA of 3.0. In order to ensure that students maintain a 3.0 GPA for graduation, no more than nine-course credits of "C" are accepted in the School of Occupational Therapy.

Final Grade Appeal Procedures

A student who believes that a course final grade has been assigned inappropriately must follow the steps in the appeal process as determined by the College of Health and Human Services. The student must observe the stated time limits for completion specified within the policy ([APPENDIX D](#)).

ACADEMIC PROGRESSION POLICY AND PROCEDURE

The faculty of the School of Occupational Therapy is charged with the responsibility for educating students as well as determining the capacity of every student for professional competency and responsibility in the knowledge, behavior, and skills of an occupational therapist. This includes teaching requisite skills and abilities required for entry-level occupational therapy practice. The School of

Occupational Therapy does not guarantee succession through the curriculum as it is the responsibility of the student to successfully progress through the curriculum based on performance factors including grades and professional behaviors. Students participate in advising sessions with faculty to discuss professional behavior development and discuss any academic progression issues. Faculty will assess each student on specific occupational therapy competencies (e.g., transfer competency, specific assessments, etc.) that the student must successfully complete to progress in the curriculum.

In order to support students with academic progress and success in the OTD program, a proactive plan may be initiated with students demonstrating concerns in good academic standing, professional behaviors, and/or fieldwork or capstone performance. The proactive plan will be initiated and managed by the student's faculty advisor, the Academic Fieldwork Coordinator, or the Doctoral Capstone Coordinator depending on the timing and nature of the concern. The proactive plan will identify the academic or professional behavior concerns and is intended to be supportive and proactive in helping the student to initiate strategies to be more successful in the program. The proactive plan will be developed collaboratively with the student to address specific concerns and identify solutions that will directly benefit the student. The proactive plan will include recommendations to support success in the program. At the conclusion of the proactive plan, if the student continues to demonstrate concerns with good academic standing, professional behaviors, and/or fieldwork or capstone performance a referral to the School of Occupational Therapy Student Progression Committee may be made by the academic advisor, Academic Fieldwork Coordinator, or Doctoral Capstone Coordinator. The Student Progression Committee can recommend dismissal from the program when standards and stipulations for academic progress or professional behaviors are not met. The School of Occupational Therapy adheres to the stipulations and guidelines for Academic Progression as described in the Touro University Nevada Catalog. Students should be aware of the policies listed in the Catalog related to Academic Probation, Remediation, and the Academic Appeal processes.

The Student Progression Committee reserves the right and has the responsibility to recommend the academic or disciplinary dismissal of a student when unsatisfactory academic progress, academic dishonesty, unsatisfactory practice performance, unsatisfactory professional growth, impaired mental or physical health, unsatisfactory personal conduct, failure to comply with published program requirements, inability to meet the essential functions of the occupational therapy student and practitioner, or other factors deemed necessary for professional competency make it impractical or inadvisable for the student to continue in the program. A course failure may result in the student being unable to continue in the curriculum.

A recommendation for dismissal is made on an individual basis after considering all pertinent circumstances relating to the case. A recommendation will be made to the Program Director by the Student Progression Committee. The Director will then decide whether to accept or reject the committee's recommendation. The Director will communicate with the Dean of the College of Health and Human Services for an official letter regarding a student dismissal. The student has the right to appeal the recommendation. The appeal process is in accordance with the policies as stated in the University Catalog. If the student is an advisee to the Program Director, the Doctoral Capstone Coordinator will be designated to review the recommendations made by the Student Progression Committee. Additionally, if the student is an advisee of the Chair of the Student Progression Committee,

an alternate committee member will be designated as an Interim Chair of the Student Progression Committee until a recommendation has been made to the Director.

Academic Progress

TUN has established specific guidelines for satisfactory academic progress for students enrolled in the School of Occupational Therapy. Federal regulations require TUN to establish standards of academic progress for students who are the recipients of federal student aid. All students who receive federal financial aid must meet federal and institutional standards of satisfactory academic progress in order to retain eligibility to receive federal financial aid.

The standards of satisfactory academic progress measure a student's performance in three areas:

1. Cumulative grade point average
2. Grade of Pass (P) on all competencies in the curriculum
3. Completion rate based on total credit hours completed compared to total credit hours attempted
4. Maximum time frame for program completion (54 months – OTD)

Academic progress is reviewed at the end of each semester by the Chair of the Student Progression Committee and reported during a designated faculty meeting. Students who fail to maintain satisfactory academic progress at the conclusion of any term may be placed on probation (See Page 38 in the University catalog), suspension (see Page 20 in the University Catalog), or dismissed. A student's failure to maintain established academic standards of the School of Occupational Therapy may also result in the cancellation of financial aid eligibility. The satisfactory academic progress policy applies to all semesters of enrollment at TUN, regardless of whether financial aid is awarded.

Academic Success

The following stipulations guide decisions and actions of the course faculty and the School of Occupational Therapy Student Progression Committee:

- The student is expected to earn 80 percent or higher in course grades.
- A procedure for notification of academic jeopardy after the first-course grade below 80 percent is outlined elsewhere in the Student Handbook.
- The student will not progress in the program if they accumulate more than nine-course credits of a grade below 80 percent.
- The student must pass all competencies within the curriculum.
- The student will successfully pass Level I and Level II fieldwork experiences.
- The student may repeat a failed course one time. Progression in the curriculum will be suspended until that course is offered again in the following year and the student successfully

repeats the course. The student must seek permission in writing to retake the course through the School of Occupational Therapy Student Progression Committee.

- The student will not be allowed to progress following a second semester of a failed course grade. The grade will be reviewed by the Student Progression Committee for termination from the academic program.
- The student will be placed on extended probation if their semester GPA falls lower than 3.0 (80 percent).
- “Extended Probation” lasts throughout the rest of the curriculum.
- The student will successfully complete the Capstone Experience and Capstone project.

Notification of Academic Grades/Course Failure

Evaluations of semester and cumulative grade point averages and course performance are completed on each student. These are completed at the end of the semester. All students who have not met the required standards for satisfactory academic progress are notified in writing by the Program Director. The notification letter advises the student of the nature of their academic status. A copy of the notification letter will be placed in the student’s School of Occupational Therapy file. Copies of the notification letter are also forwarded to the Office of the Registrar and the Dean of the College of Health and Human Services.

Academic Dismissal/Termination of Enrollment

A student is subject to dismissal/termination of enrollment if they have failed to meet the minimum standards of progress as defined above and as stipulated in the academic regulations of the School and University. The School and University may require dismissal at any time it deems necessary to safeguard its standards of scholarship, to conduct orderly operations, and to ensure the safety of fellow students, and clients. Termination from the School of Occupational Therapy will occur if any one of the following occurs:

- Student accumulates more than nine credits of a grade below 80 percent.
- Student does not receive a grade of Pass (P) on any semester competency throughout the curriculum.
- Student’s semester GPA falls below 3.0 in two semesters (need not be consecutive semesters).
- Student re-takes a course and fails to earn a grade of 73 percent or higher in that repeated course.
- Student’s cumulative GPA is less than 3.0 at the end of the fourth semester.
- Student fails either Level II Fieldwork after their second attempt per guidelines in the Fieldwork Manual.
- Student displays behaviors in violation of standards outlined in the Catalog.

- Student fails completion of the Capstone Experience and/or Capstone project.

Should a student fall within any of these instances, the School of Occupational Therapy Student Progression Committee (SPC) will convene to examine all pertinent information. The SPC recommendation will be provided to the Program Director. Should the Program Director recommend academic dismissal based upon the reviewed documents, the College of Health and Human Services Dean would then be notified. Students are advised to review the Academic Dismissal procedures in the TUN University Catalog.

Good Standing Status

Students are considered in Good Standing and making acceptable progression towards graduation when the following items are present:

- GPA cumulative average of 80.0 percent or higher
- Grade of Pass (P) on all competencies throughout the curriculum
- Current record of up-to-date immunizations
- Current record of CPR certification
- Completion of HIPAA training
- Absence of Professional Behavior Sanctions

Professional Behavior

Evaluations of a wide range of behaviors commonly called Professional Behaviors are incorporated into student progression and often course grading. Students receive feedback regarding professional behaviors through scheduled meetings with their faculty advisor as well as with the faculty course director(s). Examples of acceptable professional behavior include, but are not limited to:

- Consistent attendance and punctuality to class, fieldwork assignments, and professional functions
- Attentiveness and appropriate interaction in class, fieldwork assignments, and professional functions
- Proper use of electronic technology (e.g., during class and fieldwork)
- Appropriate dress and hygiene
- Non-conflictual interpersonal relations
- Submission of work in accordance with style guidelines
- Work submission prior to or at deadlines
- Adequate preparation to for class
- Respect for faculty, administration, staff, and peers
- Maintenance of confidentiality of information and records

- Academic integrity and honesty
- Appropriate verbal, non-verbal, and written communications
- Tolerance of diversity in personal and professional values

ADMISSION POLICIES

General Statement on Admission

It is the policy of the School of Occupational Therapy to admit qualified students irrespective of race, ethnicity, socioeconomic class, gender, age, religion, belief system, sexual orientation, and disability. To be considered for admission to the Program an applicant must possess the academic credentials and professional attributes deemed essential by the Touro University Nevada School of Occupational Therapy Admissions committee for selection to the School. The School of Occupational Therapy also maintains the right to refuse to matriculate a student deemed by the faculty to be academically incompetent or otherwise unfit or unsuited for enrollment in the School's program.

Admission Requirements

All applicants for the School of Occupational Therapy must obtain a baccalaureate degree from a regionally accredited institution prior to starting the professional degree program.

In addition, applicants must meet the following admission requirements:

- Applicants must have a 3.0 pre-requisite and overall grade point average (4.0 scale)
- Student must have completed all of the following coursework and earned a C or better prior to applying:
 - Writing/Composition—3 credits
 - Humanities –3 credits (e.g., anthropology, philosophy, religion, fine arts, logic, ethics, foreign language, cultural studies and/or group dynamics)
 - Applied Statistics or Research Methods –3 credits (course must cover research, qualitative, quantitative, methodology, correlation)
 - Human Anatomy & Physiology with labs – 6 credits (must be completed within five years of matriculation)
 - Human Development or Lifespan – 3 credits (course must cover human development from birth to death)
 - Abnormal Psychology – 3 credits
 - Psychology – 6 credits (preferred courses are developmental or cognitive psychology, behavioral psychology and/or theories of personality)
 - 3 credits general psychology
 - 3 credits developmental psychology

- Medical Terminology—1 credit
- Have basic computer literacy and be able to use Microsoft Word and PowerPoint software.
- Have knowledge of American Psychological Association (APA) writing style.
- Submit two letters of recommendation. One letter must be from a professor or supervisor. One letter must be from a practicing occupational therapist.
- The Occupational Therapy program does not accept transfer students (from other Occupational therapy programs) or transfer credits.
- Have the ability to perform the essential functions of an occupational therapist as detailed in the *Occupational Therapy Technical Standards*.
- Must meet the Occupational Therapy Technical Standards, which includes the physical and mental abilities necessary to perform as an occupational therapist.
- Hold a United States citizenship or permanent resident status at the time of application. Any prerequisite coursework that does not meet the above standard is brought before the Program Director and faculty for approval. Additional documentation may be required to verify prerequisite coursework including the course syllabus.

Any prerequisite coursework that does not meet the above standard is brought before the Program Director and faculty for approval. Additional documentation may be required to verify prerequisite coursework including the course syllabus.

Application Submission Process and Interview

Applications are accepted from the beginning of the OTCAS application cycle. Applications are considered on a rolling basis when both OTCAS and TUN Supplemental Applications and accompanying materials are received and verified by Touro University Nevada. Applicants who are granted an interview are required to attend an on-line interview for consideration into the program. Interview decisions are made by the School of Occupational Therapy Admissions Committee based upon the published criteria and submitted documentation. Selection of students for the cohort will include consideration of the following criteria:

- Academic competence
- Professional behavior and presentation
- Personal/professional achievements
- Leadership (extracurricular, employment, community)
- Community service
- Diversity of experiences
- Communication skills (written, oral)
- Personal/Lifestyle Management (coping mechanisms, critical thinking, unique life experiences, time management)

- Letters of recommendation
- Exposure to the profession
- Interview

Admission Decisions

The School of Occupational Therapy Admissions Committee reserves the right to admit students on an individual basis based on the applicant's submitted documents and interview. Decisions of the Admission Committee are final.

Matriculation Dates

Matriculation (entry into the program) is in the summer term (July) only.

ATTENDANCE POLICIES

General Attendance

Monitoring of attendance is mandated by Nevada law as stipulated by the Nevada Commission on Postsecondary Education. The curriculum of the School of Occupational Therapy is rigorous. Attendance at all classes is considered an aspect of professional behavior, professional responsibility, and individual dependability. Students are expected to attend and participate in all scheduled sessions of courses (lectures, laboratory activities, field experiences, fieldwork experiences) in which a student is enrolled as well as additional co-curricular events as required. Classes are intended to enhance the student's understanding of concepts by providing data and in-depth explanations that cannot be gleaned from reviewing lecture notes and textbooks. As graduate students, the responsibility for attendance at educational and professional activities is expected to be a high priority in the student's time management. However, the faculty course director does recognize that students have other responsibilities in their lives.

When a student is unable to be present in class, the policy is for the student to notify the faculty course director by phone and email prior to the start of class. Notification is required and does not indicate an excused absence. Students who fail to notify the faculty course director may be subject to receive an unexcused absence. Additionally, students who miss a class in which a graded activity has been planned by the faculty course director may receive a zero for the grade (e.g., an in-class activity, quiz). In the event of a medical absence greater than three consecutive days, it is the responsibility of the student to obtain a medical release form from their health care provider and submit to the course director/Program Director for an excused absence. Each faculty course director will indicate student notification policies for specific courses in the syllabi.

Promptness is expected of the healthcare professional. As a result, promptness is also required of the occupational therapy student. Repeated tardiness will be addressed with the student by the course director(s), faculty advisor, and/or program director. The students' presentation of any professionalism issues is seen as opportunities for learning, which the faculty will carefully address, counsel, and

document. If such efforts are deemed unsuccessful, the Student Progression Committee may be recommended.

Tardy Policy

Students are expected to arrive at their scheduled class sessions organized and prepared to learn by the time the class is scheduled to start. If a student arrives to class after the class has begun they will be subject to receipt of an “unexcused tardy.” Receipt of two unexcused incidences of tardiness equates to one unexcused absence which will ultimately impact the final course grade. A tardy is defined as arriving any time after the scheduled beginning of class time or returning late from a faculty course instructor authorized class break. Faculty course directors are expected to track and document attendance and provide notification of tardiness and unexcused absences to the Director. The faculty advisor will also be notified to provide guidance with pragmatic situations, which may influence the student’s ability to being prompt to class.

Excused Absences

An excused absence may be requested when circumstances require a student to miss a scheduled class session. An excused absence will be given by the School of Occupational Therapy for attendance at professional, community, or institutional events considered beneficial to the student’s education or for extenuating personal circumstances. Excused absences will not be considered as a reason for lowering a final course grade for professional behavior or other punitive grading actions if missed work is submitted based on the procedure established by the faculty course director and student. Students are to complete the Excused Absence Form ([APPENDIX E](#)) as part of the approval process. Examples of events which may be considered excused absences include but are not limited to: documented medical situation for the student or an immediate family member, attendance at professional conventions, jury duty or court proceedings, birth of a child, bereavement, service on TUN or OTSGA/SOTA committee, participation in pre-approved community service event, observance of religious/cultural events, and participation in life cycle events of family and close friends. Each request for an excused absence will be considered separately and on its own merit. Students must provide a written request for consideration of excused absence to the faculty course director for review. When the faculty course director is an adjunct member, the written request should be provided to the Program Director for review.

Students are responsible for making up all work missed as a result of excused absences. The student is responsible for contacting each faculty course director for work missed and expected completion dates for missed work. Missed work not completed according to the established plan with the faculty course director will result in an assignment grade of zero. Students should contact the faculty course director(s) the week before a scheduled excused absence and within three academic days after returning from an excused absence.

An unexcused absence is any absence not deemed an excused absence by the criteria above. Each unexcused absence will result in a five percent deduction from the final course grade.

Student Absence Related to Professional Organization Sponsored Activity

Faculty in the School of Occupational Therapy believes that leadership is an essential component of the educational process. This may require that students attend off-campus activities during class/fieldwork time. Off-campus activities must be in accordance with the student's professional development. It is the responsibility of the student or approved student organization to coordinate the event and receive authorization to proceed. Students seeking permission to attend an off-campus conference or program must not be on academic probation and must have a 3.0 or better for the courses that they will miss. The student/student organization must accomplish the following to be approved:

- Students who desire to attend this event must obtain a signature approval from the faculty course director and/or facility fieldwork educator of the course(s) they will miss at least two weeks prior to the event.
- Completed forms indicating that the students are approved to attend the activity and that they are performing satisfactorily will then be submitted to the Program Director at least one week before the event.
- Students attending off-campus events take full responsibility for making up any missed classes/laboratories, examinations or other course assignments.
- Attendance at these events will be the financial responsibility of the student.

Leaves of Absence

A leave of absence is defined as a pre-approved leave from the University that suspends a student's course of academic and/or fieldwork study for a defined period of time. The amount of leave time granted depends largely on the personal needs of the student and the timing of the withdrawal within the academic program. Leaves of absence do not typically exceed eight months (two consecutive semesters). Circumstances necessitating a leave of absence may include but are not limited to, short or long-term personal illness, military training or obligations, jury duty, maternity and infant care, and critical illness or death of an immediate family member. A student requesting a leave of absence for any reason during or at the end of an academic year must adhere to general procedures included in the TUN Catalog.

A student may also be placed on a leave of absence due to performance in a course. Should a student fail a course, the option to retake the course one time is provided. Due to the nature of course sequencing, each course is only provided one time per year. As a result, the student would have the opportunity to retake the course at the next offering and pass the course. Two failures of a course result in the student being academically removed from the School of Occupational Therapy.

Withdrawal from the University

The decision to withdraw from the University is a serious matter. Any student who withdraws from a college or a program is dropped from the rolls of the University. As such, if they decide at some later date to re-enter the program, they must reapply for admission and, if accepted, assume the status of a new student. Students contemplating withdrawal are advised to discuss this issue with their faculty

advisor. Students considering withdrawal are subject to the policies governing withdrawal from the University. Students should be aware that withdrawal from a course may result in a significant extension of the students' professional program. Before withdrawing, students should discuss the issue with their faculty advisor and the Program Director. Procedures for completing a withdrawal from the University can be found in the TUN Catalog.

ACADEMIC INTEGRITY

Faculty and students are expected to uphold the integrity of Touro University Nevada and the profession of occupational therapy in their academic and professional standards. Therefore, violations of academic or professional integrity are of grave concern and will be addressed. In order to assure an understanding between students, faculty and staff concerning what types of actions constitute violations of academic and professional integrity the University has published a Code of Responsibilities and Rights of Students in the Touro University Nevada Catalog. Students will be required to review and sign a statement of understanding and acceptance of this code during New Student Orientation that will continue throughout the student's program of study.

ACADEMIC TRANSCRIPTS

The Touro University Nevada Office of the Registrar is responsible for maintaining the official academic transcript and enrollment status of each student. Information regarding obtaining transcripts should be directed to the Office of the Registrar.

ACADEMIC YEAR

The Academic Year begins in July of each year and includes three full semesters (trimesters). Terms 1, 4, and 7 (summer) occur July through October; Terms 2, 5, and 8 (fall) occur November through February, Terms 3, 6, and 9 (spring) occur March through June. Each term includes the equivalent of 16 weeks of academic time. Course schedules are set to ensure the appropriate number of contact hours for the credit assigned are provided to the student. Holidays and vacation days are not included when determining contact hours. Please note that the current academic schedule should not be indicative of future academic year calendars. Actual course schedules are determined based on scheduled holidays and may occur differently in subsequent years. Academic scheduling is at the discretion of Touro College and TUN administration. Course schedules are at the discretion of the School of Occupational Therapy. Students are advised to review their syllabi for course meeting dates along with the TUN master academic calendar ([APPENDIX C](#))

ADVISEMENT AND MENTORING

Students enrolled in the School of Occupational Therapy will be guided throughout their educational program by faculty advisors who monitor and advise on academic progress, professional behaviors, and

coping with the stresses of graduate school. Advising also includes a review of all curriculum requirements for the School of Occupational Therapy. Students are encouraged to contact their faculty advisor for advice or suggestions on any type of school or life challenge. Faculty advisors will meet with their assigned students throughout the curriculum. Documentation of each meeting will be reported on the Student Advisement Documentation Report ([APPENDIX F](#)) which will be reviewed by the student and signed. The report is maintained in a confidential locked student file until graduation. It is the student's responsibility to request copies of the advisement form to maintain their own personal files. Faculty advisors will attempt to keep student issues confidential unless the situation impacts education progression, illegal or unethical activities, the safety of the individual, or health and safety of others. Faculty advisors are also required to complete the Professional Behaviors Checklist ([APPENDIX G](#)) during the initial advisor meeting during the first semester to review professional behavior expectations within the program. Upon entry to the program, the student may be asked to complete a proactive plan to support their academic success.

The Program Director will assign each student a faculty advisor prior to the orientation process. Students may be assigned a new faculty advisor, at the end of their second year, once he or she has been paired with a community partner for their capstone experience. The new assignment will be based upon the area of interest desired for the Capstone Experience and the faculty members' area of expertise. If the student is assigned to the Program Director (PD) as their faculty advisor, the student may be temporarily reassigned to another faculty advisor to avoid a conflict of interest should a situation occur that requires decision making or actions at the PD level.

ALCOHOL POLICY

The University will not authorize the use of general student fees or other funds collected and administered by a University office or agency for the purchase, supply or serving of any alcoholic beverage. See the "Alcohol Policy for Student Events" in the University Catalog to request permission to plan an event in which alcohol will be served. This policy does not apply to approved functions that are directly sponsored and organized by the University.

