

Master of Occupational Therapy Student Handbook



**College of Health and Human Services
at Governors State University**

Master of Occupational Therapy Program Student Handbook

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Section I: INTRODUCTION

WELCOME

We, the faculty in the Occupational Therapy Program, share in your excitement as you embark on your academic journey at Governors State University.

Essential to the core of the Occupational Therapy Program is the belief that human beings are continually evolving, and striving to give meaning and purpose to their lives. It is our hope that you will embrace this transforming experience, and allow the process of learning and self-discovery to occur, and to significantly enhance your personal and professional life.

To ensure that this learning and self-discovery process occurs, faculty members are viewed as facilitators who provide experiences and opportunities for critical thinking and problem solving. We believe that education is an active process, and the student is an active learner. Your education will consist of a myriad of didactic learning experiences to prepare you for interdisciplinary teamwork and collaborative practice. The educational process is developmental and goal-directed, first with the achievement of the short-term goal of self-directed learning, and then ultimately and ideally...the long-term goal of lifelong learning.

“What I hear,
I forget
What I see,
I remember
But what I do...
I understand”
-Confucius, 451 BC

Occupational Therapy views human beings as being able to influence their own health. It also views human life as a process of continuous adaptation. As a *student* you must actively engage in and influence your education. This will enable you to learn the necessary theoretical knowledge, professional skills, and ethical standards for generalist practice. As a *professional* you will actively and continuously engage in the process of learning and adaptation to deliver the most appropriate and effective services in an ever-changing global society.

This *Occupational Therapy Student Handbook* has been compiled to present information and policies relevant to you as an occupational therapy student. You are responsible for knowing and understanding the information presented in this handbook. Please ask for clarification if you have any questions about the material included in the handbook. We also welcome your suggestions for inclusion of additional information that may be helpful to you and your fellow students. Faculty reserve the privilege of revising policies and procedures found in this handbook at any time. You will be notified of changes timely. Once again, we welcome you and congratulate you on what we believe is a very rewarding journey.

Occupational Therapy is a highly respected profession, securely *rooted* in the human services field with limitless opportunities and potential to engage in a shared and responsible citizenship that will promote regional, national and global health.

Catherine P. Brady, Ed D, OT/L
Interim-Chairperson of the Occupational Therapy Department
Associate Professor of Occupational Therapy

Purpose of the Handbook

This handbook provides necessary information regarding policies and procedures adopted by the GSU Occupational Therapy Department. Students are accountable and responsible for the information contained in the handbook.

The purpose of this student handbook is to serve as a resource for both students and faculty. The handbook may be subject to change, determined by circumstances that occur throughout the year. Students will be notified of any changes as they occur, and are responsible for complying with any revised guidelines.

Students are also responsible for maintaining access and/or downloading the handbook updates via the GSU web page www.govst.edu/mot. This handbook will be used as a reference throughout the course of study, until graduation.

The *Governors State University Catalog* will provide you with specific information regarding your program of study, university academic requirements and University services available to each of you.

You will find the *Governors State University Student Handbook* a helpful resource designed to enhance the *GSU Catalog* by providing information regarding Department specific and university-wide standards, policies, and procedures.

**Section II: GOVERNORS STATE
UNIVERSITY – COLLEGE OF
HEALTH AND HUMAN SERVICES**

Governors State University Mission

Governors State University is committed to offering an exceptional and accessible education that imbues students with the knowledge, skills, and confidence to succeed in a global society. GSU is dedicated to creating an intellectually stimulating public square, serving as an economic catalyst for the region, and being a model of diversity and responsible citizenship.

COLLEGE OF HEALTH AND HUMAN SERVICES MISSION STATEMENT

The mission of the College of Health and Human Services is to provide accessible and quality health and human services professions education; foster a commitment to lifelong learning, scholarship, professional ethics, diversity, and social justice; and infuse its programs into community partnerships for the health and well-being and economic development of the region.

CORE VALUES

Integrity

Act honestly and ethically with all constituents

Trust

Creating an environment that fosters trust and mutual respect

Collaboration

Collaborate with all stakeholders and work together toward common goals by sharing responsibility, authority and accountability

Commitment

Commitment to academic and professional excellence through teaching, service and scholarship

- Commitment to engaging diverse communities

- Commitment to providing educational access

- Commitment to fostering sustainable communities of support

- Commitment to the health and well-being of the region and especially vulnerable populations

VISION STATEMENT

The College of Health and Human Services aspires to be a global leader in preparing professionals in practice, education, service, and scholarship.

A recognized leader in advancing evidence based professional practice.

A recognized leader in our professional and clinical practice doctoral programs.

The college of choice for students and faculty/staff seeking active engagement with a diverse community of learners.

Nationally recognized for distinctive achievements in teaching, scholarship, research, and service.