Please refer to the full Alcohol Policy located in the TUN Catalog for additional details.

BURSAR

The Office of the Bursar is responsible for managing student accounts and collection of tuition and fees from students on behalf of the University as well as the student health insurance plan. The Office of the Bursar receives and disburses federal aid and private loans. The office also processes refunds for students who receive funds in excess of their tuition and fees to cover their living expenses while attending the University.

The Office of the Bursar is committed to guarding students from unlawful acts of identity theft. We take seriously the privacy rights of our students including the protection of personal credit card and banking

account information. All tuition payments should be made directly by students online through the designated process from the Registrar's office. Students are billed for the term and tuition is due on the first Friday of the term. Students are expected to pay in full by the due date or apply for a payment plan. Electronic statements are sent once at the beginning of the term. Students can also view payment history, account balance, and previous statements.

CAMPUS SECURITY

The Touro University Nevada campus facilities have full-time campus security officers available. Information on contact is posted throughout the University.

As required by Federal law, Touro University Nevada makes information available to students about policies and procedures to report criminal actions on campus, current policies concerning security and access to facilities on campus, and information on campus law enforcement and statistics concerning incidents of campus crime. Students interested in this information should contact the Department of Student Services.

CAPSTONE EXPERIENCE

Introduction

The doctoral capstone is an integral part of the curriculum at Touro University Nevada and required by ACOTE for degree conferral as part of the entry-level occupational therapy doctorate. The School of Occupational Therapy (SOT) is committed to developing occupational therapy practitioners with knowledge and skills in practice areas of direct care provider, consultant, educator, manager, leader, researcher, and advocate for the profession and the consumer. These skills are further developed through the doctoral capstone with the goal of developing advanced practice generalists through in-depth exposure in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory. *

The doctoral capstone consists of two parts: the capstone experience (CE) and the capstone project (CP). Each student is required to complete an individual CP that demonstrates synthesis and application of advanced knowledge gained. Additionally, each student will complete an individual 14-week CE that must be started after completion of all coursework and Level II fieldwork. In preparation for the CE and CP, all students must complete a literature review, needs assessment, goals/objectives and an evaluation plan prior to the start of the doctoral capstone experience.

Process and Timeline of the Doctoral Capstone within the SOT Curriculum

As previously mentioned, the doctoral capstone is an integral part of the curriculum and is immersed throughout the three-year program. Once accepted into the program, the OTD student will be assigned a faculty Academic Advisor. The faculty academic advisor will guide students during the first year of the program in academic progression, professional behaviors, and exploring interests related to the profession of OT. In the first semester, students will be oriented to the doctoral capstone in OTDV 508-

Introduction to Fieldwork & Capstone. Students should begin to explore community partner sites and personal and professional interests and goals, through various class assignments, Level I fieldwork, and participation in activities for their service plan. The requirement of service hours throughout the OTD program is intended to help students develop experiences with diverse populations and promote understanding of the various roles of occupational therapists.

During the second year of the program, students will continue to explore population health needs and opportunities for capstone development through various coursework and class projects. Students will be partnered with a faculty advisor and will determine a community partner site to complete their capstone experience in Semester 9. The selection process will take into consideration the student's interests for capstone experience along with the interests, qualifications, and workload of the OTD faculty advisors. With guidance from their faculty advisors, students will identify a targeted research question related to their potential capstone site or project to begin reviewing the literature to inform occupational therapy practice and their capstone projects. Students will complete two Level II Fieldwork experiences in diverse settings prior to beginning the doctoral capstone.

During the third year of the program, students will continue to develop their capstone projects through targeted coursework and guidance from their faculty advisors and community partner site mentors.

Ideas for specific capstone projects will be developed based on the community partner needs and ideas that will be mutually beneficial to the site as well as meeting the student's individualized learning objectives. Students will complete a needs assessment, develop goals and objectives for their capstone project and develop a capstone project evaluation plan prior to commencement of the capstone experience. In the ninth semester, students will complete their capstone projects and capstone experiences at their community partner sites. The student will also participate in coursework in OTDV 710 designed to disseminate results from their capstone project to demonstrate synthesis and application of advanced knowledge in their area of interest.

Key Members of the Capstone Team

The planning and implementation of the doctoral capstone will require collaboration and mentoring amongst several key individuals. These team members include the Student, Peer Mentors, OTD Faculty Advisor, Community Partner Mentor, and Doctoral Capstone Coordinator; each plays an important role and demonstrates specific responsibilities during this process.

Student

The student works collaboratively with all team members to develop and execute their CE. Specifically, the student must:

- Develop individualized, specific learning objectives to complete at their CE.
- Obey all procedures and policies of the University, School of Occupational Therapy, and the Community Partner Site.
- Fulfill all duties and assignments required for the Occupational Therapy doctorate.

- Complete 560 hours (14 weeks, full time) at the Community Partner site with only a 20 percent allowance of being offsite from the Community Partner site.
- Appropriately report absences to Faculty Mentor, Community Partner, and Doctoral Capstone Coordinator.
- Maintains evidence to support achievement of individualized student learning objectives and meets the standards set for professional behavior at a CE site.

Peer Mentors

While each capstone project is completed individually, the student will work collaboratively with classmates throughout the curriculum to gain insight and problem solve challenges while developing the capstone project. During capstone-related courses students will observe peer presentations during class and provide feedback to assist with brainstorming and development of ideas. Students will have opportunities to formally and informally provide feedback to peers based on knowledge and personal experience during multiple phases of project development. Active participation from peer mentors is expected throughout the Capstone process.

OTD Faculty Advisor

This individual will demonstrate expertise in the student's areas of focus for the CE. After the capstone match process, the faculty advisor will assume mentorship and advisement of the OTD student for the duration of the program. This individual will advise the student on the development of the Capstone Project, the student's performance during the CE, and provide guidance in completion of activities in preparation for the CP. During the third year, this individual meets weekly with the student and monitors / evaluates the student on the completion of the individualized learning objectives for the CP. This individual is also responsible for verifying student hours for mentorship.

Community Partner Mentor

This individual demonstrates the "on the ground" understanding of the Community Partner site and identified expertise to guide the student in their capstone project and experience. This individual collaborates with the student and the faculty mentor in the development and implementation of the CP. This individual provides general supervision for the student at the Community Partner site. This individual monitors / evaluates the student on the completion of the individualized learning objectives for the CP. This individual is also responsible for verifying student hours for mentorship and supervision. This individual does not have to be an occupational therapist.

Occupational Therapy Doctoral Capstone Coordinator

The Doctoral Capstone Coordinator individual coordinates the aspects of curriculum directly related to the Occupational Therapy Doctorate including the CE and the CP. This individual provides the "big picture" perspective of the experience and monitors all students completing this portion of the curriculum. The Capstone Coordinator oversees each phase of the doctoral capstone and assists the faculty advisor and community partner mentor through the planning and execution of the capstone experiences. This individual ensures that all necessary coursework is completed (including preparatory

assignments) and affiliation agreement addendums are in place for the CE. This individual also maintains relationships with the Community Partners; this individual also facilitates the pairing of OTD faculty advisor and student. This individual works in conjunction with the Academic Fieldwork Coordinator and the Program Director to ensure compliance with the ACOTE Standards.

Pertinent Definitions - 2018 ACOTE Standards Glossary

Capstone Experience: A 14-week full-time in-depth exposure in a concentrated area that may include on-site and off-site activities that meets developed goals/objectives of the doctoral capstone.

Capstone Project: A project that is completed by a doctoral-level student that demonstrates the student's ability to relate theory to practice and to synthesize in-depth knowledge in a practice area that relates to the capstone experience

Collaborate: To work together with a mutual sharing of thoughts and ideas

Mentorship: A relationship between two people in which one person (the mentor) is dedicated to the personal and professional growth of the other (the mentee). A mentor has more experience and knowledge than the mentee.

Capstone Identification Process

Within the capstone course, students will complete a Capstone Experience Interest form demonstrating their interest, professional goals, and desired focus of their capstone experience. Assignment of all Capstone Experience sites and partnership with faculty advisors is competitive and subject to availability. Capstone placements will be determined by the Capstone Coordinator and faculty input based on students input on the interest form and with consideration of each student's strengths and areas of potential growth. Every effort is made to ensure the student has a positive learning experience that helps them to achieve their professional goals. However, this does not assume that each student will receive their "top choice" for capstone experience site. *Once Capstone placements are made, they are final. Should a student decide to decline the placement offered, they are at risk of delaying their graduation date.* In some instances, students may seek out their own community partner site in which case the student needs to partner with the Capstone Coordinator and their faculty advisor to ensure that a contract and memorandum of understanding (MOU) is in place for this site. Out of state capstone experiences will be considered on a case by case basis and must be approved by the Capstone Coordinator.

Supervision of the Doctoral Capstone

In most cases, supervision of the doctoral capstone experience will primarily be the responsibility of the Community Partner Site Mentor. The Community Partner Site mentor will be expected to:

- Provide expertise, information guidance, and professional mentorship throughout the capstone experience

- Be available for the student to contact should questions or concerns arise during the capstone experience or provide another contact in the event of their absence
- Provide access to the community partner site according to the predetermined work schedule.
- Provide experiences at the community partner site that facilitate the student's professional growth and achievement of pre-determined individualized learning objectives.
- Assist the student in applying knowledge, developing clinical reasoning skills, and cultivating leadership skills
- Provide constructive feedback to the student throughout the capstone experience
- Track and approve capstone experience hours in Exxat
- Communicate any concerns regarding the student or project to the faculty advisor and/or capstone coordinator in a timely manner
- Evaluate student's midterm and final performance in Exxat

The faculty advisor will provide additional supervision and professional expertise to the student throughout the doctoral capstone. The faculty advisor will be expected to:

- Maintain regular contact with the student via email, phone or technology, and regular meetings
- Perform site visits to the community partner site as needed or desired
- Provide direct supervision for clinical skills as deemed appropriate and necessary depending on the nature of the student's project
- Ensure the experience is consistent with the ideals, goals, and expectations of the program
- Participate in the planning and evaluation of the capstone project
- Provide mentorship and feedback to the student and community partner mentor as needed
- Ensure and sign off that student has achieved all ILO and meeting timeline expectations

Completion of the Doctoral Capstone

During the Doctoral Capstone, the student is responsible for ensuring that all requirements for graduation are met.

Prior to the start of the ninth semester, the student will identify individualized learning objectives (ILO) and develop a timeline for their capstone experience that details their expectations for productivity and deliverables for the doctoral capstone. The ILO and timeline must be agreed upon and signed off by the student, the community partner mentor, faculty mentor and capstone coordinator. Students are responsible for managing their time and workload during the capstone experience to ensure that all ILO are met by the end of the semester. Students are required to track their capstone experience hours in Exxat and report on capstone project progress to both their faculty advisor and community partner mentor.

In order to successfully complete the doctoral capstone, students must document completion of the capstone experience hours (560 hours and a minimum of 14 weeks), demonstrate completion of the identified capstone project including meeting all identified individualized learning objectives, achieve a passing grade on the Capstone Evaluation form ([APPENDIX H](#)), and achieve a passing grade in OTDV 710 which includes dissemination of the doctoral capstone. Failure of the doctoral capstone for any of the above reasons will result in the student not being deemed eligible to graduate. Students may be offered

a second opportunity to remediate the doctoral capstone which includes completion of the capstone experience, capstone project and retaking OTDV 710 if student was unable to achieve passing grade. Students who do not pass the doctoral capstone on the first attempt will be required to meet with the Capstone Coordinator, the Program Director, and the Student Progression Committee in order to determine an appropriate remediation plan. The location and expectation of the new doctoral capstone will be dependent on availability of placement sites, potential site mentors, workload of the faculty advisor and the student's needs for successful remediation. Students are allowed to repeat only one failed doctoral capstone. A student who fails the second attempt at the doctoral capstone will not be allowed to graduate per academic policy of the School of Occupational Therapy

Evaluation of Doctoral Capstone

As representatives of the School of Occupational Therapy (SOT) and the profession of OT, students are expected to act in a professional, ethical and legal manner throughout their doctoral capstone. Based on professional documents from AOTA, the SOT has established expectations for professionalism, leadership, and advanced practice each student should adhere to during their capstone experience. The Community Partner Mentor will evaluate the student's behavior on these expectations at both midterm (approximately week 7 of the semester) and final (approximately week 15 of the semester). The evaluation will be discussed and signed by the student and community partner mentor and reviewed by the faculty advisor and capstone coordinator.

Additionally, the student will be evaluated on their ability to achieve the individualized learning objectives established prior to the start of their doctoral capstone. The faculty advisor will primarily evaluate the student's mastery and achievement of their individualized learning objectives with input from the community partner mentor as needed. The student and the faculty advisor will review and reevaluate the student's objectives at midterm and final.

Dissemination of the Doctoral Capstone

In alignment with the ACOTE 2018 standards, each student is required to disseminate their individual doctoral capstone in a manner that demonstrates synthesis of in-depth knowledge in the focused area of study (ACOTE D.1.8). As part of OTDV 710: Capstone II, all students will disseminate their projects through a community presentation at the annual SOT Capstone Night and through a scholarly paper. Furthermore, students will have additional deliverables that are individualized and unique to the type of project and area of focus that encompassed the doctoral capstone.

Joint Authorship Related to Shared Scholarship of the Doctoral Capstone

Many OTD capstone projects generate knowledge of distinct value to the profession of occupational therapy and merit dissemination to the profession. Dissemination through peer-reviewed scholarly presentations and publications is not a requirement of the OTD program but students are encouraged to disseminate the results of their projects in appropriate venues. The final product of the capstone project is typically the result of efforts and ideas of several people including the student, faculty advisor, community partner site mentor, and additional faculty. Therefore, dissemination of capstone projects

should include joint authorship as appropriate. Joint authorship indicates that one made a significant contribution to the development of ideas, writing, findings, synthesis and conclusions of the work. Everyone whose name is included in the presentation or published article should have the opportunity and responsibility to view, edit and approve the final disseminated work. Should the student elect not to submit a presentation or paper that the faculty deems worthy of publication, then that faculty member can assume the responsibilities of submission and become first author.

Guidelines and consideration for determining joint authorship for dissemination of capstone projects:

1. The student is typically considered the first author and is recognized for having the primary responsibility for developing the idea for the capstone project, completing the literature review, determining and creating deliverables, implementing the project, and evaluating the project.
2. The faculty advisor is typically considered the second author for their significant contributions to the project, their expertise in the content area, and mentoring the student throughout the course of the doctoral capstone
3. Additional authors may include: faculty directly involved with literature review, program/project development ideas, data analysis; community partner site mentor for contributions in project development and mentoring of project implementation; doctoral capstone coordinator for contributions in development of program/project ideas and mentorship throughout doctoral capstone.

CARDIOPULMONARY RESUSCITATION CERTIFICATION (CPR/BLS)

Students must successfully complete a healthcare provider CPR training approved by the American Heart Association prior to Level I fieldwork placement. CPR training is initially completed during OTDV 508 – Introduction to Fieldwork. The certification is valid for two years. This information is sent to the clinical sites for both fieldwork and capstone requirements. Students will be required to re-certify CPR training in the seventh semester to ensure certification through the completion of the three-year program.

CAREER PLACEMENT

TUN does not offer official career placement services for occupational therapy graduates at the time of the writing of this document. However, job listings will be made available electronically (via email and/or course management system).

Faculty members are allowed to write recommendation letters on behalf of the student who needs a Letter of Reference or a Letter of Recommendation provided that the student has submitted a written and signed request to the individual faculty member. A letter of recommendation and/or reference request can be deferred by the individual faculty member.

The placement of students into fieldwork assignments will attempt to accommodate student requests for sites of their preference being cognizant that fieldwork placement may lead to an offer of employment.

Any request for a letter of recommendation and/or reference request must be completed via student request in writing.

CODE OF ETHICS

The faculty and students of the School of Occupational Therapy are expected to demonstrate awareness and understanding of the Code of Ethics of the American Occupational Therapy Association (2020) ([APPENDIX I](#)) and to demonstrate conduct consistent with the current Code of Ethics at all times.

COMMUNICATION

All communication between faculty, peers, and staff should be professional. A perspective consisting of mutual respect for others includes the use of appropriate communication amongst peers, faculty, and staff. This is intended to promote an atmosphere of constructive and free interpersonal communications. Although freedom of speech is maintained, the manner and direction of that speech must be appropriate. All postings must demonstrate professional language without abuse or intentionally inflammatory purpose. Posted and distributed communications at TUN are to inform, query for information, or provide constructive criticism. Any abuse of these guidelines will not be accepted.

The use of social media is also considered a form of communication. All students are expected to use social media responsibly when attending Touro University Nevada and/or School of Occupational Therapy functions. Sharing of information and seeking assistance for completion of assignments on social media cannot be validated and should be considered with caution. Faculty also has a responsibility to maintain professional boundaries with students on social media related applications.

Any communication with outside news reporting agencies related to Touro University Nevada must be preapproved by Advancement.

COMPUTER SERVICES

Institutional Technology (IT) department is responsible for all on-campus computers and the University's website. Students benefit, directly and indirectly, from the work of the Technology Department in a variety of ways.

Upon matriculation to the University, students will be given a network login and University email address. The network login will permit access to the University network and resources, including wireless access anywhere on campus, printing resources, and the Internet. Touro University Nevada is a

Microsoft Windows campus. The Technology Department does not guarantee access to University resources for computers that do not use the Microsoft Windows operating system as its native environment.

The University-provided email address is the principal, official means of communication between the University and the student. Students are responsible for checking their email and maintaining their mailboxes.

Students are required to read, sign, and comply with an Appropriate Use Policy related to technology. Abuse of the policy may result in disciplinary proceedings outlined in the University Catalog and/or Occupational Therapy Student Handbook.

Upon graduation, graduates will retain all electronic privileges for six months. Thereafter, graduates will continue to have access to their University-provided email address, which will continue to be used as a source of contact from the University.

CONDUCT CODE/PROFESSIONAL BEHAVIOR EXPECTATIONS

The faculty of the School of Occupational Therapy believes that an occupational therapy student should display professional attributes that will reflect well on the profession. These attributes are considered as important as academic achievements and will be considered when evaluating the student during the course of the program. The faculty also believes that mentoring a student is just as valuable as classroom/fieldwork teaching. Each student will be evaluated for professional performance on an on-going basis and summarized for discussion with the student during the faculty advisor meetings.

Students enrolled at TUN must abide by the Student Conduct Code provided in the Catalog. In the School of Occupational Therapy, students are expected to demonstrate professional behaviors necessary for occupational therapy practice both on campus and during off-campus field trips and field-based experiences.

COURSE POLICIES

Assignment Submission Policy

Students are to refer to the individual course syllabus for specifics regarding assignment submission guidelines and requirements.

Classroom Conduct Expectations

The below classroom expectations were developed to align with professional behaviors expected by fieldwork educators and as an extension of the department. Students should be respectful of faculty, staff, peers and property.

- *Devices:* The use of cell phones and non-course related computers during class is strongly discouraged as it is distracting to peers and faculty. Students should utilize break periods for cell phone and non-course related computer use. Coursework-related computer work includes in-class assignments pertinent to class discussions or lectures. HIPAA and FERPA rules also apply when using technology in the classroom and during fieldwork experience. Students should not use class time to work on assignments for other courses or personal tasks.
- *Excessive Discussion:* Students should not participate in discussions or side conversations in class as it is disruptive and disrespectful to faculty and fellow students
- *Presentations:* Students should respect and be mindful of their peers during presentations. Students should also be aware of non-verbal communication may elicit unintended messages.
- *Preparation and Ready to Initiate:* Course periods are dedicated times to provide students opportunity to understand and apply given concepts. To provide a rich learning environment, being prepared with the necessary work and/or reading assignments prior to class is essential. Also, it is recommended students make efforts to initiate participation in class with questions and comments, as a strategy to assist with processing new content.
- *Timeliness:* Be aware of the inherent expectation of being prompt: assignments, quiz/test limits, break periods, class start times, etc. All students are expected to make the necessary time allowances to attend class for the full duration of the posted scheduled times. The Course Director may impose point deductions for tardiness and/or late return of quizzes/tests/assignments.
- *Safety:* To ensure your safety in the classroom setting, each student is required to follow the course instructor and/or lab manager set guidelines for all lab/classroom environments.
- *Ethical and Sound Judgment:* In addition to the expectation all students will follow TUN's Student Conduct Code, all students are expected to follow AOTA's Code of Ethics.
- *Respect for Others:* In addition to the Code of Ethics, all students are expected to be respectful of their learning environment including, in-classroom equipment, peers, guests, and faculty. Such expectations allow others to enjoy the space and reduce the opportunity for an uninviting environment.
- *Video Recordings:* Recordings are available to all students for later review. Additional video or audiotaping of a faculty member must be pre-approved and can only be for personal use for study. No classroom video or audiotaping is authorized for upload to social media websites even for the intent of study.

Examination Protocol

Assessment of the students' knowledge is essential. These assessments not only reflect what the student has learned but also on the quality and content of the information presented. The course instructor has the ability to determine an examination protocol to ensure the fairness and validity of the assessment process. Electronic devices not required for the exam must be placed in the off (or silent) position.

Both the student and faculty member/course instructor are responsible to ensure that the examination protocol is consistent. Faculty members may require additional procedures to ensure test fidelity is maintained.

The following procedures are followed during examinations:

1. Students are required to be present for all scheduled examinations.
2. The proctor will make every effort to prevent any situation where one can assume academic dishonesty.
3. The student must complete the examination in the time frame provided.
4. Should a student have occasion to miss an examination, it is the student's responsibility to communicate with the course instructor. The instructor must be notified prior to the examination. Examples of an excusable reason would be a serious illness, accident, or death in the immediate family. In the case of an excusable reason, the make-up examination will be rescheduled directly with the instructor.
5. Failure to make-up the examination within the specified time period will result in failure of that examination.
6. Failure to appear for an examination without prior notification will cause a failure of that examination, subject to review by the Program Director.
7. The Program Director will be notified in writing of a student's failure to take an examination.

CRIMINAL BACKGROUND CHECKS

The School of Occupational Therapy adheres to the stipulations and guidelines of the Criminal Background Check Policy available through the Department of Student Affairs. Students are notified upon admission that previous felony convictions will impact their ability to become nationally certified and licensed as occupational therapy practitioners.

When there is a question in regard to criminal convictions students should contact the National Board for Certification in Occupational Therapy (<http://www.nbcot.org>) to determine if the conviction would result in an inability to sit for the national boards following completion of the degree program. Individual state licensure boards should also be contacted in regard to criminal convictions. For students

interested in practicing in Nevada, the Nevada State Board of Occupational Therapy website can be found at <http://www.nvot.org/>.

DISABILITIES

Students having a documented disability must complete a Disability Services Packet and provide documentation before accommodations can be approved and provided. Students must apply for accommodations annually. Information regarding accommodations for disabilities may be obtained through the Office of Academic Services and Institutional Support (OASIS).

DRESS CODE POLICIES

The School of Occupational Therapy adheres to the dress code policy contained in the Catalog. Students must maintain a neat and clean appearance befitting students attending a professional school. Therefore, attire should convey a professional appearance whenever the student is at fieldwork or field experience setting. For on-campus safety needs, students must wear their TUN Student identification name badge at all times. The faculty may require different levels of dress dependent on the in-class experience (i.e. presentation, guest speakers, etc.), therefore, the below examples of dress may change depending on the individual instructor's recommendation.

Dress Code for Didactics (in class)

Students are allowed to wear shorts. Shorts must be in good taste and have an inseam of at least five inches. Tops should cover the body appropriately to avoid inadvertent exposure. However, there may be specific labs, when students will be required to wear abbreviated clothing. T-shirts with designs may be worn, without offensive or vulgar language. Sandals may be worn except in the cadaver lab or during classes where closed shoes are required. Solid color scrubs are to be worn in the cadaver lab. A separate pair of tennis shoes for the cadaver lab is recommended. Please refer to course syllabi for details on lab attire.

Dress Code for Field Experiences, Fieldwork and Capstone

It is the philosophy of our program that professional demeanor is reflected in the attire of the student and the occupational therapist. The program, therefore, has a dress code that will be enforced. Students are provided a TUN School of Occupational Therapy polo shirt for all field experiences and fieldwork.

Fieldwork Dress Code:

Note: The guidelines below are specific to the School of Occupational Therapy fieldwork dress expectations. Additional restrictions may be imposed by the fieldwork site (i.e. visible tattoos, artificial nails, use of cell phone, etc.).

- *Grooming:* Students must arrive clean and well-groomed at the fieldwork site.
- *Jewelry:* Students may not wear any pierced jewelry except for one-two earrings in the lower earlobes. All other visible piercings must be removed for fieldwork experiences. All jewelry will be minimal and in good taste.
- *Perfume/Cologne:* No perfume, cologne or aftershave is allowed.
- *Fingernails:* Nails will be clean and cut short. Artificial nails are not acceptable in hospital environments and may not be acceptable in other healthcare environments. If allowed by the facility, artificial nails must be shorter in length with rounded corners.
- *Hair:* Hair should be off the face and shoulders. Longer hair must be contained (i.e., ponytail). Facial hair should be well maintained.
- *Tattoos:* Adherence to facility regulations
- *Clothing:* Slacks and shirts should be clean with no evidence of tears or frays. The TUN-School of Occupational Therapy polo shirt is provided to each student for use on fieldwork assignments. Shoes must be closed-toe; sneakers may be appropriate, depending upon the clinical environment. Facilities may allow students to wear scrubs. Scrubs must be in good repair and appropriate to the setting. Some facilities require scrubs of a specific color, which the student will have to obtain.
- *Identification:* All students are expected to wear their TUN student identification. Individual facilities may issue a specific badge for identification.

Any infraction of this policy will be brought to the attention of the student by any member of the School of Occupational Therapy. If remediation initiated by faculty or faculty advisor should fail, the infraction will be brought to the Student Progression Committee in writing. The Student Progression committee will provide requirements to which the student adheres. Inappropriate attire in the clinical setting will cause removal from that setting until the student corrects their dress.

Dress Code Terminology

Practitioner Dress - "Clinical Dress": Students are often required to wear practitioner dress attire for field trips, fieldwork, and for events conducted on and off campus. This dress code requires students to wear the Touro University Nevada School of Occupational Therapy Polo shirt, khaki pants (not cargo pants), socks, closed toed shoes, and TUN Identification Badge. Clothing and shoes must be clean and be in good condition. Hair must be pulled off the face and neck.

Professional Dress/Attire: Students are often required to wear professional dress attire for in-class presentations and for events conducted on- and off-campus. This dress code is considered at the higher end of business attire. Appropriate clothing includes dress slacks, dress shoes, shirt and tie, blouses, dresses, and TUN Identification Badge. Clothing and shoes must be clean and in good condition.

Hygiene

Students are expected to maintain the highest standards of personal hygiene and professional appearance during class and fieldwork activities. For example, regular bathing with soap and water, brushing teeth, and use of deodorant are essential standards of maintaining self-care.

Any infraction of the dress policy will be brought to the attention of the student by any faculty member or fieldwork educator to provide an opportunity for learning and feedback. Should the student fail to show improvement with the given recommendations, the Program Director, Capstone Coordinator, or Academic Fieldwork Coordinator may formally counsel the student directly. Failure to remediate following counseling will lead to an unsatisfactory Professional Performance Evaluation. Inappropriate attire in a fieldwork setting may lead to removal from that setting until the student corrects their dress/appearance.

DRUG AND ALCOHOL USE AND ABUSE

Touro University Nevada does not condone any form of drug, substance, or alcohol abuse by its students. Any violation of this policy will result in disciplinary and appropriate legal action against the offending individual. Any student who attends class or a fieldwork assignment or is on the premises of a facility affiliated with Touro University Nevada while under the influence of alcohol or drugs is subject to removal from the activity and subject to disciplinary action.

DRUG TESTING/SCREENING

All students must adhere to the Drug Testing Policy as stipulated in the TUN University Catalog. Drug screening is required by TUN for all students participating in clinical rotations. All occupational therapy students are required to submit the results of the admission drug/toxicity screening to the Student Medical Director during the first semester of the program. Some fieldwork and Capstone facilities may require additional drug screening. Costs of drug screening are borne by TUN. Students with positive results on any drug screen may be subject to disciplinary action.

An illegal drug is defined under Federal and State law for which a prescription is required and where no prescription has been issued to the student for a valid and specific purpose. Students are also subject to drug/toxicity screenings throughout the program based on classroom or fieldwork experience behaviors that are deemed suspicious in nature warranting drug test.

The drug screening will test for the following substances: Alcohol, Amphetamines, Barbiturates, Benzodiazepines, Cocaine, Marijuana, Methadone, Opiates (Propoxyphene), PCP, and Quaaludes

No student shall be compelled by the use of force to submit to a physical examination to detect the presence of an illegal drug or alcohol because of behavior, including submission to a blood, urine, or other screening procedure. However, a refusal to comply shall be considered insubordination and subject the affected student to possible dismissal from the School of Occupational Therapy.

FIELDWORK

Introduction

Fieldwork is considered an integral part of the student's education. It provides students with opportunities to practice new skills, observe client/patient behavior, model practice after licensed occupational therapists, and explore the application of didactic and theoretical knowledge acquired in the classroom. Completion of fieldwork is not only a Touro University Nevada graduation requirement, but it is also an eligibility requirement for graduates to sit for the National Board for Certification in Occupational Therapy (NBCOT) examination and to obtain a license to practice occupational therapy in Nevada.

Our program has been designed to allow students to enhance their academic learning by participating in clinical experiences early in their education. Students are expected to show increased competence in their fieldwork experiences as their education progresses.

Fieldwork education in the School of Occupational Therapy curriculum is divided into two parts:

1. **Level I Fieldwork**

- A. OTDV 526A
- B. OTDV 630A
- C. OTDV 651A

Level II Fieldwork

- A. OTDV 660
- B. OTDV 662
- C. OTDV 664 (Optional)

The policies and procedures included in this manual apply to each of these parts. Each course also has a separate syllabus with specifics for the scheduled fieldwork.

Fieldwork Faculty and Staff

Dr. Katie Manalang is the Academic Fieldwork Coordinator (AFWC) for the School of Occupational Therapy at Touro University Nevada (TUN). Dr. Manalang's responsibilities include securing and maintaining fieldwork contracts; advising, consulting, and facilitating training for fieldwork educators at specific fieldwork sites; and managing occupational therapy students during fieldwork placements. Dr. Manalang is available to counsel students on fieldwork-related issues during Level I and Level II placements. Students meet with Dr. Manalang periodically to discuss fieldwork placements.

Contact Information:

Address: Katie Manalang, OTD, OTR/L, BCPR, CSRS, CPST
Assistant Professor and Academic Fieldwork Coordinator
Touro University Nevada
School of Occupational Therapy
874 American Pacific Drive
Henderson, Nevada 89014

Email: kcapistr@touro.edu
Phone: (702) 777-3243 (office)
Fax: (702) 777-3981

Clerkship Coordinator

The Fieldwork Clerkship Coordinator is specifically designated to assist with occupational therapy fieldwork placements.

Contact Information:

Address: Peggy Geffinger
Fieldwork Clerkship Coordinator
Touro University Nevada
School of Occupational Therapy
874 American Pacific Drive
Henderson, Nevada 89014

Email: mgeffing@touro.edu
Phone: (702) 777-3132 (office)
Fax: (702) 777-4837

Fieldwork Professional Behavior Standards

Students must demonstrate appropriate professional behaviors throughout the curriculum, including all field experiences and fieldwork placements. Additionally, students must demonstrate the ability to fulfill the *Essential Functions of the Occupational Therapy Student and Practitioner* throughout the curriculum.

Professional Conduct in the Clinical Setting

It is the policy of the School of Occupational Therapy that students will observe confidentiality, personal integrity, and demeanor appropriate to the fieldwork/clinical setting. Information related to any client/patient is to remain confidential unless otherwise authorized for discussion by an individual facility fieldwork instructor. Students will also be expected to behave in a way that is truthful and honest, accept responsibility for their actions, and work diligently to correct identified deficiencies. Any action that calls into question the student's behavior or potential capabilities as a student and future occupational therapist will be reviewed.

Examples of professional misconduct include:

- Conveying confidential patient information outside the confidential space of the preceptor's practice setting without authorization by an individual faculty member or fieldwork instructor.
- Falsifying or presenting fictional patient information as real to fulfill requirements for work assigned by individual faculty members or Fieldwork instructors.
- Failing to meet mandated attendance requirements in assigned fieldwork/clinical assignments without prior faculty or facility fieldwork instructor authorization.
- Disrupting the clinical pursuits of fellow students, faculty, or facility clinical instructors; or infringing upon the privacy, rights, or privileges of other persons.
- Pushing, striking, physically assaulting, or threatening any member of the student body, faculty, staff, or any patient, their family members, or clinical staff while assigned to an affiliated clinical setting.
- Altering, transferring, forging or in any way misusing an identification card, internet address, or other identification of an affiliated clinical facility participating in the education of students of the School of Occupational Therapy.
- Using, possessing or distributing narcotics, amphetamines, barbiturates, marijuana, hallucinogens, other dangerous, controlled drugs or medications requiring a prescription but not prescribed by a licensed provider.
- Possessing or consuming alcoholic beverages or exhibiting drunken behavior in any form on the premises of clinical practice sites affiliated with program activities or consuming alcoholic beverages immediately prior to the clinical study.
- Possessing, storing or discharging firearms or dangerous weapons on clinical premises used by the clinical site.
- Exhibiting conduct which is lewd, indecent, obscene; or which is patently offensive to the prevailing standards of an academic community or clinical practice setting.

Exhibiting any of the above behaviors by enrolled students will result in immediate removal from an affiliated clinical site and may lead to dismissal from the fieldwork placement and/or dismissal from the School of Occupational Therapy.

Protocol for Contact when Problems Occur on Site

If a problem, concern, or question arises while on fieldwork, the student should first discuss the issue(s) with the facility fieldwork educator at the site. The student is required to contact the Academic Fieldwork Coordinator and their Faculty Advisor via office phone and e-mail to ensure documentation of the issue/concern, as soon as possible. This will also allow the Academic Fieldwork Coordinator and Faculty Advisor to monitor the situation and provide guidance when appropriate.

Protocol for Changes to Fieldwork Schedule

Level I Fieldwork

The student must notify the Academic Fieldwork Coordinator (AWFC) of ANY schedule changes for Level I fieldwork through written documentation. This documentation must be an original, typed letter stating the reason for the change in fieldwork schedule and the dates/times the student will complete the fieldwork assignment. Both the student and the facility fieldwork educator must sign this document. The document is maintained in the student fieldwork file.

Level II Fieldwork

Students must complete the equivalent of a full-time, 12-week fieldwork rotation. Students will follow the schedule of their assigned fieldwork educator. While some fieldwork sites allow students one-two days for illness, Touro University Nevada does not recognize these days and students are required to make up **all** missed time at the fieldwork site. This policy also applies to any approved days off or holidays. Standard full-time fieldwork experiences normally equate to 480 hours but not less than 384 for the fieldwork experience. Students must contact their Academic Fieldwork Coordinator if they are not reaching full-time equivalency.

The student must contact the facility fieldwork educator **and** their AWFC should they encounter a situation in which they must be away from the facility due to personal illness, family emergency, or other situations in which the student cannot be at the facility. All time must be rescheduled at the facility during or at the end of the fieldwork rotation. Please note that situations requiring modification of the fieldwork assignment (e.g., surgery, pregnancy) may result in a cancellation of the experience and result in a delay of graduation.

If the student desires to participate in an education- or professional-related activity that will take them away from an assigned clinical rotation, the student must submit a written request fully explaining the activity, value of activity, and detailing the time away from assigned rotation. This request must be submitted for approval to the AWFC in advance of any anticipated absences. If approved, the missed time may be required to be made-up during the rotation.

Documentation Requirements for Fieldwork Placement

The student is required to maintain fieldwork documentation requirements throughout the program. These include the items listed below. Students can go to their Student Packet/Policies and Procedures in their Exxat portal and download the document "Required Immunizations and Documentation for Occupational Therapy Fieldwork Students" for a complete listing and description of requirements.

- Annual physical examination
- Annual criminal background check
- Annual random drug screen
- Immunizations
- Proof of health insurance
- Current CPR/BLS certification
- Experiential Opportunities Release Form (Exxat) – *see below*
- Student acceptance of fieldwork placement, policies, and procedures (Exxat)

Failure to maintain these requirements may result in a registration hold and/or a delay in placement and the completion of fieldwork. Students scheduled for Level II fieldwork must be approved by the School of Occupational Therapy Student Progression Committee. The student must have successfully completed all coursework, including Level I fieldwork experiences.

Experiential Opportunities Release Form

All students must sign the Experiential Opportunities Release Form ([APPENDIX J](#)) found in the TO DO list under Forms and Evaluations in Exxat prior to beginning their fieldwork placements. Students are not permitted to begin their fieldwork placement until this form has been signed and submitted in Exxat. In addition, students may be asked to sign a site-specific release form by their fieldwork site prior to accepting their assignment.

Tips for Successful Fieldwork Experience

- ✓ Remember that students are a guests while on fieldwork assignments; students are expected to follow the spoken and unspoken rules of the facility at which they are assigned.
- ✓ Use the fieldwork handbook, fieldwork forms, and timelines to be sure all the requirements are met.
- ✓ To ensure confidentiality of providers (physicians, therapists, etc.) and consumers (your clients), use initials instead of names in your assignments and journal.
- ✓ If students are unable to attend the assigned fieldwork placement for some reason notify the facility fieldwork educator and Academic Fieldwork Coordinator immediately.
- ✓ Contact the Academic Fieldwork Coordinator immediately with any questions or concerns.
- ✓ Advocate for personal learning needs and objectives with assertive communication.
- ✓ Initiate additional learning experiences to make the most out of fieldwork experiences; take responsibility for this learning experience.
- ✓ Be prepared: read assignments ahead of time and obtain needed materials and equipment.
- ✓ Ask questions when unsure.
- ✓ Show initiative; seek independence when appropriate.

- ✓ Dress according to the facility dress code.
- ✓ Remember that it is okay to make a mistake. Students on fieldwork are still learning to work as a professional. However, client safety is of utmost importance and must be maintained at all times. Once a mistake has been addressed, students should not continue to make the same errors.

Resources for a Successful Fieldwork Experience

Napier-Tibere, B. (2011). *Occupational Therapy Fieldwork Survival Guide: A Student Planner*. Bethesda: AOTA Press

LEVEL I FIELDWORK

Level I fieldwork is your first opportunity as an occupational therapy student to get your clinical feet wet! The experience is designed to help students begin making connections between the classroom and professional practice in Level II fieldwork. During Level I fieldwork, students are supervised and have the opportunity to observe, assess, practice documentation, begin treatment planning, and in most cases get some rudimentary hands-on experience. Students should view Level I fieldwork as the first stepping stone in the synthesis of knowledge and skill required to facilitate your future client’s road to function. Each student is required to meet with the Academic Fieldwork Coordinator during the scheduled meeting times to discuss and prepare for Level I and Level II Fieldwork experiences.

Prerequisites for Fieldwork Level I:

Successful completion of all preceding academic coursework is expected for the level of fieldwork scheduled.

Level I Fieldwork Course Schedule and Attendance

Semester	Course	Population	Length of Time
2	OTDV 526A – Level I Fieldwork for Children and Adolescents	Children/ Adolescents	18-24 hours
3	OTDV 630A – Level I Fieldwork for the Adult and Older Adult	Adults and Older Adults	18-24 hours
4	OTDV 651A – Specialty Populations and Practices	Special Populations	18-24 hours

Level I fieldwork experiences are each 18-24 hours in length and are threaded through Semesters 2, 3 and 4. Students must complete 18-24 hours of each fieldwork rotation and will follow the schedule of their assigned fieldwork educator(s). The Academic Fieldwork Coordinator and the fieldwork educator will collaborate together to develop the student’s fieldwork schedule. Level I fieldwork experiences cannot be substituted for any Level II fieldwork experiences, as the expectations for Level I and Level II are inherently different.

ACOTE Fieldwork Supervision Guidelines

ACOTE Fieldwork Supervision Guidelines ensure that personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. Examples of individuals who can supervise Level I fieldwork include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists

Level I Fieldwork Objectives

Upon successful completion of the three-scheduled Level I fieldwork placements and completion of the OTDV 508 – Introduction to Fieldwork course, the student will:

1. Demonstrate a synthesis of academically acquired knowledge into practical skills.
2. Demonstrate good reasoning and problem-solving skills related to the occupational therapy process.
3. Utilize appropriate application of basic occupational therapy knowledge, including sound clinical reasoning.
4. Demonstrate a commitment to self-directed learning.
5. Utilize appropriate and professional communication skills.

Each Level I fieldwork experience provides an opportunity for the student to develop additional individual fieldwork objectives in collaboration with the course faculty and the facility fieldwork educator prior to the start of the fieldwork I experience. Space is provided on the Student Evaluation Form for up to four objectives. Typically, faculty will provide three specific objectives. The student is to establish a fourth personal unique objective in collaboration with the facility fieldwork educator. Per ACOTE standards, Level I fieldwork can include simulated experiences. One of the four learning objectives must have a psychosocial emphasis in accordance with the ACOTE standard. These objectives are established prior to the fieldwork experience. As required by ACOTE, all fieldwork experiences must include one psychosocial objective.

Required Learning Activities and Performance Evaluations

Fieldwork Educator Introductions

As directed in the student placement confirmation letter, students must contact their facility fieldwork educator by phone to confirm the placement dates and any additional site directives. The student should also discuss and provide a copy of the course learning objectives to their fieldwork educator. These objectives consist of three predetermined learning experiences and one personal objective determined in collaboration with the fieldwork educator.

Fieldwork Evaluations

Level I fieldwork evaluations are available to students and fieldwork educators on the Exxat website. This ensures that forms are not lost or misplaced and that the Academic Fieldwork Coordinator has immediate access to completed evaluations for reporting and grading purposes. The evaluation tools listed below and included in the Appendix will be utilized to assess student competency. Evaluation tools are subject to change to meet the needs of the fieldwork experience with notice provided in the course syllabus. Copies of alternate evaluation tools will be provided in the course.

- Student Self-Evaluation of Student Readiness for Fieldwork in Occupational Therapy

The student will complete the Student Self-Evaluation of Student Readiness for Fieldwork form twice, once at the end of the third semester and once at the end of their fourth semester. This evaluation will be reviewed by the Academic Fieldwork Coordinator to assist students in self-identifying areas that require attention to be successful on fieldwork. ([APPENDIX K](#))

- Student Evaluations of the Level I Fieldwork Site and Student Evaluation of the Level I Fieldwork Educator (SEFWE)

The student will complete these evaluations of their fieldwork experience (site and educator) in Exxat at the end of each Level I placement and share their assessment with their fieldwork educator prior to their departure from the site. This is your opportunity to give the fieldwork educator and your fieldwork site constructive feedback regarding their program and your experience with them. We recommend that students be assertive but professional and constructive with your observations. The site staff will not be aware of areas needing improvement if students are unwilling to share their views openly with them. If students need assistance with how to present difficult feedback, please contact the Academic Fieldwork Coordinator.