The Mission, Core Values and Vision Statement of the College of Health and Human Services were ratified by the College's Faculty and Staff at the Fall All-College Meeting, held Friday, September 26, 2008, in the Hall of Honors at Governors State University.

Section III:

MASTER OF OCCUPATIONAL THERAPY PROGRAM

History of the Master of Occupational Therapy Program

Governors State University began offering an entry-level Master of Occupational Therapy (MOT) degree curriculum in the Fall Trimester of 1996. From its inception, the GSU MOT program has advanced the highest standards of the profession. It was not until January of 2006 that the Accreditation Council of Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) implemented the mandated policy change to make the entry into the occupational therapy profession in the United States at the post baccalaureate degree. This mandate affected all occupational therapy academic programs that were preparing students for entry-level practice. The GSU MOT program leaders had anticipated important changes in the future delivery of health and human services in the United States and were part of the leadership in the ACOTE changes, not responders to a mandate.

The first cohort of GSU MOT graduates completed the program in December, 1998. This program has maintained full accreditation since initial accreditation was granted in 1998. The graduates of the program pass the national certification examination at the national average. Admission to the MOT program is competitive and class size has varied but continues to grow as the program's reputation becomes established. The MOT degree requires 100 credit hours taken over 2 ½ years. The credit hour total is an extensive commitment for a Master's degree program; however, all credits are necessary to meet ACOTE accreditation standards.

The Master of Occupational Therapy (MOT) degree is the entry-level professional degree in occupational therapy which focuses on preparing a therapist as a generalist. The characteristics of entry-level practice require the occupational therapist possess basic skills as a direct care provider, consultant, educator, manager, researcher, and advocate for the profession and the consumer. Occupational therapists work in a wide variety of health and human service organizations that include hospitals, outpatient medical facilities, rehabilitation programs, hospice, industry, public school systems, community mental health and the justice system providing services for those individuals and groups in the areas of rehabilitation, education, prevention and wellness. Emerging areas of occupational therapy practice include home care, early intervention for infants and toddlers, adult day care and community events, and transition programs facilitating the move from institution to community living.

Mission of the Department of Occupational Therapy

The mission of the Department of Occupational Therapy is to educate occupational therapy practitioners to function independently and effectively in multiple settings and systems. The curriculum is grounded in the art and science of the relationship of person, occupation, environment and performance to promote and restore the health and well-being of individuals and populations.

The program is committed to making occupational therapy professional education accessible to groups historically underserved in higher education, including older adults, minorities, women, the differently-abled, the economically disadvantaged, as well as traditional and international students.

Vision of the Department of Occupational Therapy

The Department of Occupational Therapy envisions preparing a diverse group of occupational therapists that will be recognized leaders, researchers, advocates, educators and practitioners who are able to make significant contributions to the common good of the global society by advancing evidenced based and best practices.

Core Values

The Governors State University, Department of Occupational Therapy core values guiding the department vision, mission and philosophy include:

- A respect for the diversity and uniqueness of the human experience;
- A pursuit of the core values and attitudes of the occupational therapy profession: Altruism, Equality, Freedom, Justice, Dignity, Truth and Prudence; and
- A commitment to reflective, evidence-based, self-monitoring of academic and professional performance.

MOT Program Philosophy Statement

The philosophy statement reflects the core values and beliefs that the Governors State University Department of Occupational Therapy holds regarding human beings, occupation, education and how human beings learn.

Human Beings:

Humans are unique, dynamic and ever changing biological beings, holding values, goals and beliefs. Humans are creatures of habit, routine and ritual, embedded in cultural, social and physical contexts. Human beings have the potential for growth, learning and adaptation, with the potential to make decisions and for self-determination.

Occupation

Occupation is a dynamic and continuous process of engagement, supporting participation in context. Occupation defines one's roles and activities, reflects cultural values and provides structure to living and being.

Education

Education is a collaborative process by which knowledge and tradition are passed on, generated, and processed, and the potential for future development is imbued. Education is the personal formative process of the mind, and body delivered in ways that meet students' differences in acquiring, matching and building knowledge.

Learning

Learning is an active developmental process that is formal, informal and organic. There is a synergy between education and learning which requires reflection and praxis in context. Demands, motivation, arousal and freedom serve as catalysts; however, human beings are accountable for their own learning. We believe that self-directed learning is the key to life-long professional development.

American Occupational Therapy Association. (1993). Core values and attitudes of occupational therapy practice. *American Journal of Occupational Therapy*, 47, 1085–1086.

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Argyris, C., Schon, D., (1974). *Theory in practice: Increasing professional effectiveness*. San Francisco: Jossey-Bass Publishers.

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Burke, K. (1999). *How to Assess Authentic Learning*. Arlington Heights, IL: Skylight Professional Development.

Fogarty, R. (1998). *Balanced Assessment*. Arlington Heights, IL: Skylight Professional Development

Law, M., Baum, C., Dunn, W. (2001). *Measuring occupational performance: Supporting best practice in occupational therapy*, Thorofare, N.J.: Slack Incorporated

Zimmerman, B.J. (2008). *Investigating self-regulation and motivation. Historical background, methodological developments and future prospects*. *American Educational Research Journal* 45(1). 166-183.

ACOTE Accreditation

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is 301.652.AOTA. Web address is www.acoteonline.org

Graduates of the program are able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states, including Illinois, require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Caution: a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and/or attain state licensure.

Introduction to Curriculum Design and Conceptual Model

It is the responsibility of all occupational therapy students to understand the program's curriculum design and conceptual model, both of which determine course content and the actual sequencing of required course work.

The curriculum design flows from the GSU mission, the College of Health and Human Services mission and the program mission. It consists of three professional competencies and content domains. Both the model and the design will be introduced to students in the Occupational Therapy Theory Course (OCCT 6730), and will be integrated in a variety of other courses throughout the curriculum.

The occupational therapy curriculum has been designed to serve a dual purpose, the first of which is to guide and support the development of the professional competencies which are lifelong learning, communication, and clinical reasoning. The content of the curriculum serves as a framework that reflects the value of person, performance, and context in the practice of occupational therapy.

Each student, as active participants in this curriculum, must share these values, and commit to the acquisition of these behaviors in preparation for their professional journey.

Please read the accompanying pages related to the curriculum design and the conceptual model. Students will be expected to understand and articulate the driving force behind their educational experience in the Occupational Therapy Program.

**GOVERNORS STATE UNIVERSITY
MASTER OF OCCUPATIONAL THERAPY PROGRAM
CURRICULUM DESIGN**

The mission of the Occupational Therapy Program is to utilize a board-based curriculum as well as contextually relevant learning experiences to prepare occupational therapists that have the ability to think critically, function independently and apply knowledge and skills effectively for practice in multiple settings and systems and for their lifelong role as professionals.

The curriculum design emanates from the mission and philosophy of the Occupational Therapy Program. Following a process which included participation in the AOTF Regional Curriculum Workshop Series, research, review and discussion based on existing program documents, collegial discussions with our partner academic program and input from the MOT Advisory Board, the faculty adopted professional competencies and content domains which flow through the curriculum.

The professional competencies of advocacy, communication, critical reasoning and lifelong learning are anchored in the content domains of person, environment, occupation, performance and context throughout the Governors State University Master of Occupational Therapy Curriculum. The content domains are initially presented in the foundational sequence of the program and then expanded upon with increased complexity and synthesis. By presenting these content domains as foundational to occupational therapy and essential to application in occupational therapy, the students are prepared to actualize the professional competencies in the fieldwork II sequence and professional practice in the various systems in which occupational therapy can be and in the future, will be, provided. Content domains are interdependent and build in complexity as students are increasingly able to integrate knowledge and apply it in the appropriate context. The unifying theme for the curriculum emanates from General Systems Theory (Berrien, 1968). The Person-Environment-Performance Framework (Chistiansen, 1991) and the Ecology of Human Performance (Dunn et al., 1994) provide a framework to relate the complex constructs of person, environment, performance, and context in the practice of occupational therapy.

Occupation is central to the curriculum design and for the purpose of this curriculum design is defined as everything we do in life including actions, tasks, activities, thinking and being. It is through the process of engagement in occupation that individuals develop and maintain health and well-being (Law, Baum, Dunn, 2001). Knowledge of occupation is crucial to design and deliver interventions that support participation in daily life to individuals and groups across the lifespan.

CONTENT DOMAINS

The content domains are foundational to the knowledge base of and essential to the application of occupational therapy in the curriculum design.

For the purpose of this curriculum design, we have adopted the following descriptions:

Person is defined as a biological, psychological, social, cultural and spiritual being that exists in a dynamic interrelationship with the environment. People are unique and complex with skills and abilities. People are seen as individuals, groups, communities and society as a whole.

Performance is the result of complex relationships between the person, as an open system, and the specific context in which activities, tasks, and occupational roles occur. It is the process of “doing” which provides the internal and external feedback required for adaptive responses and skills. There are three aspects of performance: performance areas (activities of daily living, work/productive activity, play/leisure), performance components (sensory motor, cognitive, psychosocial, and

psychological), and performance context (physical, social, cultural, and temporal), which determine the success of the performance.

Context includes those factors that influence behavior and performance and operate external to the person. These factors include the physical and social environment, temporal aspects, and culture.

PROFESSIONAL COMPETENCIES

Professional competencies, essential to the curriculum design, are introduced in the foundational sequence of the program and built upon, expanded and synthesized in the applied sequence of the program. These competencies are considered essential to the practice of occupational therapy and form the basis of the program's educational outcomes. The four professional competencies include advocacy, communication, critical reasoning and lifelong learning. These professional competencies represent behaviors which are essential to the provision of occupational therapy services in a variety of systems, and are reflected throughout the curriculum.