- AOTA Level I Fieldwork Competency Evaluation for OT and OTA Students

The fieldwork educator will complete this evaluation of the student's competency for the Level I fieldwork at the conclusion of the placement. The fieldwork educator will then review and discuss the evaluation with the student prior to the completion of the student's fieldwork experience. The student and fieldwork educator will review the forms together and electronically sign off in Exxat. The Fieldwork Course Director will review the documents, which will remain in the student's record in Exxat. ([APPENDIX L](#))

Time Entry

The student must log their daily time entries in Exxat while on fieldwork. At the end of each week, students must submit their timesheet to their fieldwork educator via Exxat for review and approval. It is the student's responsibility to follow up with their fieldwork educators to ensure timesheets are approved. Students cannot pass fieldwork without evidence of 18-24 hours of approved time.

Thank You Note

The fieldwork student must present a personalized thank you note to their fieldwork educator(s) upon completion of their Level I experience. Students must submit a copy of this note on Canvas as part of fieldwork course requirements. This note must be handwritten; electronic cards and e-mails are not acceptable.

Completion of Fieldwork Paperwork

Students must complete all documentation, time logs, evaluations, and submit a copy of their thank you note to the Academic Fieldwork Coordinator by 11:59 pm on the last day of their fieldwork placement. It is strongly recommended that students maintain a copy of the forms in their personal files. Students may receive a grade of *Incomplete* if all paperwork is not completed and submitted as directed prior to the end of the semester.

Level I Fieldwork Grading

Student grades will reflect the quality and content of the work the student produces as part of course assignments and examinations within the curriculum, as well as the student's professional behaviors and clinical performance on fieldwork assignments.

Level I fieldwork grades are based on performance factors and assignments linked to the didactic course with which the fieldwork assignment coincides. Level I fieldwork is graded on a pass/no pass system. Only one fieldwork (either a Level I or Level II) may be repeated during the program.

Factors include:

- Facility fieldwork educator recommendation based on student evaluation
- Successful completion of assigned learning activities
- Successful completion of required hours
- Academic Fieldwork Coordinator recommendation based on student evaluation
- Violations of ethics, safety, and professional behavior will result in the failure of a Level I Fieldwork

The final determination of the student's Level I Fieldwork pass/no pass grade is the responsibility of the Fieldwork Course Director based on the information above as well as discussion with the student. If the recommendation of the Fieldwork Course Director is "no pass," the Student Progression Committee will convene to review the student's academic and fieldwork progress for a recommendation of continuation in the program with requirements to support a successful retake of the fieldwork course or a recommendation of dismissal from the program.

LEVEL II FIELDWORK

Fieldwork education is a crucial part of the student's professional preparation. This experience is designed for students to carry out professional responsibilities under supervision. Level II fieldwork includes an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and/or research, administration and management of occupational therapy services. Students are expected to gain practice skills in client-centered evaluation and treatment utilizing occupation-based interventions and utilizing treatment methods that are backed by solid scientific evidence. The experience promotes clinical reasoning and reflective practice while developing a repertoire of assessment/treatment interventions related to human performance. Students will practice under the consistent direct supervision and role modeling of a professional occupational therapist in an actual clinical environment. While the student continues to develop professional skills with less supervision, a minimum of eight hours per week of direct supervision is required by the Academic Council on Occupational Therapy Education (ACOTE) standards. Development of professionalism will emphasize application of ethical principles and values. The student is expected to achieve entry-level clinical expertise by the completion of the second Level II experience.

The purpose of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy practitioners. Fieldwork sites are sought to provide development of the student across the lifespan and in different practice arenas.

Level I placements will not take the place of Level II fieldwork experience. To avoid the influence of past experiences and performances, students should not expect to complete their Level II fieldwork at a facility where they have a prior work history, have completed occupational therapy shadowing hours or where they have completed a level I fieldwork experience.

Currently, students are only placed where there is full-time supervision by an occupational therapist. This is ensured by use of a duty hour verification system through Exxat. Each student is responsible to submitting the hours that he or she attended fieldwork and the individual's name who provided the supervision. These submissions are monitored by the Academic Fieldwork Coordinator. The facility fieldwork educator (s) and/or student is consulted when there is a question about appropriate provision of supervision.

If a student expresses an interest in completing their fieldwork in a role emerging setting with the requisite eight hours of supervision by an Occupational Therapist, the Exxat system can be utilized in the same capacity. Another facility on site-supervisor designee would also be assigned to the student and this supervision would be tracked through Exxat. Role-emerging fieldwork rotations would only be initiated and completed with fieldwork educators that are available via different contact measures during the student's fieldwork hours. The requirements of traditional and role-emerging fieldwork experiences are discussed by the Academic Fieldwork Coordinator during the setup of fieldwork experiences and fieldwork educator seminar trainings. Additionally, prior to the start of any Level II Fieldwork experience within a role-emerging environment, the supervising occupational therapist's credentials would be verified through the state licensure board and the National Board for Certification in Occupational Therapy.

Relationship between Level II Fieldwork and the Curriculum Design

The two 12-week Level II fieldwork placements are synthesis courses. This allows the student to apply knowledge and skills learned during the academic phase of their study into the professional clinical setting. It is designed for students to be client-centered, occupation- and evidence-based practitioners who are able to identify the role of occupational therapy in traditional medical-model environments, as well as in non-traditional and community-oriented environments.

ACOTE Level II Fieldwork Supervision Guidelines

Level II fieldwork supervision should begin as direct supervision and then decrease to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.

The Level II fieldwork student must be supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of one-year, full-time of practice experience (or its equivalent) as a licensed or otherwise regulated occupational therapist prior to the onset of the Level II fieldwork. This individual must be adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork.

If a fieldwork is occurring in a setting where no occupational therapy services exist, there must be a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least three years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of eight hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

Medicare Part B (outpatient services coverage) does not allow for students to provide services, even under the guidance of a licensed clinician, so students may not be allowed to be placed in certain outpatient clinics whose clientele is primarily Medicare patients. Placement decisions are made at the discretion of the facility and the Academic Fieldwork Coordinator(s)

Level II Fieldwork Prerequisites

Successful completion of all academic coursework up to the point of Level II placement is required. This includes didactic coursework and the four Level I fieldwork assignments. A student will not be allowed to progress to Level II fieldwork with an Incomplete or unsatisfactory grade in any required academic coursework or Level I fieldwork experiences. OTDV 660 requires all didactic coursework through the fourth semester. A student may not enroll in OTDV 662 until all didactic coursework required prior to that semester has been successfully completed, as well as successful completion of OTDV 660.

Each student is required to meet with an Academic Fieldwork Coordinator during the first year of the curriculum to discuss and prepare for Level I and Level II Fieldwork experiences.

Level II Fieldwork Course Schedule and Attendance

Semester	Course	Length of Time
5	OTDV 660 – Fieldwork II A	12 weeks
6	OTDV 662 – Fieldwork II B	12 weeks

Students must complete the equivalent of a full-time 12-week fieldwork rotation. Standard full time fieldwork experiences normally equate to 480 hours but not less than 384 for the fieldwork experience. Students will follow the schedule of their assigned fieldwork educator. If a Level II fieldwork occurs during a holiday, the student is required to work if the assigned fieldwork educator is scheduled to work. If the facility is closed for a holiday or their fieldwork educator is off for the holiday, the student must make that day up as determined by the fieldwork educator and student.

When students are assigned to a fieldwork placement, the schedule will be determined by the facility fieldwork educator and fieldwork site. Field experiences within the community will be arranged and scheduled in concurrence with the needs of the client/fieldwork site.

Level II Fieldwork Placement

Fieldwork Considerations

Each student meets with an Academic Fieldwork Coordinator throughout their didactic coursework. Questions that should be considered when requesting Level II fieldwork sites include:

1. The quality of your learning experience is the major priority.
2. Make sure to consider important personal considerations such as:
 - a. Can I afford the travel to another state?
 - b. Can I be away from my support system for 12 weeks?
 - c. Can I pay for room/board?
3. Do not select a placement if:
 - a. Your relatives work at the facility.
 - b. You have ever worked at the facility.
4. Decide upon the type of experiences you wish to encounter in the fieldwork.
 - a. Child/Adolescent-based
 - b. Adult-based
 - c. Older Adult-based
 - d. Community-based or private practice
 - e. Large hospital

- f. High-volume environment
- g. Variety of clients served
- h. Potential to interact with other occupational therapy students
- i. Potential employment opportunities

Level II Fieldwork Site Requirements

In order to best prepare students for generalist entry-level occupational therapy practice and the ability to pass the National Board Certification for the Occupational Therapist it is required that at least one Level II fieldwork placement be completed in a generalized adult physical disability rehabilitation setting (i.e. Acute Hospital, Acute Rehabilitation, Sub-Acute, Skilled Nursing Facility, Long-Term Acute Care Hospital).

Level II Fieldwork Interest Worksheet

During the first semester, each student will discuss and answer the questions from the Level II Fieldwork Interest Worksheet. This worksheet assists the Academic Fieldwork Coordinator in securing final placements for the fieldwork assignments. ([APPENDIX M](#))

Selection of Level II Fieldwork Placements

The Academic Fieldwork Coordinators, with assistance from faculty, are responsible for securing and assigning all clinical rotations based on the available experiences and learning needs of the student.

Out-of-State Fieldwork Placements

If the student seeks a new fieldwork site not currently contracted with Touro University Nevada, a new university legal contract must be completed. This process can take from 2 to as long as 12 months to negotiate and will be made only when the student has provided contact information to the Academic Fieldwork Coordinator. Students may only contact a potential fieldwork placement to obtain contact information; students, family or friends **may not contact clinical sites to discuss or arrange fieldwork experiences**. Academic Fieldwork Coordinators may only exchange details pertaining to the actual fieldwork experience after the student has provided the initial contact information.

Students may request out-of-state placement or a new fieldwork site that is not currently contracted with Touro University Nevada for Level IIA or Level IIB fieldwork. A written request must be made to the fieldwork office, which includes completion of the Fieldwork Request Form. ([APPENDIX N](#))

The student must provide the Fieldwork Request Form(s) no later than the end of second semester. Once this information is submitted, the Academic Fieldwork Coordinator will review this placement information for approval. The student will be notified of the approval of the suggested fieldwork placement and will be monthly of the status of the out of state placement request. Students that are unable to obtain placement out of state by the end of the third semester will take part in the guided lottery for local/regional placements

Students with documented academic performance or professional behavior challenges will be

monitored by an Academic Fieldwork Coordinator and faculty throughout the completion of their Level II fieldwork placements. In this situation, placements may be made within the Las Vegas valley area to allow closer proximity for intervention.

Student flexibility in the process ensures that placements can be secured.

TUN/Facility Level II Fieldwork Supervision

The facility fieldwork educator and the Academic Fieldwork Coordinator will monitor placements. Day-to-day clinical supervision and evaluation of student performance will be the responsibility of the facility fieldwork educator. The Academic Fieldwork Coordinator will verify that the fieldwork placement fits into the “big picture” of the student’s overall educational plan. The Academic Fieldwork Coordinator will also monitor active placements by communicating with the site during the student experience, usually around the midterm point of the 12-week placement. The fieldwork site may provide the student with a set of objectives that have been reviewed and approved by TUN, or the facility may choose to utilize the fieldwork objectives as outlined in the fieldwork syllabus ([APPENDIX O](#)). The Facility Fieldwork Educator must deem that the student has achieved entry-level competencies in order to successfully complete the placement.

Required Learning Activities and Performance Evaluations

Course related assignments associated with the Level II fieldwork experiences are outlined in the course syllabi. Failure to submit these materials in a timely manner will result in a grade of incomplete until the necessary materials are received and may also result in a performance plan and/or a suspended fieldwork experience or course failure.

Introductions

The student must contact their facility fieldwork educator by phone to confirm placement details provided on the student letter of notification. The student should also discuss and provide a copy of personal learning objectives for experience (required personal objective in collaboration with facility fieldwork educator).

AOTA Fieldwork Performance Evaluation of the Occupational Therapy Student

The AOTA Fieldwork Performance Evaluation of the Occupational Therapy Student ([APPENDIX P](#)) is the facility fieldwork educator’s evaluation of the student. This form is deployed through the Exxat system. This form should be completed by the facility fieldwork educator and shared orally and in writing between the student and the facility fieldwork educator. Both midterm and final assessment values are maintained on this form. The student and fieldwork educator will review the forms together and electronically sign off in Exxat. The Fieldwork Course Director will review the documents, which will remain in the student’s record in Exxat.

Note: Level II fieldwork evaluation forms are deployed to Fieldwork Educators through Exxat. The student should inform their fieldwork educator that Exxat will deploy evaluations in an email from [Touro University Nevada-OT noreply@exxat.com](mailto:Touro_University_Nevada-OT_noreply@exxat.com) approximately one week prior to the midterm and final placement dates. Students are encouraged to maintain a copy of all fieldwork evaluation forms in their personal file.

Student Evaluations of the Level II Fieldwork Experience/Site and Educator

The student's evaluations of their Level II fieldwork site experience and fieldwork educator must be completed on Exxat. They should be completed and shared orally and in writing with their fieldwork educator prior to the completion date. This is the student's opportunity to provide constructive feedback on their fieldwork experience. We recommend students share their feelings in a professional and assertive manner. The site will not be aware of opportunities for improvement if students are unwilling to share their views openly. If assistance on how to present difficult feedback to the fieldwork educator is needed, please contact the Academic Fieldwork Coordinator.

Weekly Review Form

A record of weekly meetings between the student and the facility fieldwork educator must be submitted on Exxat each week. It is the student's responsibility to schedule and work with their fieldwork educator to ensure that these weekly check-ins occur and are documented in Exxat. ([APPENDIX Q](#)).

Time Entry

The student must log their fieldwork daily time entries in Exxat. At the end of each week, the student must submit their timesheet to their fieldwork educator via Exxat for review and approval. It is the student's responsibility to follow up with their fieldwork educators to ensure timesheets are approved. Students cannot pass fieldwork without evidence of twelve weeks of approved timesheets.

Diagnoses and Interventions

Diagnoses and interventions should be recorded on a weekly basis in Exxat.

Thank You Note

The fieldwork student must present a personalized thank you note to their fieldwork educator upon completion of their Level II experience. Students must submit a copy of this note or card on Canvas as part of fieldwork course requirements. This note must be handwritten; electronic cards and e-mails are not acceptable.

Completion of Fieldwork Paperwork

The student must submit all required evaluations, assignments, paperwork, and time sheets to the Fieldwork Course Director by 11:59 pm on the last day of your fieldwork placement. The AOTA Fieldwork Performance Evaluation must be completed via Exxat and submitted by the end of the student's last day of fieldwork and all electronic signatures must be present or the forms will be considered incomplete.

Students are strongly encouraged to maintain copies of all forms in their personal files. Students may receive a grade of incomplete if all paperwork is not received prior to the end of the semester.

Level II Fieldwork Grading

Level II fieldwork performance is measured by a standardized form sanctioned by the American Occupational Therapy Association and the grade is calculated from ratings given by the facility fieldwork educator at the fieldwork site.

Level II fieldwork is graded on a pass/no pass system. Factors include:

- Score of 111 or greater on the final Fieldwork Educator Evaluation of Student
- Facility fieldwork educator recommendation based on student evaluation
- Successful completion of assigned learning activities
- Successful completion of required hours
- Academic Fieldwork Coordinator recommendation based on student evaluation

The final determination of the student's Level II Fieldwork pass/no pass grade is the responsibility of the Academic Fieldwork Coordinator based on the information above as well as discussion with the student. If the recommendation of the Academic Fieldwork Coordinator is "no pass the Student Progression Committee will convene to review the student's academic and fieldwork progress for a recommendation of continuation in the program with requirements to support a successful retake of the fieldwork course or a recommendation of dismissal from the program.

Level II Fieldwork Course Completion

Completion of the initial Level II fieldwork placement (OTDV 660) indicates that the student has exhibited consistent work behaviors required of the facility within the parameters of occupational therapy practice. Completion of the second Level II fieldwork placement (662) indicates that the student has met the requirements set forth by ACOTE and can initiate clinical practice once licensed.

Completion of OTDV 660 and OTDV 662 require that all 12 weeks are completed at the site. No partial credit of hours will be granted in the event a student elects to leave or is removed from the clinical site.

NOTE: Only one fieldwork assignment, either a Level I or a Level II, may be repeated. A student who fails the second attempt at either OTDV 660 or OTDV 662 will not be allowed to graduate per academic policy of the School of Occupational Therapy.

Should a student fall out of sequence with their cohort group, placements will be made in a timely manner. The student should understand that securing an alternate Level II Fieldwork placement may result in a delay of several weeks.

Students who matriculated into the curriculum as scheduled will be given initial priority for fieldwork placements; students that are out of sequence due to a leave of absence are eligible for secondary placement due to their circumstances. All attempts will be made to ensure that students in sequence

are placed into OTDV 660 and OTDV 662. All fieldwork experiences must be completed within the time frame parameters set forth by the registrar and cannot cross over a semester.

Situations which may result in a delay of Level II fieldwork and ultimately graduation include a student experiencing injury or illness, a student pregnancy beyond seven months, and a student not securing necessary ADA documentation for the accommodation of a disability

If there is identified concern regarding professional behaviors and/or performance, in accordance with the fieldwork performance evaluation and fieldwork learning objectives, the student may be placed on a learning contract for the remainder of the fieldwork rotation. Failure to meet the objectives outlined in the Learning Contract may result in a failure of the fieldwork experience. ([APPENDIX R](#))

FINANCIAL AID

Touro University Nevada participates in various types of financial aid programs to assist students with funding their education-related expenses. All students attending TUN are strongly encouraged to complete the financial aid process, regardless if they plan to request federal aid or not. By completing the financial aid, process students are in a position to be prepared for unexpected emergencies, to be considered for non-federal financial aid funding from internal and external sources, including scholarships opportunities that become available to TUN students throughout the academic year, and to participate in various work-study opportunities that may complement their academic studies and career goals.

Application Process

Students who wish to apply for financial aid will need to complete the *Free Application for Federal Aid (FAFSA)* and the *TUN Graduate Financial Aid Application* by the specified due date to provide the Office of Financial Aid enough time to review their application and to determine financial aid eligibility before classes begin. In some situations, students may be required to supply additional information as required by federal regulations when determining financial aid eligibility. Students should respond to all inquiries within two weeks of notification. Students must re-apply for financial aid prior to each academic year for which they will be enrolled at TUN and need financial assistance.

Information regarding the types of financial aid available to TUN students and information on how aid is awarded can be found on the Office of Financial Aid website at:

<https://tun.touro.edu/admissions--aid/financial-aid/>

Types of Financial Aid

Students can fund their education in various ways and often utilize multiple resources. Financial aid programs include, but are not limited to, the following:

Federal Direct Unsubsidized Stafford Loans

Federal Graduate PLUS Loans

Federal Work Study

Veteran Benefits

Scholarships

Private/Alternative Loans

Information regarding the types of financial aid available to TUN students and the awarding policies (Policies and/or Procedures) is located on the Office of Financial Aid website at <https://tun.touro.edu/admissions--aid/financial-aid/>.

Satisfactory Academic Progress for Financial Aid Eligibility

Federal regulations require Touro University Nevada to establish standards of academic progress for students who are the recipients of federal student aid. TUN has established specific guidelines for satisfactory academic progress for students enrolled in the various TUN programs of study. All students who receive federal financial aid must meet federal and institutional standards of satisfactory academic progress in order to retain eligibility to receive federal financial aid.

The standards of satisfactory academic progress measure a student's performance in three areas:

1. Cumulative grade point average
2. Completion rate based on total credit hours compared to total credit hours attempted
3. Maximum time frame for program completion

Academic progress is reviewed annually following the posting of spring grades. Students who fail to maintain satisfactory academic progress at the conclusion of the academic year will be placed on suspension, with the option to submit an appeal (see Appeal of Unsatisfactory Academic Progress below). A student's failure to maintain established academic standards of their respective program may result in the cancellation of financial aid eligibility.

This satisfactory academic progress policy applies to all semesters of enrollment at TUN, regardless of whether financial aid is awarded.

Students are required to be aware of the Satisfactory Academic Progress standards required to be eligible for federal financial aid and to continue eligibility for federal financial aid. Students should also be aware that most private/alternative loans require the same Satisfactory Academic Progress standards to be eligible for their respective loan products.

A complete description of the Satisfactory Academic Progress standards and requirements are described in the University Catalog. Students may also visit the Office of Financial Aid for more information regarding Satisfactory Academic Progress for the purposes of determining and maintaining financial aid eligibility.

Withdrawals – Return of Title IV Federal Financial Aid Funds

Students who withdraw from the University while using federal funds may be required to repay a portion of the financial aid advanced to them for tuition, fees, and other education-related expenses, such as living expenses. Federal law requires the amount of student assistance a student has earned up to the point of withdrawal be calculated using the Federal Return of Title IV Federal Financial aid calculation. The calculation determines the amount of aid a student was eligible to receive for the time in which they were attending classes. Repayment of federal aid is calculated and executed with strict adherence to federal guidelines. In some instances, a student may owe funds back to TUN and/or the federal programs from which the student received financial assistance. Students who are on a temporary leave of absence are subject to the Return of Title IV Financial Aid Funds process.

If a student withdraws from all of their courses during the 100 percent refund period, as designated by TUN policy, all financial aid must be returned. If a student receives financial aid and subsequently withdraws from some of their courses later in the semester during a 100 percent refund period and are enrolled in less than half-time enrollment (less than six credits), the student is not eligible for the financial aid funds they have previously received and all financial aid will be required to be returned.

For additional information about financial aid, please visit the Office of Financial Aid website at <https://tun.touro.edu/admissions--aid/financial-aid/>.

GRIEVANCES

There may be an occasion when a student has a grievance against a faculty member, the School of Occupational Therapy, or the administration of TUN. These grievances must be addressed.

Grievances against Faculty Member(s)

When a student has a grievance against a faculty member, the student is encouraged to communicate directly with the specific faculty member. Should this prove to be unsuccessful or the student does not feel comfortable in doing so, the student should present the grievance to their faculty advisor. The faculty advisor will then confer with the faculty member and Program Director. A final decision on the resolution of the grievance will be made by the Program Director. Should the student not be satisfied with the decision the next level is an appeal to the Dean of the College of Health and Human Services.