For the purpose of this curriculum design, we have adopted the following descriptions:

Advocacy

Inequalities in the distribution of resources and other matters of social justice are often encountered by clients and therapists in the pursuit of adequate service. Occupational therapists must be respectful of the needs of individuals and groups across the lifespan, and be able to reorganize injustice.

As an outcome of our program, graduates will recognize the impact of contextual factors (e.g. political, social, regulatory, payer source, and physical, cultural, technological) upon service delivery. Graduates will become pro-active agents of social change, and advocate for themselves, their clients, their profession and their communities.

Communication

Effective oral and written communication is essential for successful interactions and collaboration with individuals, families, groups, communities, colleagues, and relevant others. Professional communication is the effective transmission and reception of information that includes, but is not limited to written documentation, active listening skills, verbal and nonverbal abilities, negotiation, conflict resolution, and technology.

These abilities are necessary for the development of interpersonal and professional relationships and advocacy for the profession. Competent communication requires accurate use of discipline-specific terminology, as well as the language of multiple settings and systems.

As an outcome of our program, graduates will communicate effectively and respectfully with individuals/groups, families, professionals and society using verbal, non-verbal, visual, listening and written skills as they are relevant to occupational therapy practice. Their communication will reflect recognition, sensitivity, and respect for individuals from all cultural, racial, gender, class, abilities and professional backgrounds.

Critical Reasoning

Critical reasoning is the process by which experience, theory, information, ethics, advocacy, cultural competency, the act of thinking critically or reflectively, and situation specific issues combine to result in the best practice. Given the constant interplay of person/group/community, performance and context, critical reasoning becomes the necessary process by which judgments are formed. Through critical reasoning, one recognizes that any change at one point entails changes elsewhere (Argyris and Schon, 1974). The process is built in part upon the foundation of

experiences and reasoning which occur during clinical experiences and opportunities and require the ability to process information, take action and simultaneously reflect on this action to learn from it.

As an outcome of our program, graduates will use critical reasoning skills to synthesize information from course content, occupational therapy fieldwork, personal experiences, contextual factors and research from the field of occupational therapy and related fields, to enhance the well-being of individuals, families, and society in a variety of systems.

Lifelong Learning

Lifelong learning is the continued self-directed acquisition of new knowledge and skills. This learning can be generalized to other experiences and may apply directly to occupational therapy practice. Lifelong learning supports growth as a human being, enhancing an individual's therapeutic use of self.

Learning occurs through everyday experiences and open communication with those served the community, and colleagues, through written resources such as texts and journals, attendance at conferences and continued educational experiences, mentoring, participation in research activities, and active involvement in professional and community organizations.

As an outcome of our program, graduates will demonstrate the responsibility of a lifelong commitment to learning, research, and service, with health and human service agencies. Through this commitment to lifelong learning, the graduates will continually add to their impact on the health and well-being of all persons served and society as a whole.

Curriculum Sequence

The curriculum design provides the basis for program planning, implementation, and evaluation. The program is built upon a strong prerequisite academic base of liberal arts and scientific knowledge. During the foundational sequence, the emphasis is placed on basic and applied human sciences, including anatomy, physiology, kinesiology, and neuroscience. Focus is placed on the acquisition of basic information about health care systems, ethics, communication, occupational therapy process and theory, research, personal leadership and human development and performance. The acquisition of foundational knowledge occurs through a variety of didactic and experiential teaching including beginning opportunities for the observation of theory in practice. Throughout the applied sequence students are expected to apply and integrate information at an increasingly more complex level. Case method learning and evidence based research are integrated with knowledge, skill development and contextual application. A variety of clinical experiences (Fieldwork Level I) are provided throughout the applied sequence of study. In addition to exposure to a variety of occupational therapy clinical settings, the student is provided experiences in various educational, social, and community. Emerging areas of community practice include home health, early intervention, adult day care, and transition from institution to community living.

A student achieves candidacy after successful completion of all the required coursework in the curriculum. At that time the student is eligible to participate in Fieldwork Level II. The minimum of 24 weeks of full time fieldwork is required in a minimum of one setting but not more than four settings. Reflective of current practice and emerging practice, these Fieldwork Level II experiences provide the student with the opportunity to apply theoretical concepts in the practice of occupational therapy in a variety of systems with various individuals/groups across the life span. Students are expected to demonstrate the developing professional competencies of advocacy, communication, lifelong learning and critical reasoning.

References:

Argyris, C., Schon, D., (1974). *Theory in practice: Increasing professional effectiveness*. San Francisco: Jossey-Bass Publishers.

Barrien F.K., (1968). *General and social systems*. New Brunswick, NJ: Rutgers University Press.