Grievance against the School of Occupational Therapy

If a student has a grievance against the School of Occupational Therapy or the Program Director, the student is to confer directly with the Program Director. Should this prove to be unsuccessful or the student does not feel comfortable in doing so, the student should present the grievance to the Dean of the College of Health and Human Services.

Grievance against TUN Administration

Should a student have a grievance against the administration (Bursar, Registrar, Financial Aid and Admissions), the student should discuss the problem with the individual administration member. The

student should also notify the Program Director to help facilitate communication to the appropriate administrative level.

The student is encouraged to resolve the problem at the most direct level. The appeal of a decision is always to the next level. Should the grievance be elevated beyond TUN, an appeal would be made to the Senior Provost/CEO of Touro University Western Division.

HAZING

No organization or individual(s) may engage in any form of hazing of any student enrolled at Touro University Nevada. Students engaged in such activities are subject to removal from the activity and subject to disciplinary action.

HEALTH INSURANCE

TUN is concerned for the health and welfare of its students; students are required to have medical insurance throughout their educational program. Students must follow the policies regarding Health Insurance at TUN. For more information about SHIP or for questions regarding opting out, please contact the Office of the Bursar at 702-777-3170 or bursar@tun.touro.edu.

HIPAA TRAINING

Students will receive HIPAA training in OTDV 508 – Introduction to Fieldwork. Students must receive a passing grade on an examination of this material as a requirement for clinical placement. Documentation of this training is provided to the fieldwork sites.

IDENTIFICATION BADGES

All faculty, staff, and students have issued photo-identification (ID) badges. This badge must be displayed in a manner that is readily visible while the person is on campus. If the badge is not available the person must contact the Department of Technology for assignment of a new badge.

All guests of the University must sign-in at the front desk reception area and receive a temporary visitor badge.

IMMUNIZATIONS AND HEALTH RECORDS

Students must adhere to the requirements set forth in the TUN University Catalog for required immunizations as they meet the current recommendations of the Advisory Committee on Immunization Practices of the Federal Centers for Disease Control and Prevention (FCDC). Information provided by students at matriculation (e.g., immunization records, emergency medical form, medical history and physical information) is collected and retained by TUN Student Health Services. These items must be

submitted to that office before the student can matriculate into the program, failure to submit the above items may prevent the student from beginning the program. Proof of immunization must be provided to the Director of Student Health Services and also maintained by the student throughout their program. It is the student's personal responsibility to be aware of all requirements and must maintain a copy of all documents submitted to Student Health Services. Students must meet all the requirements listed below:

Titers:

- Measles (Rubeola) – (Quantitative)
- Mumps (Quantitative)
- Rubella (Quantitative)
- Varicella (Quantitative)
- Hepatitis B Surface Antibody (Quantitative)
- Hepatitis B Surface Antigen (Quantitative)
- Quantiferon Gold Serum Test for Tuberculosis (Within one year prior to matriculation)

Immunizations

- Polio Series (minimum of three doses)
- Td or Tdap (Td or Tdap is good for 10 years then must be renewed).
- Full Covid Vaccination or Approved Exemption (2 doses Pfizer or Moderna or 1 does Janssen)

The recommendation has been made that students should not receive immunizations until they have completed their PPD (Tuberculosis Screening). Immunizations and PPD may be given together. However, immunizations cannot be given before the PPD as live virus vaccines can result in false positive PPD results.

Failure to meet these requirements in a timely manner will result in the student **not being allowed to progress in the occupational therapy curriculum**. Students will not be allowed to enter the fieldwork phase of their coursework without evidence of the above immunization requirements. Proof of immunizations, TB skin testing, and any X-rays or counseling is kept on file for all students at in the Student Health Director's office at TUN. The student must have a copy of the immunization records, including notation of TB testing, **in their possession** during Level I and II fieldwork experiences and may be asked for a copy during the clinical rotation. This information can also be accessed through the student portal on Exxat at any time. It is not the responsibility of Touro University Nevada to provide this information to the fieldwork sites.

The Director of Student Health Services shall update the Academic Fieldwork Coordinator and/or Program Director on changes in FCDC recommendations and such recommendations will be implemented by the program as soon as practicable.

MALPRACTICE/PROFESSIONAL LIABILITY INSURANCE

All students enrolled in the School of Occupational Therapy and TUN faculty participating in approved fieldwork and field experience activities in the United States are covered by the professional liability insurance of TUN. Copies of the insurance binder can be obtained from the Academic Fieldwork Coordinator or Program Director if required. Students and faculty participating in occupational therapy activities not part of the instructional program are not covered under the TUN professional liability and should secure private liability coverage.

Personal malpractice insurance may be obtained through Mercer Consumer Group Personal and Professional Insurance Program.

Mercer Consumer
12421 Meredith Drive
Urbandale, IA 50398
800-503-9230

MEMBERSHIPS

AOTA Membership

All students are required to hold an active student membership status with American Occupational Therapy Association (AOTA). This membership allows specific access to tools and resources necessary to complete assignments and/or specific learning activities within the curriculum. The following guideline for supplementing costs for student membership will be used.

Year One: 75% of student membership cost will be paid for by the department
Year Two: 50% of student membership cost will be paid for by the department
Year Three: 25% of student membership cost will be paid for by the department

NOTA Membership

All students are encouraged to hold an active student membership status with **Nevada Occupational Therapy Association (NOTA)**. This membership allows specific access to tools and resources necessary to complete assignments and/or specific learning activities within the curriculum. The following guideline for supplementing costs for student membership will be used.

Year One: 50% of student membership cost will be paid for by the department
Years Two and Three: 100% of student membership cost must be paid by the student

PARKING

Students, faculty, and staff are required to obtain a parking pass for all on-campus parking. Students are to follow the policies set forth by TUN regarding parking.

PROGRAM AND COURSE EVALUATIONS

The School of Occupational Therapy supports a continuous self-evaluation process. Input is considered from a variety of sources and stakeholders in order to offer the educational program and community service of high quality and value to our consumer groups. It is the expectation of multiple accreditation agencies that a process is in place to gather information in order to critically assess the effectiveness of the instructor and the course presentation.

Course and faculty evaluations will be completed by each student upon completion of each course throughout the curriculum. The results of the evaluations will be made available to the Program Director and course faculty member(s) after grades are submitted. Confidentiality of the evaluation data will be maintained through the process. The information obtained from the evaluations will be considered for the potential course and curriculum improvements and accreditation purposes. It is the goal of course and faculty evaluations that students would provide feedback that could enhance the course.

The School of Occupational Therapy is required by ACOTE to complete a report on activities for the previous calendar year. This report includes enrollment, retention, graduation, fieldwork education, faculty qualifications, curricular changes, and budgetary information. The Program Director is responsible for compiling the information and submitting to ACOTE.

PUBLICATIONS

Yearbooks and other sanctioned student publications may be published only under the auspices of the University.

RECOMMENDATIONS OR REFERENCE LETTERS

Faculty may be requested in writing (letter or email) by a student to write a letter of reference or recommendation for scholarship programs, honors, or employment. Students should provide as much detail about the intended purpose or recipient of the letter in order to assist faculty in completing the request. No actual grade point or letter grade indications will be made within the correspondence. The faculty has the right to keep the contents of such letters confidential and not disclose the contents to the student or provide the student with a copy. Faculty members have the option to decline to write a letter of reference or recommendation.

REPRESENTATION

Student Representation

Student representation is provided on appropriate College/University committees. Any full-time student in good academic standing (i.e., not on any form of probation) is qualified to seek appointment or election to serve in a representative capacity on these College/University committees. Interested students must apply by the posted deadlines to the SGA for consideration. Students who have committee assignments and are placed on academic probation will be required to resign their position, and another student will be elected to serve on the committee.

Official Representation

TUN students may officially represent the University and/or its Colleges or any institutional committees on any local, state or national student-oriented organization only if approved in advance by TUN. The student must be in good academic standing in order to serve as an official representative of TUN.

SCHOOL SCHEDULE

The occupational therapy entry-level degree programs are designed so that students will attend courses on campus on weekdays between 8:00 am and 5:00 pm; however, periodically field trips could be scheduled in the later afternoon or during evening hours. Additionally, on rare occasions, classes may be scheduled during the late afternoon and evening timeframes to meet the needs of adjunct faculty schedules. Students will be notified of changes to the traditional schedule in advance. There are also field experiences scheduled for evening and weekend hours to provide the occupational therapy student with additional experiences that cannot be completed on campus.

Lab class sections are determined by faculty to achieve a balance between the two class groupings to ensure alternative perspectives and opportunity to work collaboratively with different students. Lab section placements will be posted minimally four weeks before the semester begins to allow students to

SMOKING

Touro University Nevada is a smoke-free campus. Smoking is not permitted inside any campus building or parking areas.

STUDENT COUNSELING

Students may contact the Dean of Students to discuss options for counseling for short-term emotional and behavioral health issues and to arrange for services. All aspects of mental health care are strictly confidential. Two full-time psychologists are available on campus for students.

STUDENT EMPLOYMENT

The School of Occupational Therapy curriculum is rigorous and requires the presence of the student at all classes and fieldwork placements. Academic pursuit toward the degree should be foremost in the student's mind. Many hours are committed to class attendance, group projects, and self-study. While many students engage in Work Study opportunities on campus, the program encourages students to seek employment opportunities based on individual circumstances, good time management, and/or ability to prioritize academic demands. Additionally, the program does not recognize employment as an acceptable excuse for lack of attendance or course failure.

In order to avoid practices which might conflict with the professional and educational objectives of the School of Occupational Therapy and to avoid practices in which students are substituted for regular staff, the following shall be in effect in regard to service work.

- Students may not be hired as employees for any private or public practice, clinic, or institution to perform occupational therapy services during any time they are enrolled in the School of Occupational Therapy under the sponsorship of that specific practice, clinic or institution.
- Students may not take the responsibility or place of qualified occupational therapy personnel.
- Students may volunteer for charitable, humanitarian or community service organizations when such services are assigned or approved within the program. Such volunteer work must not interfere with, or be conducted, at the same time as scheduled classroom or fieldwork instruction.

STUDENT ORGANIZATIONS AND ACTIVITIES

Student Government Association (SGA)

SGA for each College is the official voice for the students. The organizations are open to all students in the University and welcome proposals and participation from the entire body. The responsibilities of SGA include collecting and expressing student opinion, dispensing funds for student activities, acting as a liaison for the student body, promoting professional education, supporting class activities, and working to improve the quality of life for all students at TUN.

Recognition of Student Organizations

To ensure that organizations seeking recognition meet the high standards of TUN and its student population, the appropriate SGA for each College shall have the power to recognize all student organizations.

Student:

1. The students and faculty advisor seeking group recognition must complete a petition for recognition.
2. The petition must include the organization's name and goals, proposed charter, the name of a faculty advisor, and list of charter members.
3. A complete copy of a proposed charter or constitution and by-laws must be attached to the recognition petition.

Student Government Association:

1. The SGA will review the petition.
2. The SGA has the authority to approve, approve for a one-year probationary period, or disapprove the organization.
3. A majority vote of those SGA members voting shall determine the status of the applicant group. The appeal of the SGA decision may be made to the Dean of Students.
4. The SGA has the right to annually review the status of any organization. The SGA may require every approved organization to submit an annual report.
5. The SGA will have the discretion to hear objections related to the recognized organization.
6. The SGA shall ensure that no action shall be taken concerning the student organization's status unless the organization in question has an opportunity to hear the charges made against it and present its side of the issue.
7. The SGA shall ensure that a group submitting an unapproved application may resubmit its application at any time after having satisfied the objections of the SGA.

Dean of Students:

1. Review the petition for a new University organization to ensure proper documentation.
2. Recommends approval or denial.
3. Forwards the recommendation to the appropriate Program Director.

Renewal of Recognition

The SGA conducts an annual review of all approved student organizations to determine whether the organizations are indeed providing activities and services that are consistent with their charter enabling them to accomplish their organization's goals. Based on the results of its annual review, the SGA, by a vote of its members, makes a recommendation to the Dean of Students regarding the renewal of an organization's approved status. Following administrative review, a recommendation is submitted to the appropriate College Dean/Program Director.

Student Organization Stationery Usage Policy

To use the stationery bearing the University logo, seal or facsimile thereof in any correspondence, a student organization must have approved or probationary status and have received approval from the Dean of Students.

Extra-Curricular Activities

Students or student organizations wishing to host events involving academic activities, i.e., speakers, mini-courses, drug fairs or non-credit courses, must have the approval of the Dean of Students and if applicable, their club advisor. Written requests to approve the sponsored extracurricular activities by a student or student organization should be submitted to the Dean of Students. Request forms are available in the Department of Student Affairs.

On-Campus Student Events

All student groups (organizations, classes, etc.) seeking to have an on-campus student event must consult the Director of Student Involvement who will advise the student organizer of the necessary steps to follow in scheduling the event.

Mandatory on-campus events for all students include Pi Theta Epsilon's Evening with a Scholar.

Alcohol Policy for Student Events

The University will not authorize the use of general student fees or other funds collected and administered by a University office or agency for the purchase, supply or serving of any alcoholic beverage. See the "Alcohol Policy for Student Events" in the University Catalog to request permission to plan an event in which alcohol will be served. This policy does not apply to approved functions that are directly sponsored and organized by the University.

UNIVERSAL PRECAUTIONS

It is the policy of the program that prior to beginning fieldwork placements, all occupational therapy students are required to review specific guidelines on universal precautions and prevention and control of blood-borne pathogens as mandated by OSHA. The Academic Fieldwork Coordinator will schedule mandatory instruction on OSHA guidelines and requirements prior to student's assignment to their fieldwork sites. All students must pass a written exam on precautionary measures pertaining to blood-borne pathogens prior to the start of fieldwork assignments. The student is responsible for following OSHA Guidelines for universal precautions at the fieldwork site to include proper handwashing techniques, use of gloves, care of sharp objects, use of eyewear, protective clothing, and other precautionary measures as appropriate- student knowledge of, and compliance with, these guidelines will be a competency which must be met prior to placement in fieldwork assignments.

Students will receive training regarding blood-borne pathogens and infectious disease control in OTDV 508 – Introduction to Fieldwork. Students must receive a passing grade on an examination of this material as a requirement for clinical placement. Documentation of this training is provided to the fieldwork sites.

VERIFICATION OF ENROLLMENT

Verification of enrollment or graduation by letter or form may only be requested of the Touro University Nevada Registrar. The Registrar must complete all documents requiring the Seal of the University.



Technical Standards for Admission and Continued Enrollment

Every applicant who seeks admission to the School of Occupational Therapy or is a continuing student is expected to possess those intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and achieve the levels of competence required by the faculty. Once enrolled in the program each occupational therapy student must be able to quickly and accurately integrate all information received, maintain a safe environment for self and others, perform as a member of a team, maintain confidentiality according to professional and institutional standards, and demonstrate the ability to learn, integrate, analyze, and synthesize information and data.

The School of Occupational Therapy will make every effort to provide reasonable accommodations for students with physical challenges based upon evaluation by a recognized practitioner in the area of disability. However, in doing so, the program must maintain the integrity of its curriculum and preserve those elements deemed essential to the acquisition of knowledge and demonstration of technical and decision-making skills required for the practice of occupational therapy. Students entering the program with, or acquiring deficits of these standards while enrolled, will be evaluated by a team of faculty to determine if accommodation is feasible. Accommodations to meet technical requirements will be at the student's expense.

The School of Occupational Therapy, in consideration of the technical requirements of the practice of occupational therapy, requires that each student must meet the following elements:

Observation: Occupational therapy students must have sufficient vision to be able to observe demonstrations, experiments, and laboratory exercises. They must be able to observe a patient accurately at distances and for close details. Students must have sufficient visual skills to scan the area for environmental safety factors.

Communication: Occupational therapy students must be able to write, speak, hear, and observe in order to elicit information, examine, educate, and provide interventions, describe changes in mood, activity, and posture, and perceive non-verbal communication. Communication includes not only speech but also reading and writing. Students must be able to communicate effectively and efficiently in oral and written formats.

Motor Function and Strength: Occupational therapy students must have sufficient motor function and strength to execute movements reasonably required to provide interventions with patients/clients in a therapeutically effective and safe manner. Examples of interventions reasonably required for the occupational therapy student include cardiopulmonary resuscitation, lifting and transferring of clients/patients, provision of balance stability and guarding of falls during transfers and functional activities; administration of manual therapy techniques, setting up and moving equipment. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of proprioceptive, vestibular, and tactile senses.

Sensory: Occupational therapy students require enhanced sensory skills in coordination, proprioception, vestibular, tactile, and hearing senses in order to complete the examination, evaluation, and application of interventions to clients/patients in a therapeutically effective and safe manner. Occupational therapy students must be able to palpate both superficially and deeply for tasks such as discrimination of tactile sensations and facilitation of body movements. Hearing skills must be sufficient to discriminate sounds in the environment for safety, communication with people, and utilize the therapeutic equipment.

Mobility: Occupational therapy students must exhibit mobility in body movements and locomotion required to provide interventions to clients/patients and participate in emergency care if needed. Examples of mobility include: crawling, rolling, standing, walking, sitting

Vision: Occupational therapy students must possess sufficient vision to perform physical assessments of clients/patients, utilize required therapeutic equipment, and read documents such as medical records, textbooks, and computer screens. Visual integration must be consistent for the student to assess asymmetry, range of motion, and tissue color and texture changes, and monitor clients/patients during activity. It is essential for the student to have adequate visual capabilities for the integration of evaluation techniques and treatment of the client/patient

Intellectual, Conceptual, Integrative, and Quantitative Abilities: Occupational therapy students must be able to demonstrate ability in measurement, calculating, reasoning, comparison and contrasts, application, critical analysis, synthesis, judgment, and problem-solving. Students must integrate a variety of material with increasing complexity presented throughout the curriculum including presentations, class discussions, client/patient interviews and evaluations, and readings from textbooks, journals, and medical records. Students must be able to identify and respond accurately to factual information as well as subtle cues of mood, temperament, and gestures provided by others. The ability to comprehend three-dimensional relationships and understanding spatial relationships of structures is important. Students must be able to assess threats to safety and apply research methods to practice.

Behavioral and Social Abilities: Occupational therapy students must have appropriate social skills for forming and maintaining of mature and culturally sensitive relationships with a variety of people including faculty, peers, fieldwork educators, clients/patients and their families/significant others. Students must possess the emotional/psychological health required for full utilization of their intellectual abilities, exercise good judgment, prioritize and complete responsibilities in a timely manner. Students must be able to tolerate physically and mentally taxing workloads, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in professional education and the fieldwork environments while treating clients/patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are personal qualities assessed during the admissions and occupational therapy educational processes. Students must possess the ability to and work effectively as a group/team member.

Participation in Skills Laboratories: Occupational therapy students must be active participants in all laboratory sessions. Students are required to participate as patients, therapist, and observers with a variety of people representing different physical attributes, gender, age, abilities and disabilities, religious beliefs, sexual orientation, and ethnic backgrounds to simulate the diversity expected in the practice setting.

Health: Exposure to Hepatitis B and other contagious diseases is possible in the fieldwork experiences; immunizations are required as indicated in the Touro University Nevada Catalog and School of Occupational Therapy Student Handbook; students with pre-existing conditions which may impair their functioning ability are strongly advised to wear an appropriate medical alert bracelet and notify faculty and fieldwork educators.

Students with concerns about their ability to meet these technical standards should discuss them first with their academic faculty advisor. If a student requires accommodation of or exemption from educational activities the Director of the School of Occupational Therapy must be notified in writing. Students requiring an exemption from any of the activities included in these technical standards on a temporary basis of greater than 90 days may be requested to resign from the occupational therapy program.

Technical Standards Certification

Touro University Nevada is committed to ensuring that otherwise qualified students with disabilities fully and equally enjoy the benefits of a professional education. Touro University Nevada will make reasonable accommodations necessary to enable a student with a disability who is otherwise qualified to successfully complete the degree requirements for a Doctorate degree in Occupational Therapy. However, Touro University Nevada insists that all students meet the minimum essential requirements to safely, efficiently, and effectively practice as a professional occupational therapy student.

I, _____ hereby certify that I have read Touro University Nevada School of Occupational Therapy Technical Standards and that I can meet all requirements listed therein, either without accommodation or with reasonable accommodation from the university.