Christiansen, C (1991). *Occupational therapy: Intervention for life performance*. In C. Christiansen & C. Baum (eds). *Occupational therapy: Overcoming human performance deficits* (pp. 3-4), New York: McGraw-Hill.

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Law, M., Baum, C., Dunn. W. (2001). *Measuring occupational performance: Supporting best practice in occupational therapy*, Thorofare, N.J.: Slack Incorporated.

**Governors State University
Master of Occupational Therapy Curriculum
Required Courses(100 Hours)**

OCCT 6601 Gross Anatomy I	(3)
OCCT 6602 Gross Anatomy I Lab	(1)
OCCT 6611 Gross Anatomy II	(3)
OCCT 6612 Gross Anatomy II Lab	(1)
OCCT 6626 Neuroscience	(4)
OCCT 6705 Professional Formations I	(1)
OCCT 6706 Professional Formations II	(3)
OCCT 6707 Professional Formations III	(2)
OCCT 6730 Theories-Occupational Therapy	(3)
OCCT 7110 Conditions in Occupational Therapy I	(3)
OCCT 7120 Conditions in Occupational Therapy II	(3)
OCCT 7000 Seminar in Occupational Therapy	(2)
OCCT 7210 Level I Fieldwork A	(1)
OCCT 7220 Level I Fieldwork B	(1)
OCCT 7230 Level I Fieldwork C	(1)
OCCT 7400 Integrative Seminar	(1) x 5
OCCT 7742 Psychosocial Knowledge Lab	(1)
OCCT 7750 Human Development and Performance I	(3)
OCCT 7760 Human Development and Performance II	(3)
OCCT 7780 Models of Health	(3)
OCCT 7790 Research Methods-Occupational Therapy	(3)
OCCT 7810 Occupational Therapy Assessment & Intervention I	(3)
OCCT 7811 Occupational Therapy Assessment & Intervention Lab I	(1)
OCCT 7820 Occupational Therapy Assessment & Intervention II	(3)
OCCT 7821 Occupational Therapy Assessment & Intervention Lab II	(1)
OCCT 7830 Assistive Technology Method and Tools	(3)
OCCT 7835 Methods and Tools for Promoting Performance	(2)
OCCT 7840 Managing Occupational Therapy Services	(3)
OCCT 8900 Independent Research Study	(3)
OCCT 8910 *Occupational Therapy Level II Fieldwork A	(10)
OCCT 8920 *Occupational Therapy Level II Fieldwork B	(10)

* All Occupational Therapy students must complete Level II fieldwork within 24 months following completion of academic preparation.

Governors State University
College of Health and Human Services
Occupational Therapy Department
Student Study Plan Summer 2014 through Fall 2016

Student: _____ **GSU ID:** _____
Date of GRE: _____ **Entry:** _____

YEAR 1 – 2014 – 2015

Summer Semester 2014

Total: 9

OCCT 6601/6602 (3/1)
 Gross Anatomy I with lab
 OCCT 6611/6612 (3/1)
 Gross Anatomy II with lab
 OCCT 6705(1)
 Professional Formation I

Fall Semester 2014 Total: 15

OCCT 7110 (3)
 Conditions in Occupational
 Therapy Practice I
 OCCT 7715 (3)
 Kinesiology I
 OCCT 7705 (1)
 Kinesiology Lab I
 OCCT 6706 (3)
 Professional Formation II
 OCCT 6626 (4)
 Neuroscience
 OCCT 7400(1)
 Integrative Seminar

Spring Semester 2015 Total: 16

OCCT 7120 (3)
 Conditions in Occupational Therapy
 Practice II
 OCCT 7716 (3)
 Kinesiology II
 OCCT 7706 (1)
 Kinesiology Lab II
 OCCT 6730 (3)
 Theories of Occupation
 OCCT 7707 (2)
 Professional Formation III
 OCCT 7790 (3)
 Research Methods for Occupational Therapy
 OCCT 7400(1)
 Integrative Seminar

YEAR 2 – 2015-2016

Summer Session 2015 Total: 14

OCCT 7400(1)
 Integrative Seminar
 OCCT 7740(3)
 Psychosocial Knowledge
 OCCT 7742 (1)
 Psychosocial Knowledge lab
 OCCT 7210 (1)
 Level I A FW
 OCCT 8900 (3)
 Independent Research Study
 OCCT 7000 (2)
 Seminar in Occupational Therapy
 OCCT 7750 (3)
 Human Development and Performance I

Fall Semester 2015 Total: 12

OCCT 7400(1)
 Integrative Seminar
 OCCT 7810 (3)
 Occupational Therapy
 Assessment and Intervention I
 OCCT 7811 (1)
 Occupational Therapy
 Assessment and Intervention I lab
 OCCT 7220 (1)
 Level I B FW
 OCCT 7830 (3)
 Assistive Technology Methods & Tools I
 OCCT 7760 (3)
 Human Development and
 Performance II

Spring Semester 2016 Total: 14

OCCT 7400(1)
 Integrative Seminar
 OCCT 7820 (3)
 Occupational Therapy
 Assessment and Intervention II
 OCCT 7821 (1)
 Occupational Therapy
 Assessment and Intervention II lab
 OCCT 7230 (1)
 Level I C FW
 OCCT 7840 (3)
 Managing Occupational Therapy
 Services
 OCCT 7780(3)
 Models of Health
 OCCT 7835 (2)
 Assistive Technology: Methods & Tools II

Summer Session 2016 Capstone Experience Total: 10

OCCT 8910 (10) Level II Fieldwork A

Fall Semester 2016 Capstone Experience Total: 10

OCCT 8920 (10) Level II Fieldwork B

Anticipated credits for degree: 100
 Anticipated degree completion:
 December 2016

Student: _____

Date: _____

Advisor: _____

Date: _____

Chairperson: _____

Date: _____

PROFESSIONAL COMPETENCIES

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Inequalities in the distribution of resources and other matters of social justice are often encountered by clients and therapists in the pursuit of adequate service. Occupational therapists must be respectful of the needs of individuals and groups across the lifespan, and be able to recognize injustice.

As an outcome of our program, graduates will recognize the impact of contextual factors (e.g., political, social, regulatory, payer source, and physical, cultural, technological and spiritual) upon service delivery. Graduates will become proactive agents of social change, and advocate for themselves, their clients, their profession, and their communities.

Communication

Effective oral and written communication is essential for successful interactions and collaboration with individuals, families, groups, communities, colleagues, and relevant others. Professional communication is the effective transmission and reception of information that includes, but is not limited to, written documentation, active listening skills, verbal and nonverbal abilities, negotiation, conflict resolution, and technology. These abilities are necessary for the development of interpersonal and professional relationships and when advocating for the profession. Competent communication requires accurate use of discipline-specific terminology, as well as the language of multiple settings and systems.

As an outcome of our program, graduates will communicate effectively and respectfully with individuals/groups, families, professionals, and society using verbal, non-verbal, visual, listening, and written skills as they are relevant to occupational therapy practice. Their communication will reflect recognition, sensitivity, and respect for individuals from all cultural, racial, gender, class, abilities, and professional backgrounds.

Critical Reasoning

Critical reasoning is the process by which experience, theory, information, ethics, advocacy, cultural competency, the act of thinking critically or reflectively, and situation specific issues combine to result in best practice. Given the constant interplay of person/group/community, performance and context, critical reasoning becomes the necessary process by which judgments are formed. Through critical reasoning, one recognizes that any change at one point entails changes elsewhere (Argyris and Schon, 1974). This process is built in part upon the foundation of experiences and reasoning which occur during clinical experiences and opportunities and requires the ability to process information, take action, and simultaneously reflect on this action to learn from it.

As an outcome of our program, graduates will use critical reasoning skills to synthesize information from course content, occupational therapy fieldwork, personal experiences, contextual factors and research from the field of occupational therapy and related fields, to enhance the well-being of individuals, families, and society in a variety of systems.

Lifelong Learning

Lifelong learning is the continued self-directed acquisition of new knowledge and skills. This learning can be generalized to other experiences and may be applied directly to occupational therapy practice. Lifelong learning supports growth as a human being, enhancing an individual's therapeutic use of self.

Learning occurs through everyday experiences and open communication with those served, the community, and colleagues. It occurs through written resources such as texts and journals, attendance at conferences and continued educational experiences, mentoring, participation in research activities, and active involvement in professional and community organizations.

As an outcome of our program, graduates will demonstrate the responsibility of a lifelong commitment to learning, research, and service with health and human service agencies. Through this commitment to lifelong learning, the graduates will continually add to their impact on the health and well-being of all persons served and society as a whole.

Curriculum Sequence

The curriculum design provides the basis for program planning, implementation, and evaluation.

The program is built upon a strong prerequisite academic base of liberal arts and scientific knowledge. During the foundational sequence, the emphasis is placed on basic and applied human sciences, including anatomy, physiology, movement analysis, and neuroscience. Focus is placed on the acquisition of basic information about health

care systems, ethics, communication, occupational therapy process and theory, research, personal leadership, and human development and performance. The acquisition of foundational knowledge occurs through a variety of didactic and experiential teaching including beginning opportunities for the observation of theory in practice.

Throughout the applied sequence students are expected to apply and integrate information at an increasingly more complex level. Case method learning and evidence-based research are integrated with knowledge, skill development, and contextual application. A variety of clinical experiences (Fieldwork Level I) are provided throughout the applied sequence of study. In addition to exposure to a variety of occupational therapy clinical settings, the student is provided experiences in various educational, community, and social systems.