Signature: _____

Print Name: _____

Date: _____

APPENDIX B Curriculum Grid

**TUN SCHOOL OF OCCUPATIONAL THERAPY
ENTRY-LEVEL DOCTORAL DEGREE PROGRAM
CURRICULUM GRID**

OCCUPATIONAL THERAPY ENTRY-LEVEL DOCTORATE PROGRAM TOTAL: 106 CREDITS

Course #	Course Title	Credits
Semester 1		16
OTDV 500	Fundamentals and Foundations of Occupational Therapy (4 lecture)	4
OTDV 504	Research I: Introduction to Quantitative and Qualitative Research (1 lecture/1 lab)	2
OTDV 506	Clinical Reasoning about Occupation (1 lecture/1 lab)	2
OTDV 508	Introduction to Fieldwork and Capstone (4 lecture)	4
OTDV 514	Human Structure and Occupation (3 lecture/1 lab)	4
Semester 2		13
OTDV 526	Occupations of Children and Adolescents (4 lecture)	4
OTDV 526A	Level I Fieldwork for Children and Adolescents (1 fieldwork)	1
OTDV 520	Occupation Skills Lab – Children and Adolescents (1 lecture/1 lab)	2
OTDV 525	Occupational Analysis and Evaluation I (1 lab)	1
OTDV 528	Brain, Behavior, and Occupation (3 lecture)	3
OTDV 528A	Occupational Performance for Neurological Conditions (1 lecture)	1
OTDV 713	Capstone Seminar (1 lecture)	1
IPEV 701	Interprofessional Competencies	0

	Semester 3	11
OTDV 630	Occupations of Adults (4 lecture)	4
OTDV 630A	Level I Fieldwork for the Adults and Older Adults (1 fieldwork)	1
OTDV 637	Occupation Skills Lab - Adults (1 lecture/1 lab)	2
OTDV 645	Occupational Analysis and Evaluation II (1 lecture/1 lab)	2
OTDV 527	Psychosocial Approach to Occupation (1 lab)	1
OTDV523	Research II: Application for the Research Process (1 lab)	1
	Semester 4	14
OTDV 651	Occupations of the Older Adult (4 lecture)	4
OTDV 651A	Level I Fieldwork – Specialty Populations and Practice (1 fieldwork)	1
OTDV 640	Occupation Skills Lab – Older Adults (1 lecture/1 lab)	2
OTDV 636	Special Topics: Emerging Practice (3 lecture)	3
OTDV 643	Research III: Systematic Reviews of the Literature in Occupational Therapy (3 lecture)	3
IPEV 702	Inter-professional Competencies II	0
	Semester 5	9
OTDV 660	Fieldwork IIA (6 fieldwork)	6
OTDV 644	Preparation for Professional Practice (2 lecture)	2
OTDV 711	Program Development I for Occupational Therapy (1 lecture)	1

	Semester 6	9
OTDV 662	Fieldwork IIB (6 fieldwork)	6
OTDV 657	Integration of Learning in Occupational Therapy (3 lecture)	3
	Semester 7	12
OTDV 701	Advanced Theoretical Applications in Occupational Therapy (3 lecture)	3
OTDV 652	Management in Occupational Therapy (2 lecture/1 lab)	3
OTDV 703	Program Development II for Occupational Therapy (3 lecture)	3
OTDV 705	Teaching and Learning in Occupational Therapy (3 lecture)	3
	Semester 8	12
OTDV 704	Advanced Leadership in Occupational Therapy (3 lecture)	3
OTDV 706	Capstone I (3 lecture)	3
OTDV 707	Health and Wellness Influences on Occupational Therapy Practice (3 lecture)	3
OTDV 708	Social Justice and Culture Aspects Related to Occupational Therapy Practice (3 lecture)	3
	Semester 9	11
OTDV 709	Doctoral Capstone Experience (8 fieldwork)	8
OTDV 710	Capstone II (3 credits)	3

IPEV 701 & 702 Interprofessional courses are required for degree conferral
 OTDV 712 and OTDV 714 Electives offered in the summer term (4th or 7th semester)

Independent study is available throughout the curriculum

OTDV 681 Independent Study: Special Problems (1-3)

OTDV 682 Independent Field Study (1-6)

2023 – 2024 ACADEMIC YEAR CALENDAR

I. Orientation

Event	Date(s)
Summer Orientation	06/26/2023 to 06/30/2023
DO Orientation	07/24/2023 to 07/28/2023

II. Academic Program Start and End Dates

COLLEGE OF OSTEOPATHIC MEDICINE

Osteopathic Medicine, DO 2024 and DO 2025 students

FALL START	FALL END	SPRING START	SPRING END
06/01/2023	11/30/2023	12/1/2023	05/31/2024

Osteopathic Medicine, DO 2026 and DO 2027 students

FALL START	FALL END	SPRING START	SPRING END
7/31/2023	12/22/2023	01/02/2024	05/24/2024

Medical Health Sciences – all students

FALL START	FALL END	SPRING START	SPRING END
07/05/2023	11/22/2023	01/02/2024	05/24/2024

Calendar is subject to change when it is determined to be in the best interest of the University to do so.

01/03/2023

COLLEGE OF HEALTH AND HUMAN SERVICES

Physician Assistant Studies

	SUMMER START	SUMMER END	FALL START	FALL END	SPRING START	SPRING END
PA 2023	07/03/2023	10/31/2023	N/A	N/A	N/A	N/A
PA 2024	07/05/2023	10/20/2023	11/01/2023	02/29/2024	03/01/2024	06/28/2024
PA 2025	07/05/2023	10/20/2023	10/30/2023	02/23/2024	02/26/2024	06/21/2024

School of Physical Therapy

School of Nursing – DNP, MSN, and Post-MSN

School of Occupational Therapy

School of Education: Degree-seeking programs

SUMMER START	SUMMER END	FALL START	FALL END	SPRING START	SPRING END
07/05/2023	10/20/2023	10/30/2023	02/23/2024	02/26/2024	06/21/2024

School of Education: Advanced Studies Certificates and Non-degree programs

School of Nursing: RN-BSN students

SUMMER START-SESSION 1	SUMMER END-SESSION 1	SUMMER START-SESSION 2	SUMMER END-SESSION 2
07/05/2023	08/25/2023	08/28/2023	10/20/2023
FALL START-SESSION 1	FALL END-SESSION 1	FALL START-SESSION 2	FALL END-SESSION 2
10/30/2023	12/22/2023	01/02/2024	02/23/2024
SPRING START-SESSION 1	SPRING END-SESSION 1	SPRING START-SESSION 2	SPRING END-SESSION 2
02/26/2024	04/22/2024	05/01/2024	06/21/2024

Calendar is subject to change when it is determined to be in the best interest of the University to do so.

01/03/2023

III. Holidays, Holydays, Breaks, & Closures

HOLIDAY/HOLYDAY	DATE	START TIME	CLOSURE TYPE	PROXICARD ACCESS
Independence Day	Tuesday, July 4, 2023	All Day	1	YES
Tisha B'Av	Thursday, July 27, 2023	All Day	2	YES
Labor Day	Monday, September 4, 2023	All Day	1	YES
Rosh Hashanah	Friday, September 15, 2023	12:00pm*	3	NO
Rosh Hashanah	Saturday, September 16, 2023	All Day	3	NO
Rosh Hashanah	Sunday, September 17, 2023	All Day	3	NO
Yom Kippur	Sunday, September 24, 2023	12:00pm	3	NO
Yom Kippur	Monday, September 25, 2023	All Day	3	NO
Sukkot	Friday, September 29, 2023	12:00pm	1	YES
Sukkot	Saturday, September 30, 2023	All Day	1	YES
Sukkot	Sunday, October 1, 2023	All Day	1	YES
Sukkot	Friday, October 6, 2023	12:00pm*	1	YES
Sukkot	Saturday, October 7, 2023	All Day	1	YES
Sukkot	Sunday, October 8, 2023	All Day	1	YES
Thanksgiving	Thursday, November 23, 2023	All Day	1	YES
Thanksgiving	Friday, November 24, 2023	All Day	1	YES
Winter Break	Saturday, Dec. 23, 2023, to Monday, Jan. 1, 2024	All Day	1 & 2	YES
New Year's Day	Monday, January 1, 2024	All Day	1	YES
Martin Luther King Day	Monday, January 15, 2024	All Day	1	YES
President's Day	Monday, February 19, 2024	All Day	1	YES
Fast of Esther	Thursday, March 21, 2024	5:00pm*	1 & 2	YES
Purim	Sunday, March 24, 2024	All Day	1	YES
Spring Break	Monday, April 22, 2024, to Tuesday, April 30, 2024	All Day	1 & 2	YES
Passover	Monday, April 22, 2024	12:00pm	1	YES
Passover	Tuesday, April 23, 2024	All Day	1	YES
Passover	Wednesday, April 24, 2024	All Day	1	YES
Passover	Sunday, April 28, 2024	2:00pm	1	YES
Passover	Monday, April 29, 2024	All Day	1	YES
Passover	Tuesday, April 30, 2024	All Day	1	YES
Memorial Day	Monday, May 27, 2024	All Day	1	YES
Shavuot	Tuesday, June 11, 2024	All Day*	1 & 2	YES
Shavuot	Wednesday, June 12, 2024	All Day	1	YES
Shavuot	Thursday, June 13, 2024	All Day	1	YES

*September 15, 2023 – Classes offered until 12:00pm; Administrative offices open until 2:00pm

*October 6, 2023 – Classes offered until 12:00pm; Administrative offices open until 2:00pm

*March 21, 2024 – No classes offered starting at 5:00pm

*June 11, 2024 – No classes offered all day; Administrative offices open until 12:00pm

Normal proxicard access is from 6:00am – 12:00am

CLOSURE TYPE LEGEND

TYPE	DEFINITION
1	No classes. Administrative offices closed.
2	No classes. Administrative offices open.
3	Building closed. No classes. Administrative offices closed.

Calendar is subject to change when it is determined to be in the best interest of the University to do so.

01/03/2023

IV. No Exam Dates

NO EXAMS ADMINISTERED ON THESE DATES. CLASSES WILL STILL BE HELD AT REGULARLY SCHEDULED TIMES.	REASON
Friday, July 28, 2023	Day After Tisha B'Av
Monday, September 18, 2023	Fast of Gedalia
Monday, October 9, 2023	Day after Simchat Torah
Monday, March 25, 2024	Day After Purim
Friday, June 14, 2024	Day after Shavuot

PREFERABLY NO EXAMS ARE ADMINISTERED.	REASON
Thursday, July 6, 2023	Fast of Tamuz
Friday, September 15, 2023	Rosh Hashana Eve
Sunday, September 24, 2023	Yom Kippur Eve
Friday, October 6, 2023	Hoshana Rabba

Calendar is subject to change when it is determined to be in the best interest of the University to do so.

01/03/2023

Touro University Nevada Petition for Final Grade Appeal

Student Name: Student ID:

Primary Phone: Alternate Phone:

Active Address:

Email address

COURSE INFORMATION

Semester/Year: Course Prefix: Course Number:

Course Title:

I have read the grade appeal policies and procedures and understand that it is MY responsibility to insure that all steps and deadlines are met and all materials supporting my Petition are submitted including a statement of rationale addressing one or more of the criteria necessary for the formal grade appeal process.

Student Signature

Date

The Grade Appeal Committee will not conduct a reevaluation of a student's work and will not change the grade of an individual assignment. It shall be the responsibility of the student to prove that the grade is incorrect or unjustified.

Only grade appeals based on one or more of the following criteria will be considered for appeal:

1. A discrepancy exists between the syllabus and what or how the grade was actually calculated;
2. The course grade was assigned on a basis other than performance in the class;
3. A perception of bias exists (The instructor used standards that were different from those allowed for other students in the same class)

Please attach a letter with a rationale explaining why and how you believe your appeal meets one or more of the three criteria.

In addition to the letter, please attach copies of:

1. A written, typed description of what occurred during the information resolution process;
2. Copies of disputed course work that are in your possession;
3. A copy of the course syllabus.

First level grade appeal: Appeal to the Course Instructor and/or Lead Instructor

Student must notify the Course Instructor in writing within two business days of final course grade posting that he/she would like to appeal the grade. The Course Instructor will notify the Student in writing within two business days of when the appeal was received regarding the decision and rationale of the appeal. Attach all written documentation (including emails) between Student and Course Instructor regarding the scheduling and resolution of the meeting.

<input type="checkbox"/> Original Grade Upheld	<input type="checkbox"/> Original Grade Changed
Course Instructor Signature:	Date:

*Two business days is defined as not including weekends or university holidays

Second level grade appeal: Appeal to Program Director/Department Chair

Should the Student wish to continue the Grade Appeal Process, the next step is an appeal to the Program Director/Department Chair in writing within two business days of receiving the Course Instructor's decision. A formal meeting is not required. Attach all documentation between the Student and Director/Department Chair. The Director/Department Chair will notify the student in writing with a decision and rationale within two business days.

<input type="checkbox"/> Original Grade Upheld	<input type="checkbox"/> Original Grade Changed
Director/Department Chair Signature:	Date:

Third level grade appeal: Appeal to the Grade Appeal Committee

The form and supporting documentation must be received by the college dean within three business days following the school and/or course director's decision. The college dean will forward the form and documentation to the Grade Appeal Committee, and the dean will notify the school/course director that the student has appealed the grade and will request documentation from the faculty and school/department to support the decisions made. The decision of the Grade Appeal Committee will be communicated to all parties involved within fourteen calendar days of when the form was received from the student. Every attempt should be made to reach a decision as quickly as possible. The decision of the Grade Appeal Committee is final.

Grade Appeal Committee Chair's signature:	Date:
<input type="checkbox"/> Packet submitted to dean	Date:

DEAN'S OFFICE USE ONLY

Date Received in Dean's Office: <input type="text"/>	Received By: <input type="text"/>
<input type="checkbox"/> Student given one copy for records	
<input type="checkbox"/> Registrar notified	Date: <input type="text"/>

APPENDIX E

Excused Absence Form

Request for Excused Absence

Please submit completed form to the Director of the School

Today's Date: _____

Student's Name: _____ Program: _____

Phone #: () _____ E-Mail: _____

Date(s) of Absence: _____

Reason for Absence:

Faculty: _____ Approve _____ Disapprove _____

Signature _____ Date _____ Course _____

Faculty: _____ Approve _____ Disapprove _____

Signature _____ Date _____ Course _____

Faculty: _____ Approve _____ Disapprove _____

Signature _____ Date _____ Course _____

Faculty: _____ Approve _____ Disapprove _____

Signature _____ Date _____ Course _____

Plans for missed assignments or field experience:

Please attach additional page if needed

For Office Use Only

Program Director: _____ Date _____

APPENDIX F

Student Advisement Documentation Form

**TOURO UNIVERSITY NEVADA
SCHOOL OF OCCUPATIONAL THERAPY
STUDENT ADVISEMENT DOCUMENTATION FORM**

STUDENT NAME: _____ **COHORT:** _____

ADVISOR NAME: _____ **SEMESTER/ DATE:** _____

REASON FOR MEETING:

- MIDTERM EARLY CONCERN FOLLOW UP PERSONAL/ NON-ACADEMIC
 ACADEMIC CONCERN PROFESSIONAL BEHAVIOR

DOCUMENTATION OF MEETING:

STUDENT REPORT:

GPA/ GRADES/ ACADEMIC STANDING:

PROFESSIONAL BEHAVIORS:

ACTIONS TAKEN:

RECOMMENDATIONS:

PLAN:

SIGNATURES:

ADVISOR

STUDENT

DATE

DATE

APPENDIX G

Professional Behaviors Checklist

**Touro University Nevada
School of Occupational Therapy
PROFESSIONAL BEHAVIOR EVALUATION**

Student: _____ Semester: _____

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

Rating Scale for Performance:

No Concern (NC)

Performance is consistent, skilled, and self-initiated. Demonstration of attributes is developmentally appropriate for where the student is in the program.

Potential Concern (PC)

Performance needs further development and/or requires assistance and direction. Advisor should meet with student to provide support and understanding related to how student may develop professional behaviors in noted area

Concern (C)

Performance requires substantial development and/or requires much assistance and direction. Learning contract should be implemented between advisor and student to assist the student in understanding and strengthening ability to a competent level of professional behavior.

PROFESSIONAL BEHAVIOR	RATING	COMMENTS / EXAMPLES
Respects faculty and classmates by arriving punctually to class and other academic events		
Promptly notifies faculty and concerned parties if circumstances prevent attendance and assume initiative to make up missed assignments		
Productive management of time/assignments		
Recognizes and productively utilizes knowledge of own strengths and weaknesses		
Demonstrates the ability to problem solve by logically evaluating evidence		
Demonstrates the ability to be flexible with unexpected situations		
Asks appropriate questions when in doubt		
Takes initiative to direct own learning/competence (i.e. exhausting all resources including textbooks, journal articles, and librarian before seeking faculty assistance)		

Communicates professionally and effectively in written classroom assignments and written correspondence		
Communicates professionally and effectively in clinical writing (documentation, fieldwork assignments)		
Communicates effectively (verbal & nonverbal) with peers, faculty, fieldwork educators, and other health professionals		
Demonstrates confidence and self-assurance		
Demonstrates the ability to work collaboratively with faculty, fieldwork educators, other healthcare professionals, peers and peer groups		
Contributes fair share to group assignments/tasks		
Acts according to profession's values, principles, and beliefs		
Deals maturely with personal emotion (i.e. emotional regulation)		
Assumes responsibility for own actions		
Demonstrates the ability to give and receive constructive feedback		
Projects professional image; including clothing, hygiene, appearance, and demeanor		
Demonstrates an overall ability to be a cooperative and contributing member of the cohort and profession		

Additional Comments:

Adapted from the Eastern Kentucky University Department of Occupational Therapy Professional Behavior Evaluation

APPENDIX H

Capstone (Doctoral) Experiential Student Evaluation

Doctoral Experiential Component: Student Evaluation

Score Legend:

- (4) Exceeds Standards
- (3) Meets Standards
- (2) Needs Improvement
- (1) Unsatisfactory

Professional Behaviors:	Score	Comments
Collaborates with supervisor(s) to maximize the learning experience.		Midterm:
		Final:
Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.		Midterm:
		Final:
Demonstrates consistent work behaviors including initiative, preparedness, dependability and worksite maintenance.		Midterm:
		Final:
Demonstrates effective time management.		Midterm:
		Final:
Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact and empathy.		Midterm:
		Final:
Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socio-economic, spiritual and lifestyle choices.		Midterm:
		Final:
Engagement at community partner site; active participation while on site, investment in individuals and program outcomes; seeks improvement in performance		Midterm:
		Final:

Individualized Learning Objectives	Score	Comments
		Midterm:
		Final:
		Midterm:
		Final:
		Midterm:
		Final:

		Final:
		Midterm: Final:

Adapted from the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student

 Doctoral Student

 Faculty Mentor

 Community Partner

AOTA 2020 Occupational Therapy Code of Ethics

Preamble

The *2020 Occupational Therapy Code of Ethics* (the Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the occupational therapy profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in practice, research, education, and policy. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients of service in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be persons, groups, families, organizations, communities, or populations (AOTA, 2020).

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It sets forth Core Values and outlines Standards of Conduct the public can expect from those in the profession. The Code applies to all occupational therapy personnel¹ in all areas of occupational therapy and should be shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

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

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote

compliance with these Principles and is a manifestation of moral character and mindful reflection. Adherence to the Code is a commitment to benefit others, to the virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analyzing the complex dynamics of situations, applying moral theories and weighing alternatives, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel are expected to abide by the Principles and Standards of Conduct within this Code.

The process for addressing ethics violations by AOTA members (and associate members,² where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2019).

¹The term *occupational therapy personnel* in this document includes occupational therapist and occupational therapy assistant practitioners and professionals (e.g., direct service, consultation, administration); educators; students in occupational therapy and occupational therapy assistant professional programs; researchers; entrepreneurs; business owners; and those in elected, appointed, or other professional volunteer service.

²For a definition of associate members, please see the AOTA website: <https://www.aota.org/AboutAOTA/Membership/Types-and-Fees.aspx>

Although many state regulatory boards incorporate the Code or similar language regarding ethical behavior into regulations, the Code is meant to be a freestanding document that guides ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist with resolving conflicts and ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees, organizational ethics officers or consultants, and the AOTA Ethics Commission. For a full list of AOTA ethics resources, please refer to the AOTA website at <https://www.aota.org/Practice/Ethics.aspx>.

Appendix A describes the revision process for the 2020 Code. Appendix B summarizes the history of the *AOTA Occupational Therapy Code of Ethics*.

Core Values

The occupational therapy profession is grounded in seven longstanding Core Values: Altruism, Equality, Freedom, Justice, Dignity, Truth, and Prudence (AOTA, 1993). The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. These Core Values should be considered when determining the most ethical course of action (adapted from *Core Values and Attitudes of Occupational Therapy Practice*; AOTA, 1993):

1. *Altruism* indicates demonstration of unselfish concern for the welfare of others. Occupational therapy personnel reflect this concept in actions and attitudes of commitment, caring, dedication, responsiveness, and understanding.
2. *Equality* indicates that all persons have fundamental human rights and the right to the same opportunities. Occupational therapy personnel demonstrate this value by maintaining an attitude of fairness and impartiality and treating all persons in a way that is free of bias. Personnel should recognize their own biases and respect all persons, keeping in mind that others may have values, beliefs, or lifestyles that differ from their own. Equality applies to the professional arena as well as to recipients of occupational therapy services.
3. *Freedom* indicates valuing each person's right to exercise autonomy and demonstrate independence, initiative, and self-direction. A person's occupations play a major role in their development of self-direction, initiative, interdependence, and ability to adapt and relate to the world. Occupational therapy personnel affirm the autonomy of each individual to pursue goals that have personal and social meaning. Occupational therapy personnel value the service recipient's right and desire to guide interventions.
4. *Justice* indicates that occupational therapy personnel provide occupational therapy services for all persons in need of these services and maintain a goal-directed and objective relationship with recipients of service. Justice places value on upholding moral and legal principles and on having knowledge of and respect for the legal rights of recipients of service. Occupational therapy personnel must understand and abide by local, state, and federal laws governing professional practice. Justice is the pursuit of a state in which diverse communities are inclusive and are organized and structured so that all members can function, flourish, and live a satisfactory life regardless of age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in *social justice*: addressing unjust inequities that limit opportunities for participation in society (Ashe, 2016; Braveman & Bass-Haugen, 2009). They also exhibit attitudes and actions consistent with *occupational justice*: full inclusion in everyday meaningful occupations for persons, groups, or populations (Scott et al., 2017).
5. *Dignity* indicates the importance of valuing, promoting, and preserving the inherent worth and uniqueness of each person. This value includes respecting the person's social and cultural heritage and life experiences. Exhibiting attitudes and actions of dignity requires

- occupational therapy personnel to act in ways consistent with cultural sensitivity, humility, and agility.
6. *Truth* indicates that occupational therapy personnel in all situations should be faithful to facts and reality. Truthfulness, or veracity, is demonstrated by being accountable, honest, forthright, accurate, and authentic in attitudes and actions. Occupational therapy personnel have an obligation to be truthful with themselves, recipients of service, colleagues, and society. Truth includes maintaining and upgrading professional competence and being truthful in oral, written, and electronic communications.
 7. *Prudence* indicates the ability to govern and discipline oneself through the use of reason. To be prudent is to value judiciousness, discretion, vigilance, moderation, care, and circumspection in the management of one's own affairs and to temper extremes, make judgments, and respond on the basis of intelligent reflection and rational thought. Prudence must be exercised in clinical and ethical reasoning, interactions with colleagues, and volunteer roles.