A student achieves candidacy after successful completion of all the required coursework in the curriculum. At that time the student is eligible to participate in Fieldwork Level II. The minimum of 24 weeks of full-time fieldwork is required in a minimum of two settings but not more than four settings. Reflective of current practice, these Fieldwork Level II experiences provide the student with the opportunity to apply theoretical concepts in the practice of occupational therapy in a variety of systems with various individuals/groups across the life span. Students are expected to demonstrate the developing professional competencies of advocacy, communication, lifelong learning, and critical reasoning.

References:

- Argyris, C., Schon, D., (1974). Theory in practice: Increasing professional effectiveness. San Francisco: Jossey-Bass Publishers.
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- Christiansen, C (1991). Occupational therapy: Intervention for life performance. In C. Christiansen & C. Baum (eds.) Occupational therapy: Overcoming human performance deficits (pp 3-4), New York: McGraw-Hill.
- Dunn, W., Brown, C., Mcguigan, A. (1994). The ecology of human performance: A framework for considering context. American Journal of Occupational Therapy, 48, 595-607.
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Governors State University

Master of Occupational Therapy

Curriculum

Program Outcomes

Upon completion of the program, graduates will be prepared for **entry-level competence** in general practice in **current and emerging practice settings** through a combination of academic and fieldwork education.

Graduates will be prepared to:

Outcome 1:

Apply knowledge of the **basic sciences** to support the foundation and tenets of occupational therapy practice.

Outcome 2:

Apply knowledge of the **occupational therapy process** to achieving occupation related outcomes.

Outcome 3:

Apply knowledge of the unique **diversity** of the human experience to occupational therapy practice.

Outcome 4:

Demonstrate an appreciation for the influence of **socioeconomic conditions** and the **ethical context** on an individual's right to engage in occupation.

Outcome 5:

Demonstrate an understanding of the theoretical base of occupational therapy as a foundation for **critical reasoning** in practice.

Outcome 6:

Demonstrate an appreciation for the **impact of theoretical perspectives on clinical practice** in occupational therapy as a foundation for achieving occupation related outcomes.

Outcome 7:

Demonstrate knowledge of the influence of **socioeconomic issues** on global health and welfare needs of society.

Outcome 8:

Apply knowledge of the **roles and responsibilities** of the occupational therapist and occupational therapy assistant supervisory process to achieving occupation related outcomes.

Outcome 9:

Implement procedural **skills** to support occupational performance across the lifespan.

Outcome 10:

Uphold the ethical standards values and attitudes of the occupational therapy profession.

Outcome 11:

Demonstrate an effective **use** of **research and evidence** to support occupational therapy practice.

Outcome 12:

Contribute to the growth and dissemination of **research and evidence** in support of occupational therapy practice.

Section IV:
**PLANNING YOUR ACADEMIC
PROGRAM**

Governors State University
Master of Occupational Therapy Curriculum
Student Advisement

Upon admission into the Occupational Therapy Program, you will be assigned an academic advisor. (See policy OT 200)

The role of an academic advisor is to:

- Work with the student to develop a Plan of Study;
- Function as a support system for the student;
- Function as a liaison between the student, the university, and its many subsystems;
- Function as an objective advocate for the student.

Periodically, your advisor may initiate meetings with you to discuss your academic progress in the program, to check in with you, and to just ask “Hi, how is it going?” You are required to make an appointment with your advisor once a term to review academic and professional progression. If a problem or concern arises, please set up an appointment immediately, as it is your responsibility to keep your advisor apprised of any information relevant to your academic growth and success.

All advisors have designated office hours each semester to facilitate ongoing communication with students. In addition, all faculty members have mailboxes, voice mail, and gsu.edu email. Please feel free to leave a message for your advisors, and they will respond accordingly. If, for any reason, you are having difficulty reaching your advisor, please contact program secretary Mary Tracy at 708.534.7290, or mtracy@govst.edu.

Governors State University
Master of Occupational Therapy Curriculum

Student Plan of Study

Each student must meet with their advisor to develop a Plan of Study during the first semester that they are enrolled in the program. It is the student's responsibility to initiate this planning meeting. The Plan of Study will detail the degree requirements and the course sequence for the Occupational Therapy Program. (See policy OT 202)

The Plan of Study must be reviewed and updated whenever a student:

1. Applies for acceptance of transfer credit earned from another institution after enrollment at Governors State University;
2. Wishes to substitute course work specified on the plan;
3. Changes his/her major; or
4. Is readmitted.

Students choosing to take a course not specified in their study plan may find that such credit may not apply toward the degree requirements.

Governors State University
Master of Occupational Therapy Curriculum
Transfer of Credit for Graduate Students

This policy applies only to credits being transferred from regionally accredited institutions to any Governors State University graduate major.