Principles

The Principles guide ethical decision making and inspire occupational therapy personnel to act in accordance with the highest ideals. These Principles are not hierarchically organized. At times, conflicts between competing principles must be considered in order to make ethical decisions. These Principles may need to be carefully balanced and weighed according to professional values, individual and cultural beliefs, and organizational policies.

Principle 1. Beneficence

Occupational therapy personnel shall demonstrate a concern for the well-being and safety of persons.

The Principle of *Beneficence* includes all forms of action intended to benefit other persons. The term *beneficence* has historically indicated acts of mercy, kindness, and charity (Beauchamp & Childress, 2019). Beneficence requires taking action to benefit others—in other words, to promote good, to prevent harm, and to

remove harm (Doherty & Purtilo, 2016). Examples of Beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, offering services that benefit persons with disabilities, and acting to protect and remove persons from dangerous situations (Beauchamp & Childress, 2019).

Principle 2. Nonmaleficence

Occupational therapy personnel shall refrain from actions that cause harm.

The Principle of *Nonmaleficence* indicates that occupational therapy personnel must refrain from causing harm, injury, or wrongdoing to recipients of service. Whereas Beneficence requires taking action to incur benefit, Nonmaleficence requires avoiding actions that cause harm (Beauchamp & Childress, 2019). The Principle of Nonmaleficence also includes an obligation not to impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle is often examined in the context of *due care*, which requires that the benefits of care outweigh and justify the risks undertaken to achieve the goals of care (Beauchamp & Childress, 2019). For example, an occupational therapy intervention might require the service recipient to invest a great deal of time and perhaps even discomfort; however, the time and discomfort are justified by potential long-term, evidence-based benefits of the treatment.

Principle 3. Autonomy

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

The Principle of *Autonomy* expresses the concept that occupational therapy personnel have a duty to treat the client or service recipient according to their desires, within the bounds of accepted standards of care, and to protect their confidential information. Often, respect for Autonomy is referred to as the *self-determination principle*. Respecting the Autonomy of service recipients acknowledges their agency,

including their right to their own views and opinions and their right to make choices in regard to their own care and based on their own values and beliefs (Beauchamp & Childress, 2019). For example, persons have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, their Autonomy should be respected through the involvement of an authorized agent or surrogate decision maker.

Principle 4. Justice

Occupational therapy personnel shall promote equity, inclusion, and objectivity in the provision of occupational therapy services.

The Principle of *Justice* relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2019). Occupational therapy personnel demonstrate attitudes and actions of respect, inclusion, and impartiality toward persons, groups, and populations with whom they interact, regardless of age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes. Occupational therapy personnel also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent observance of policies to generate unbiased decisions. For example, occupational therapy personnel work to create and uphold a society in which all persons have equitable opportunity for full inclusion in meaningful occupational engagement as an essential component of their lives.

Principle 5. Veracity

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

The Principle of *Veracity* refers to comprehensive, accurate, and objective transmission of information and

includes fostering understanding of such information. Veracity is based on the virtues of truthfulness, candor, honesty, and respect owed to others (Beauchamp & Childress, 2019). In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. For example, when entering into a therapeutic or research relationship, the service recipient or research participant has a right to accurate information. In addition, transmission of information must include means to ensure that the recipient or participant understands the information provided.

Principle 6. Fidelity

Occupational therapy personnel shall treat clients (persons, groups, or populations), colleagues, and other professionals with respect, fairness, discretion, and integrity.

The Principle of *Fidelity* refers to the duty one has to keep a commitment once it is made (Veatch et al., 2015). This commitment refers to promises made between a provider and a client, as well as maintenance of respectful collegial and organizational relationships (Doherty & Purtilo, 2016). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. For example, occupational therapy personnel should consistently balance their duties to service recipients, students, research participants, and other professionals, as well as to organizations that may influence decision making and professional practice.

Standards of Conduct

The AOTA Ethics Commission, under the *Enforcement Procedures for the AOTA Occupational Therapy Code of Ethics* (AOTA, 2019), enforces the Standards of Conduct listed in Table 1.

Table 1. Standards of Conduct for Occupational Therapy Personnel

Section	Standards of Conduct
<p>1. Professional Integrity, Responsibility, and Accountability: Occupational therapy personnel maintain awareness and comply with AOTA policies and Official Documents, current laws and regulations that are relevant to the profession of occupational therapy, and employer policies and procedures.</p>	<p>1A. Comply with current federal and state laws, state scope of practice guidelines, and AOTA policies and Official Documents that apply to the profession of occupational therapy. (Principle: Justice; key words: policy, procedures, rules, law, roles, scope of practice)</p> <p>1B. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization's official and authorized positions. (Principle: Fidelity; key words: policy, procedures, rules, law, roles, scope of practice)</p> <p>1C. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents. (Principle: Justice; key words: policy, procedures, rules, law, roles, scope of practice)</p> <p>1D. Ensure transparency when participating in a business arrangement as owner, stockholder, partner, or employee. (Principle: Justice; key words: policy, procedures, rules, law, roles, scope of practice)</p> <p>1E. Respect the practices, competencies, roles, and responsibilities of one's own and other professions to promote a collaborative environment reflective of interprofessional teams. (Principle: Fidelity; key words: policy, procedures, rules, law, roles, scope of practice, collaboration, service delivery)</p> <p>1F. Do not engage in illegal actions, whether directly or indirectly harming stakeholders in occupational therapy practice. (Principle: Justice; key words: illegal, unethical practice)</p> <p>1G. Do not engage in actions that reduce the public's trust in occupational therapy. (Principle: Fidelity; key words: illegal, unethical practice)</p> <p>1H. Report potential or known unethical or illegal actions in practice, education, or research to appropriate authorities. (Principle: Justice; key words: illegal, unethical practice)</p> <p>1I. Report impaired practice to the appropriate authorities. (Principle: Nonmaleficence; key words: illegal, unethical practice)</p> <p>1J. Do not exploit human, financial, or material resources of employers for personal gain. (Principle: Fidelity; key words: exploitation, employee)</p> <p>1K. Do not exploit any relationship established as an occupational therapy practitioner, educator, or researcher to further one's own physical, emotional, financial, political, or business interests. (Principle: Nonmaleficence; key words: exploitation, academic, research)</p> <p>1L. Do not engage in conflicts of interest or conflicts of commitment in employment, volunteer roles, or research. (Principle: Fidelity; key words: conflict of interest)</p> <p>1M. Do not use one's position (e.g., employee, consultant, volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations. (Principle: Fidelity; key words: conflict of interest)</p> <p>1N. Do not barter for services when there is the potential for exploitation and conflict of interest. (Principle: Nonmaleficence; key words: conflict of interest)</p> <p>1O. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including informed consent and disclosure of potential risks and benefits. (Principle: Beneficence; key words: research)</p>
<p>2. Therapeutic Relationships: Occupational therapy personnel develop therapeutic relationships to promote occupational well-being in all persons, groups, organizations, and society,</p>	<p>2A. Respect and honor the expressed wishes of recipients of service. (Principle: Autonomy; key words: relationships, clients, service recipients)</p> <p>2B. Do not inflict harm or injury to recipients of occupational therapy services, students, research participants, or employees. (Principle: Nonmaleficence; key words: relationships, clients, service recipients, students, research, employer, employee)</p>

(Continued)

Table 1. Standards of Conduct for Occupational Therapy Personnel (cont'd)

Section	Standards of Conduct
<p>regardless of age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes.</p>	<p>2C. Do not threaten, manipulate, coerce, or deceive clients to promote compliance with occupational therapy recommendations. (Principle: Autonomy; key words: relationships, clients, service recipients)</p> <p>2D. Do not engage in sexual activity with a recipient of service, including the client's family or significant other, while a professional relationship exists. (Principle: Nonmaleficence; key words: relationships, clients, service recipients, sex)</p> <p>2E. Do not accept gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts. (Principle: Justice; key words: relationships, gifts, employer)</p> <p>2F. Establish a collaborative relationship with recipients of service and relevant stakeholders to promote shared decision making. (Principle: Autonomy; key words: relationships, clients, service recipients, collaboration)</p> <p>2G. Do not abandon the service recipient, and attempt to facilitate appropriate transitions when unable to provide services for any reason. (Principle: Nonmaleficence; key words: relationships, client, service recipients, abandonment)</p> <p>2H. Adhere to organizational policies when requesting an exemption from service to an individual or group because of self-identified conflict with personal, cultural, or religious values. (Principle: Fidelity; key words: relationships, client, service recipients, conflict, cultural, religious, values)</p> <p>2I. Do not engage in dual relationships or situations in which an occupational therapy professional or student is unable to maintain clear professional boundaries or objectivity. (Principle: Nonmaleficence; key words: relationships, clients, service recipients, colleagues, professional boundaries, objectivity, social media)</p> <p>2J. Proactively address workplace conflict that affects or can potentially affect professional relationships and the provision of services. (Principle: Fidelity; key words: relationships, conflict, clients, service recipients, colleagues)</p> <p>2K. Do not engage in any undue influences that may impair practice or compromise the ability to safely and competently provide occupational therapy services, education, or research. (Principle: Nonmaleficence; key words: relationships, colleagues, impair, safety, competence, client, service recipients, education, research)</p> <p>2L. Recognize and take appropriate action to remedy occupational therapy personnel's personal problems and limitations that might cause harm to recipients of service. (Principle: Nonmaleficence; key words: relationships, clients, service recipients, personal, safety)</p> <p>2M. Do not engage in actions or inactions that jeopardize the safety or well-being of others or team effectiveness. (Principle: Fidelity; key words: relationships, clients, service recipients, colleagues, safety, law, unethical, impaired, competence)</p>
<p>3. Documentation, Reimbursement, and Financial Matters: Occupational therapy personnel maintain complete, accurate, and timely records of all client encounters.</p>	<p>3A. Bill and collect fees justly and legally in a manner that is fair, reasonable, and commensurate with services delivered. (Principle: Justice; key words: billing, fees)</p> <p>3B. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations. (Principle: Justice; key words: documentation, reimbursement, law)</p> <p>3C. Record and report in an accurate and timely manner and in accordance with applicable regulations all information related to professional or academic documentation and activities. (Principle: Veracity; key words: documentation, timely, accurate, law, fraud)</p> <p>3D. Do not follow arbitrary directives that compromise the rights or well-being of others, including unrealistic productivity expectations, fabrication, falsification, plagiarism of documentation, or inaccurate coding. (Principle: Nonmaleficence; key words: productivity, documentation, coding, fraud)</p>

(Continued)

Table 1. Standards of Conduct for Occupational Therapy Personnel (*cont'd*)

Section	Standards of Conduct
<p>4. Service Delivery: Occupational therapy personnel strive to deliver quality services that are occupation based, client centered, safe, interactive, culturally sensitive, evidence based, and consistent with occupational therapy's values and philosophies.</p>	<p>4A. Respond to requests for occupational therapy services (e.g., referrals) in a timely manner as determined by law, regulation, or policy. (Principle: Justice; key words: occupational therapy process, referral, law)</p> <p>4B. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs. (Principle: Beneficence; key words: occupational therapy process, evaluation, intervention)</p> <p>4C. Use, to the extent possible, evaluation, planning, intervention techniques, assessments, and therapeutic equipment that are evidence based, current, and within the recognized scope of occupational therapy practice. (Principle: Beneficence; key words: occupational therapy process, evaluation, intervention, evidence, scope of practice)</p> <p>4D. Obtain informed consent (written, verbal, electronic, or implied) after disclosing appropriate information and answering any questions posed by the recipient of service, qualified family member or caregiver, or research participant to ensure voluntary participation. (Principle: Autonomy; key words: occupational therapy process, informed consent)</p> <p>4E. Fully disclose the benefits, risks, and potential outcomes of any intervention; the occupational therapy personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention. (Principle: Autonomy; key words: occupational therapy process, intervention, communication, disclose, informed consent)</p> <p>4F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties. (Principle: Veracity; key words: occupational therapy process, intervention, communication, disclose, informed consent, contracts)</p> <p>4G. Respect the client's right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes. (Principle: Autonomy; key words: occupational therapy process, refusal, intervention, service recipients)</p> <p>4H. Provide occupational therapy services, including education and training, that are within each practitioner's level of competence and scope of practice. (Principle: Beneficence; key words: occupational therapy process, services, competence, scope of practice)</p> <p>4I. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised. (Principle: Beneficence; key words: occupational therapy process, reevaluation, reassess, intervention)</p> <p>4J. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial. (Principle: Beneficence; key words: occupational therapy process, termination, collaboration)</p> <p>4K. Refer to other providers when indicated by the needs of the client. (Principle: Beneficence; key words: occupational therapy process, referral, service recipients)</p> <p>4L. Provide information and resources to address barriers to access for persons in need of occupational therapy services. (Principle: Justice; key words: beneficence, advocate, access)</p> <p>4M. Report systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy. (Principle: Justice; key words: discrimination, unfair, access, social justice)</p> <p>4N. Provide professional services within the scope of occupational therapy practice during community-wide public health emergencies as directed by federal, state, and local agencies. (Principle: Beneficence; key words: disasters, emergency)</p>

(Continued)

Table 1. Standards of Conduct for Occupational Therapy Personnel (cont'd)

Section	Standards of Conduct
<p>5. Professional Competence, Education, Supervision, and Training: Occupational therapy personnel maintain credentials, degrees, licenses, and other certifications to demonstrate their commitment to develop and maintain competent, evidence-based practice.</p>	<p>5A. Hold requisite credentials for the occupational therapy services one provides in academic, research, physical, or virtual work settings. (Principle: Justice; key words: credentials, competence)</p> <p>5B. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication. (Principle: Veracity; key words: credentials, competence)</p> <p>5C. Take steps (e.g., professional development, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice. (Principle: Beneficence; key words: credentials, competence)</p> <p>5D. Maintain competence by ongoing participation in professional development relevant to one's practice area. (Principle: Beneficence; key words: credentials, competence)</p> <p>5E. Take action to resolve incompetent, disruptive, unethical, illegal, or impaired practice in self or others. (Principle: Fidelity; key words: competence, law)</p> <p>5F. Ensure that all duties delegated to other occupational therapy personnel are congruent with their credentials, qualifications, experience, competencies, and scope of practice with respect to service delivery, supervision, fieldwork education, and research. (Principle: Beneficence; key words: supervisor, fieldwork, supervision, student)</p> <p>5G. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines. (Principle: Justice; key words: supervisor, fieldwork, supervision, student)</p> <p>5H. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance. (Principle: Veracity; key words: supervisor, supervision, fieldwork, performance)</p> <p>5I. Do not participate in any action resulting in unauthorized access to educational content or exams, screening and assessment tools, websites, and other copyrighted information, including but not limited to plagiarism, violation of copyright laws, and illegal sharing of resources in any form. (Principle: Justice; key words: plagiarize, student, copyright, cheating)</p> <p>5J. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution. (Principle: Veracity; key words: education, student)</p>
<p>6. Communication: Whether in written, verbal, electronic, or virtual communication, occupational therapy personnel uphold the highest standards of confidentiality, informed consent, autonomy, accuracy, timeliness, and record management.</p>	<p>6A. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act). (Principle: Autonomy; key words: law, autonomy, confidentiality, communication, justice)</p> <p>6B. Maintain privacy and truthfulness in delivery of occupational therapy services, whether in person or virtually. (Principle: Veracity; key words: telecommunication, telehealth, confidentiality, autonomy)</p> <p>6C. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws. (Principle: Fidelity; key words: communication, confidentiality, autonomy)</p> <p>6D. Demonstrate responsible conduct, respect, and discretion when engaging in digital media and social networking, including but not limited to refraining from posting protected health or other identifying information. (Principle: Autonomy; key words: communication, confidentiality, autonomy, social media)</p> <p>6E. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, health literacy, or culture) with the recipient of</p>

(Continued)

Table 1. Standards of Conduct for Occupational Therapy Personnel (*cont'd*)

Section	Standards of Conduct
	<p>service (or responsible party), student, or research participant. (Principle: Autonomy; key words: communication, barriers)</p> <p>6F. Do not use or participate in any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims. (Principle: Veracity; key words: fraud, communication)</p> <p>6G. Identify and fully disclose to all appropriate persons any errors or adverse events that compromise the safety of service recipients. (Principle: Veracity; key words: truthfulness, communication, safety, clients, service recipients)</p> <p>6H. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public. (Principle: Veracity; key words: truthfulness, communication)</p> <p>6I. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize). (Principle: Veracity; key words: truthfulness, communication, plagiarism, students)</p> <p>6J. Do not engage in verbal, physical, emotional, or sexual harassment of any individual or group. (Principle: Fidelity; key words: inappropriate communication, harassment, digital media, social media, social networking, professional civility)</p> <p>6K. Do not engage in communication that is discriminatory, derogatory, biased, intimidating, insensitive, or disrespectful or that unduly discourages others from participating in professional dialogue. (Principle: Fidelity; key words: inappropriate communication, professionalism, professional civility)</p> <p>6L. Engage in collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients. (Principle: Fidelity; key words: communication, collaboration, interprofessional, professional civility, service recipients)</p>
<p>7. Professional Civility: Occupational therapy personnel conduct themselves in a civil manner during all discourse. <i>Civility</i> "entails honoring one's personal values, while simultaneously listening to disparate points of view" (Kaslow & Watson, 2016, para. 1). These values include cultural sensitivity and humility.</p>	<p>7A. Treat all stakeholders professionally and equitably through constructive engagement and dialogue that is inclusive, collaborative, and respectful of diversity of thought. (Principle: Justice; key words: civility, diversity, inclusivity, equitability, respect)</p> <p>7B. Demonstrate courtesy, civility, value, and respect to persons, groups, organizations, and populations when engaging in personal, professional, or electronic communications, including all forms of social media or networking, especially when that discourse involves disagreement of opinion, disparate points of view, or differing values. (Principle: Fidelity; key words: values, respect, opinion, points of view, social media, civility)</p> <p>7C. Demonstrate a level of cultural humility, sensitivity, and agility within professional practice that promotes inclusivity and does not result in harmful actions or inactions with persons, groups, organizations, and populations from diverse backgrounds including age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes. (Principle: Fidelity; key words: civility, cultural competence, diversity, cultural humility, cultural sensitivity)</p> <p>7D. Do not engage in actions that are uncivil, intimidating, or bullying or that contribute to violence. (Principle: Fidelity; key words: civility, intimidation, hate, violence, bullying)</p> <p>7E. Conduct professional and personal communication with colleagues, including electronic communication and social media and networking, in a manner that is free from personal attacks, threats, and attempts to defame character and credibility directed toward an individual, group, organization, or population without basis or through manipulation of information. (Principle: Fidelity; key words: civility, culture, communication, social media, social networking, respect)</p>

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Adopted by the Representative Assembly, November 2020

Note. This revision replaces the 2015 document *Occupational Therapy Code of Ethics (2015)*, previously published and copyrighted in 2015 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy*, 69, 6913410030. <https://doi.org/10.5014/ajot.2015.696S03>

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Appendix A. 2020 Revision Process for the AOTA 2020 Occupational Therapy Code of Ethics

In Fall 2019, the Ethics Commission (EC) of the American Occupational Therapy Association (AOTA) began the process of reviewing the *Occupational Therapy Code of Ethics* (the Code) as part of the AOTA Representative Assembly's 5-year review cycle. Although ethical principles are timeless, the issues to which they apply and the manner of application are constantly evolving, as are the health care and community environments in which occupational therapy personnel apply them. Therefore, the Code must change to remain applicable to the environments in which occupational therapy personnel work. The following paragraphs outline the changes made to the 2015 Code.

From August to November 2019, EC members reviewed codes of ethics from several health care professions and found that the organization of codes of ethics documents and online platforms had evolved. These professions had organized their codes not by bioethical principles, but by their relationship to areas of practice and professionalism. Moreover, the professions had organized their online platforms for greater interactive agility. The EC decided that a major revision of the Code's organization was in order, although the majority of the content would remain unchanged.

EC members divided into work groups to reorganize the Code by dividing the 2015 Code into the following parts: Preamble, Core Values, Principles, Standards of Conduct, and Appendixes.

EC work group members reorganized the Standards of Conduct from the 2015 Code into behavioral categories. The work group reviewed and discussed the placement of the Standards until consensus was reached. The work group then presented the reorganization of the Standards to the full EC for discussion on February 25, 2020. The EC continued to review and reorganize the standards until June 9, 2020. The EC added a section on Professional Civility in response to a referred motion from the Representative Assembly. Once completed and reviewed on June 9, the EC sent the revised Code draft to content experts for further review and edits.

Content experts completed a survey for responding to changes in the Code using both Likert-type scale ratings and open-ended responses. The EC reviewed the feedback from the content experts on July 14, 2020, and incorporated revisions to create a draft of the Code for membership review.

In July and August 2020, the EC sent a survey to all AOTA members to garner feedback on the revised Code. Results of the survey indicated that among the 122 respondents to the survey, there was 80% or greater agreement that each part of the Code was both relevant and clear. EC members compiled qualitative feedback, carefully considered comments, and made edits to complete the final draft of the Code. The EC then submitted this final draft of the Code, and accompanying motion and rationale, to the Representative Assembly in September 2020. After online discussion, the Representative Assembly voted on November 4, 2020, to pass the motion to strike the *Occupational Therapy Code of Ethics (2015)* and replace it with the *AOTA 2020 Occupational Therapy Code of Ethics*.

Appendix B. History of the AOTA Occupational Therapy Code of Ethics

As society evolves, so must our understanding and implementation of ethical practices as occupational therapy personnel. The American Occupational Therapy Association (AOTA) *2020 Occupational Therapy Code of Ethics* (the Code) continues to be a critical tool in the AOTA Ethics Commission's quest to guide ethical conduct and elevate public trust in the profession. The Code must be a dynamic, living document that grows and develops to complement changes in occupational therapy delivery models, technology, and society.

The first official AOTA ethical code was established in 1975. Work to create this document, titled "Principles of Ethics," began in 1973. Carolyn Baum, Carlotta Welles, Larry Peak, Lou Arents, and Carole Hayes authored this document. At that time, many professional associations began creating codes of ethics in response to the ethical issues being raised by the Tuskegee Syphilis Study, in which researchers studied the effects of syphilis on African-American men who had not given informed consent and were told that they were being treated for the disease ([Centers for Disease Control and Prevention, 2016](#)). The outcry after the public became aware of this violation, even after standards had been put in place after World War II and the Nuremberg Code of 1947, led many professions to establish ethics rules.

In April 1977, the AOTA Representative Assembly approved the "Principles of Occupational Therapy Ethics," and AOTA distributed them in the *American Journal of Occupational Therapy* in November 1977. This first publicly circulated rendition of the Code of Ethics consisted of 12 principles, all starting with the words "Related to," such as "Related to the Recipient of Service."

The Code of Ethics underwent revisions in 1988, 1994, 2000, 2005, 2010, 2015, and 2020, with input from AOTA membership. The 1988 revision began to look like the modern Code, with headings called "Principles" and subheadings called "Standards." In 1994, the members of the AOTA Ethics Commission added a focus on bioethical principles rather than professional behaviors, as in the previous two editions. The Principles included in the 1994 Code were Beneficence; Autonomy, Privacy, and Confidentiality; Duty; Justice; and Fidelity and Veracity. The Principle of Non-maleficence was added in 2000, and Social Justice was added in 2010, then combined with the Principle of Justice in 2015.

There were 30 Standards of Conduct in 2000; this number increased to 38 in 2005 and to 77 in 2010, then decreased to 69 in 2015. These Standards, categorized under the various Principles, were expanded to promote ethical practice in a variety of areas, including the use of technology for telehealth, social media, Internet use, and health records. With the 2020 Code revision, the EC has grouped the revised 73 Standards of Conduct by behaviors rather than under the Principles, in order to return to the original concept of relating the Standards to desired professional behaviors, so that they are more easily accessible to the membership when using the Code. As charged by the Representative Assembly, the Ethics Commission added a section on Professional Civility in 2020.

The Representative Assembly mandates that the Code, as an official AOTA policy document, undergo review every 5 years. This continual review is especially important because some states use the AOTA Code as part of their licensure acts. In addition, some states require occupational therapy practitioners to obtain continuing education in ethics in order to maintain licensure. In updating the Code to meet the needs of members and society, the occupational therapy profession continues to reflect and lead change in health care.

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APPENDIX J Experiential Opportunities Release Form

EXPERIENTIAL OPPORTUNITIES RELEASE

(Completed in Exxat)

_____	_____	_____
Name of Student	Touro ID No.	Program
_____	_____	_____
Emergency Contact Name	Emergency Contact Phone	Emergency Contact Email

1. I would like to participate in in-person clinical rotations at placement sites and/or other practical experiences (“Experiential Opportunities”) to continue or complete my degree requirements.
2. I was given, and acknowledge that I have, other options for my Experiential Opportunities, including a delayed start and/or participation via remote electronic mediums, if available, (distance learning, e-conferences, live webinars, remote grand rounds, etc.) based on then current state, federal and accreditor standards and requirements.
3. After considering all of the options, I have decided to pursue Experiential Opportunities to satisfy my degree requirements.
4. I understand that my participation at all Experiential Opportunities may involve encounters with patients or other individuals who may be or have been exposed to, suffering and/or dying from COVID-19.
5. I will conduct myself safely as required to protect myself and others at all Experiential Opportunities I am attending, including maintaining good hygiene and wearing adequate Personal Protective Equipment (masks, gloves and other personal protective gear) at all times and as mandated by the rules of my then current Experiential Site.
6. However, I understand that the above precautions, even if followed, are no guarantee against sickness, injury or death, and I assume all risks in connection with my Experiential Opportunities.
7. I release Touro College, and each of its entities, respective officers, trustees, employees, contractors, volunteers, agents, anyone acting under its control or on its behalf, and each of their respective affiliates and related entities and successors and/or assigns from all liability in connection with my Experiential Opportunities. This release is unconditional and binds all of my successors.

Read, Acknowledged and Agreed:

Name of Student

Date:

Approved by Touro College Office Compliance Office and General Counsel – May 18, 2020

APPENDIX K Student Evaluation of Personal Readiness

Student Evaluation of Personal Readiness for Fieldwork in Occupational Therapy

Name: _____ Cohort: _____

Rating Scale:	
2	ACCEPTABLE LEVEL
1	THERE IS SOME CONCERN
0	UNACCEPTABLE LEVEL

Reflect upon your academic experiences and field related experiences:

Psychosocial Readiness	<i>Rating</i>
Is sincere, respectful and courteous of others	
Is a self-starter, self-motivated and initiates work independently	
Has a positive self-concept and personal presentation	
Is aware of own strengths and vulnerabilities	
Is able to give and receive feedback appropriately	
Assumes responsibilities with positive attitude	
Demonstrates good interpersonal/communication skills (cooperation, flexibility, tact, empathy, etc.)	

Cognitive Readiness	<i>Rating</i>
Is able to integrate knowledge and use of theory	
Demonstrates awareness of client needs (safety)	
Recognizes and upholds importance of confidentiality and ethical practice	
Demonstrates effective skills in documentation and professional writing	
Demonstrates skills in organization and time management	
Demonstrates ability to use research in support of evidence-based practice	
Recognizes principles of management used in provision of OT services	
Is able to creatively develop treatment plans which incorporate appropriate preparatory, purposeful and occupation based activities	
Demonstrates ability to select and interpret results of evaluation tools	
Understands and demonstrates use of ethical behavior in academic and practice settings	
Demonstrates ability to adjust/modify assessment procedures and interventions based on client's needs, behaviors, and culture	

Sensory-motor Readiness	Rating
Is able to apply ergonomic principles in positioning and transfers	
Demonstrates ability to administer evaluation tools	
Demonstrates competency in appropriate positioning and applying appropriate pressure when assessing joint ROM and strength/MMT	
Demonstrates competency with palpation skills and soft tissue evaluation and treatment	
Manipulates splinting materials and adaptive equipment at beginning level	

Administrative Readiness	Rating
Exxat profile is updated and completed (personal information, emergency contact, employment history, clinical education questionnaire, language proficiency)	
Upload required documents (CPR/BLS, HIPAA certificate, immunizations)	
Verify all expiration dates are regularly reviewed by student and new credentials/tests provided prior to date of expiration	

Comments:

APPENDIX L AOTA Level I Fieldwork Competency Evaluation for OT Students



LEVEL I FIELDWORK COMPETENCY EVALUATION FOR OT AND OTA STUDENTS

Introduction

The purpose of Level I fieldwork is to provide experiential opportunities for students to gain the performance competency and confidence for progressing successfully in the academic program, including successive Level I and Level II fieldwork.

The *Level I Fieldwork Competency Evaluation for OT and OTA Students* complements the *AOTA Fieldwork Performance Evaluation for the OT Student* and *for the OTA Student*. It is designed to assess performance skills that build a foundation for successful completion of Level II fieldwork.

This tool is divided into five sections:

- I. Fundamentals of Practice
- II. Foundations of Occupational Therapy
- III. Professional Behaviors
- IV. Screening and Evaluation
- V. Intervention

The first 3 sections are identified as mandatory, as they are applicable to all practice settings and assess basic skills. The last 2 sections are *optional*, allowing an OT/OTA academic program to select relevant sections for a particular Level I experience in that program. The AFWC should make this clear to the FWEd. The criterion for satisfactory performance is determined by the OT/OTA academic program.

Directions

This tool is to be completed by the identified FWEd for the Level I experience.

The rating scale ranges from

U	Unacceptable	Performance is weak in most required tasks and activities. Work is frequently unacceptable.
B	Below Standards	Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.
M	Meets Standards	Carries out required tasks and activities. This rating represents good, solid performance and should be used most often.
E	Exceeds Standards	Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
O	Outstanding	Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

COMMENT REQUIRED FOR ALL ITEMS SCORED "B" or "U."

LEVEL I FIELDWORK COMPETENCY EVALUATION FOR OT AND OTA STUDENTS

STUDENT INFORMATION:					
Student Name:	_____	Date:	_____		
	First Middle Last	Semester:	_____		
Site Name:	_____	Practice Setting:	_____		
Student ID:	_____	Course Number:	_____		
Student's School:	_____	FW Sequence:	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>		
Hours Completed:	_____				

PRIMARY FWEd INFORMATION					
FWEd Name:	_____	Past Experience:	_____	(# of FWI Students)	(# of FWII students)
	First Last Credentials				
FWEd License #:	_____	FWEd Credentials:	<input type="checkbox"/> OT:	OTA:	
Years of Experience:	_____		<input type="checkbox"/> Other:		
Have you attended the AOTA FWEd Certificate Course? <input type="checkbox"/> Yes <input type="checkbox"/> No			If other:		

Indicate the student's level of performance using the scale below.

U	Unacceptable	Performance is weak in most required tasks and activities. Work is frequently unacceptable.
B	Below Standards	Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.
M	Meets Standards	Carries out required tasks and activities. This rating represents good, solid performance and should be used most often.
E	Exceeds Standards	Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
O	Outstanding	Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

COMMENT REQUIRED FOR ALL ITEMS SCORED "B" or "U."

I. FUNDAMENTALS OF PRACTICE

THE STUDENT:	U B M E O
<p>1. Adheres consistently to AOTA's Occupational Therapy Code of Ethics. Follows ethical standards for FW setting. Abides by Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA). Respects privacy of client. COMMENTS:</p>	
<p>2. Adheres consistently to safety regulations, and uses sound judgment to ensure safety. Follows FW setting's policies and procedures for client safety. Demonstrates awareness of hazardous situations, and reports safety issues to supervisor. COMMENTS:</p>	

II. FOUNDATIONS OF OCCUPATIONAL THERAPY

THE STUDENT:	U B M E O
<p>1. Articulates values and beliefs of occupational therapy. Verbalizes definition of occupational therapy as relevant to FW setting or audience. COMMENTS:</p>	
<p>2. Utilizes relevant evidence to make informed practice decisions. Connects class concepts to FW through inquiry or discussion. Articulates value of using evidence-based practice. Identifies and provides evidence that is relevant to setting or clients. COMMENTS:</p>	

III. PROFESSIONAL BEHAVIOR

	U B M E O
<p>1. Time management skills. Consider student's ability to be prompt, arriving and completing assignments on time. COMMENTS:</p>	
<p>2. Organization. Consider student's ability to set priorities, be dependable, be organized, and follow through with responsibilities. COMMENTS:</p>	
<p>3. Engagement in FW experience. Consider student's apparent level of interest, level of active participation while on site, and investment in individuals and treatment outcomes. COMMENTS:</p>	
<p>4. Self-directed learning. Consider student's ability to take responsibility for own learning and to demonstrate motivation. COMMENTS:</p>	
<p>5. Reasoning and problem solving. Consider student's ability to use self-reflection; willingness to ask questions; ability to analyze, synthesize, and interpret information; and understand OT process. COMMENTS:</p>	
<p>6. Written communication. Consider student's ability to use proper grammar and spelling, legibility of work, successful completion of written assignments, and documentation skills. COMMENTS:</p>	
<p>7. Initiative. Consider student's initiative, ability to seek and acquire information from a variety of sources, and demonstrate flexibility as needed. COMMENTS:</p>	
<p>8. Observation skills. Consider student's ability to observe relevant behaviors related to occupational performance and client factors and to verbalize perceptions and observations. COMMENTS:</p>	

<p>9. Participation in supervisory process. Consider student's ability to give, receive, and respond to feedback; seek guidance when necessary; and follow proper channels of communication. COMMENTS:</p>	
<p>10. Verbal communication and interpersonal skills with patients/clients, staff, and caregivers. Consider student's ability to interact appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, use of authority, and so forth; degree and quality of verbal interactions; use of body language and non-verbal communication; and exhibition of confidence. COMMENTS:</p>	
<p>11. Professional and personal boundaries. Consider student's ability to recognize and handle personal and professional frustrations; balance personal and professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; and be responsive to social cues. COMMENTS:</p>	
<p>12. Use of professional terminology. Consider student's ability to respect confidentiality; appropriately apply professional terminology (e.g., <i>Occupational Therapy Practice Framework</i> terms and OT acronyms/abbreviations) in written and oral communication. COMMENTS:</p>	

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IV. SCREENING AND EVALUATION (enter N/A = Not Applicable if not required on this placement)

THE STUDENT:	U B M E O N/A
<p>1. Contributes to screening/evaluation process. Communicates observations. Identifies resources for evaluation process. Could include chart review. COMMENT:</p>	
<p>2. Completes an interview and drafts an occupational profile. COMMENT:</p>	
<p>3. Identifies potential goals from evaluation process. COMMENT:</p>	
<p>4. Drafts documentation consistent with practice setting. COMMENT:</p>	

V. INTERVENTION (enter N/A = Not Applicable if not required on this placement)

THE STUDENT:	U B M E O N/A
<p>1. Contributes to intervention process. Could include preparing clinic area and identifying resources and evidence. COMMENT:</p>	
<p>2. Identifies interventions consistent with client evaluation and goals. COMMENT:</p>	

3. Identifies (verbal or written) interventions consistent with client-centered approach, and provides clinical reasoning for interventions identified. COMMENT:	
4. Engages in and values evidence-based practice by seeking evidence to support or negate intervention approach. COMMENT:	
5. Administers interventions that are occupation-based and client-centered within guidelines of facility. COMMENT:	
6. Recognizes (verbal, written, or demonstration) need to modify interventions on basis of client response. COMMENT:	
7. Recognizes (verbal, written, or demonstration) need to modify or terminate intervention plan on basis of client response. COMMENT:	
8. Drafts documentation for intervention using typical procedures used in FW practice setting. COMMENT:	

Summary:

Student Signature

Date:

FWEd Signature

Date:

Additional resources available at <https://www.aota.org/Education-Careers/Fieldwork.aspx>

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Fieldwork Interest Worksheet

Level IIa Fieldwork Setting Interests:

Please specify age group/population, setting, or specialized practice area. Please do not request a specific facility.

Learning Style:

Communication Style:

Personality Traits:

Preferred Supervision Model:

Preferred method of Feedback:

Preferred Work Culture:

Level IIb Fieldwork Setting Interests:

If you plan to stay in the Las Vegas/Henderson area, please indicate preferred age group/population, setting, or specialized area. Please do not request a specific facility. If you wish to complete your Level II fieldwork outside the state of Nevada, please attach a list of sites with contact information and ranking of the sites by preference.



Touro University
Nevada

School of Occupational Therapy
Fieldwork Request Form

Person Requesting Agreement:

____ Student ____ Faculty ____ Facility Representative

____ Other: _____

Date Submitted: _____

All information is required. Incomplete forms will not be accepted.

Site Full Name: _____

Occupational Therapy Contact: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: () _____ FAX: () _____

Email: _____

Describe the reason for requesting this agreement:

For office use only below line.



School of Occupational Therapy
OTDV 660 & OTDV 662 (Level II Fieldwork)

Learning Objectives

The student will:

1. Demonstrate academically acquired knowledge, linking theory, and rationale for intervention with in-depth experience in delivering occupational therapy services.
2. Demonstrate entry-level competence with the implementation of the OT process: assessment/reassessment, intervention and education of, and/or consultation, and discharge planning with the individual, family and/or other involved persons.
3. Demonstrate entry-level competence developing, improving, or restoring the client's impaired occupational performance with goal-directed task actions and roles.
4. Demonstrate entry-level competence establishing a client-centered performance context and therapeutic rapport.
5. Demonstrate entry-level competence in identifying client strengths, problems and potential problems of occupational performance.
6. Demonstrate entry-level competence implementing performance analyses.
7. Demonstrate entry-level competence planning and implementing adaptive occupation to compensate for ineffective actions.
8. Expand consultative partnerships for education and/or adaptation.
9. Provide adapted equipment and/or assistive technology.
10. Teach alternative and/or compensatory techniques.
11. Modify occupations and/or physical and/or social environments.
12. Demonstrate entry-level competence planning and implementing therapeutic occupation to restore or develop effective actions.
13. Provide direct or indirect intervention.
14. Grade, modify and adapt occupations.
15. Provide education and opportunities for practice.
16. Use evidence-based practice research to guide interventions.
17. Demonstrate attitudes, values and professional behaviors congruent with OT professional standards, ethics and practices.
18. Compose professional documentation in records and reports for the dissemination of information according to guidelines established by Medicare, Medicaid, third-party payers and/or the fieldwork environment.
19. Demonstrate management and administrative skills (i.e. supervision, budgeting, needs assessment, outcome measures of occupational therapy services).



Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student (Revised in 2020)

FUNDAMENTALS OF PRACTICE	
1	Adheres to the American Occupational Therapy Association’s Code of Ethics and all federal, state, and facility regulations. Examples: Medicare, Medicaid, client privacy, social media, human subject research
2	Adheres to safety regulations and reports/documents incidents appropriately. Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures
3	Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents. Examples: body mechanics, medical safety, equipment safety, client-specific precautions, contraindications, community safety
BASIC TENETS	
4	Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public
5	Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public
6	Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public
SCREENING AND EVALUATION	

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7	Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models.
8	Obtains sufficient and necessary information from relevant sources throughout the evaluation process. Examples: record or chart review, client, family, caregivers, service providers
9	Selects relevant screening and assessment tools based on various factors. Examples: client priorities, needs, and concerns about occupational performance and participation, theoretical support, evidence, practice context, funding sources, cultural relevance
10	Determines the client's occupational profile and occupational performance through interview and other appropriate evaluation methods. Occupational profile: Summary of the client's occupational history and experiences, patterns of daily living, interests, values, and needs. Occupational performance: Act of doing and accomplishing a selected action (performance skill), activity, or occupation that results from the dynamic transaction among the client, the context, and the activity. Improving or enabling skills and patterns in occupational performance leads to engagement in occupations or activities.
11	Evaluates and analyzes client factors and contexts that support or hinder occupational performance. Client factors: Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions; and body structures. Contexts: Variety of interrelated conditions within and surrounding the client that influence performance, including cultural, personal, temporal, and virtual contexts.
12	Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable. Examples: follows assessment protocols, adheres to time guidelines
13	Modifies evaluation procedures based on client factors and contexts. Examples: uses a quiet space, breaks up evaluation into smaller parts, provides multisensory instructions
14	Interprets evaluation results to determine the client's occupational performance strengths and challenges.

15	Synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client's occupational performance.
INTERVENTION	
16	Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence.
17	Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models. Examples: creates relevant and measurable goals in collaboration with the client and/or family/caregivers; recommends additional consultation and referrals
18	Uses evidence from research and relevant resources to make informed intervention decisions.
19	Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes.
20	Implements client-centered and occupation-based intervention plans.
21	Chooses and, if needed, modifies intervention approach to achieve established goals that support targeted outcomes. Examples: prevention, restoration, maintenance, promotion
22	Modifies task and/or environment to maximize the client's performance. Examples: upgrades/downgrades task; arranges client's workspace for optimal performance
23	Modifies the intervention plan and determines the need for continuation or discontinuation of services based on the client's status.
24	Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.
MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES	
25	Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide, or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment. Examples: paraprofessionals, nurses' aides, volunteers

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26	<p>Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers.</p> <p>Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment</p>
27	<p>Demonstrates knowledge about the organization.</p> <p>Examples: mission and vision, accreditation status, licensing, specialty certifications</p>
28	<p>Meets productivity standards or volume of work expected of occupational therapy students.</p>
COMMUNICATION AND PROFESSIONAL BEHAVIORS	
29	<p>Communicates clearly and effectively, both verbally and nonverbally.</p> <p>Examples: clients, families, caregivers, colleagues, service providers, administration, the public</p>
30	<p>Produces clear and accurate documentation.</p> <p>Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements</p>
31	<p>Collaborates with fieldwork educator(s) to maximize the learning experience.</p> <p>Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges</p>
32	<p>Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.</p>
33	<p>Responds constructively to feedback in a timely manner.</p>
34	<p>Demonstrates consistent and acceptable work behaviors.</p> <p>Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance</p>
35	<p>Demonstrates effective time management.</p> <p>Examples: plans ahead, adheres to schedules, completes work in expected timeframe</p>
36	<p>Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.</p>
37	<p>Demonstrates respect for diversity factors of others.</p> <p>Examples: culture, socioeconomic status, beliefs, identity</p>

Week: _____ of 12



**Student/Fieldwork Educator
Weekly Review Form**

Student: _____

Date: _____

Areas of Strength:

Areas for Growth:

Objectives/Goals for Next Week:

Assigned Meetings and Projects:

Progress towards Faculty Assignments/Projects:

Student Signature

Faculty Fieldwork Educator Signature



Touro University Nevada - School of Occupational Therapy

Student Fieldwork Learning Contract

The attached detailed fieldwork objectives reflect the results of multiple discussions with (Fieldwork Educator, AFWC, student) in which we clarified expectations of the student’s fieldwork performance. The areas that were identified as problems were:

Identified problems stated here

The purpose of defining specific performance statements is to clarify the expectations of my performance during the remainder of my Level II fieldwork at SITE.

I understand that I must incorporate these suggestions into my daily activities at the facility. Failure to successfully meet these objectives by the end of Level II Fieldwork will result in the following consequences:

Examples: Possible failure or suspension of the fieldwork experience

I understand that emphasis on these objectives should in no way be construed to mean that the remainder of the goals and objectives for this experience are less important, or that successful completion of the remaining objectives is not required for successful completion of this experience.

Student signature/Date

Fieldwork Educator/Date

Fieldwork Educator/Date

Academic Clinical Coordinator/Date

Student Coordinator/Date