TRANSFER CREDIT FOR GRADUATE STUDENTS: GSU POLICY 30

Governors State University
Master of Occupational Therapy Curriculum
Registration for Classes

<http://www.govst.edu/register/> - General registration information

Section V:
STUDENT POLICIES

Student Responsibilities

200

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: : Academic Advisement	Number: OT-200	Page 1 of 2
Effective:	Reviewed: 1/21/11 4/14	
Supersedes:	Revised: 1-21-11	

Policy

Upon admission to the Occupational Therapy Program, each student is assigned an academic advisor.

The role of an academic advisor is to:

- Work with the student to develop a Study Plan
- Advise students in their academic progress
- Function as a liaison between the student and the university
- Function as an advocate for the student
- Verify achieving candidacy
- Verify completion of all requirements needed to graduate

Purpose:

To ensure that the student has every opportunity of a successful experience and has the information necessary to participate in the program and meet all program requirements.

Procedure:

1.0 A faculty advisor is assigned to each student when they are admitted to the program.

2.0 Student Responsibilities

- 2.1 Students are expected to make an appointment with their advisor at least one time during the semester.
- 2.2 Students should plan to see their advisor during posted office hours or by appointment.
- 2.3 Students are encouraged to initiate meetings with their advisor at any time to discuss academic progress, problems or concerns.
- 2.4 It is the student's responsibility to keep their advisor apprised of any information relevant to their academic progress in the program.
- 2.5 When a student is identified by the faculty as being able to benefit from the Enhanced Advisement program, the student must meet with their advisor to discuss the program and student responsibilities.

3.0 Faculty advisors may periodically initiate meetings with their advisees to discuss academic progress.

- 3.1 All advisors have designated office hours each semester to facilitate ongoing communication with students.
- 3.2 All faculty members have mailboxes, e-mail and voice mail to facilitate communication with advisees.

Governors State University
College of Health and Human Services
Department of Occupational Therapy

Policy: : Enhanced Advisement	Number: OT-201	Page 1 of 2
Effective: 3/7/2014	Reviewed: 4/21/14	
Supersedes:	Revised:	

Policy

Upon recommendation of the Occupational Therapy faculty, a student may be placed on enhanced advisement to address academic progression and/or professional progression. In addition, a student may request enhanced advisement. The need for Enhanced Advisement is determined term by term.

Purpose

Success on fieldwork, with the NBCOT exam, and as a licensed occupational therapist are dependent on one's ability to conduct themselves in a professional manner and to apply all information in order to efficiently analyze and prioritize options in identifying clinically relevant conclusions. To ensure that the student has every opportunity of a successful learning experience enhanced advisement is initiated as deemed necessary or requested.

Procedure

- 1.0 When a student is identified by a faculty as being able to benefit from the Enhanced Advisement program this need is brought forward for faculty discussion and endorsement.
- 1.1 Faculty members who have the student in class that term, and holding the same concerns/ issues, may participate in Enhanced Advisement for the term or until the concerns are resolved.
- 1.2 Upon recommendation of the faculty committee, the referring faculty will contact the student and arrange an initial contact with the student and orient them to the goals of enhanced advisement.
- 1.3 The faculty will identify the goals of the enhanced advisement, review with the student, and develop a tracking sheet to be completed by both the student and the faculty on a weekly basis.
- 1.4 During the weekly meeting the faculty will compare their observation and rating with the student's report of progress. Strategies for success will be generated, reviewed, and critiqued.
- 2.0 Student Responsibilities
 - 2.1 Students are expected to review the policy and make an appointment(s) with each faculty named and their academic advisor within 4 school days.
 - 2.2 Students should plan to meet with each faculty involved, individually, once a week, as arranged.

2.3 Students are required to complete the associated goal sheet as directed by each professor.

2.4 The student should be honest and reflective, open to discussion and make diligent attempts to follow strategies as discussed with faculty.

2.4 It is the student's responsibility to keep all appointments and review documentation with the academic advisor.

3.0 Failure to follow the steps outlined in this policy will be considered grounds for probation or suspension.

Policy: Student Study Plan	Number: OT - 202	Page 1 of 1
Effective:	Reviewed: 7/5/11/ 1/14	
Supersedes:	Revised 7/5/11 1/14	

Policy:

Each student must have an individual study plan.

Purpose:

The Study Plan will detail the degree requirements and the course sequence.

Procedure:

- 1.0 Applicants who wish to have graduate credit for previously earned occupational therapy course work must adhere to GSU Policy 16 and Policy 30.
 - 1.1 Application for review of transfer credits must be made prior to the first term so as to be incorporated in the study plan.
 - 1.2 Applicant must submit syllabi and supporting information to the full MOT faculty for a comparative review of like coursework.
- 2.0 The student will meet with their advisor prior to or during the first semester of enrollment in the curriculum.
- 3.0 The student and advisor will review the prescribed course of study.
- 4.0 The Plan of Study must be reviewed and updated whenever a student:
 - 4.1 Is unable to progress according to plan and the full faculty have agreed to alter the plan.
 - 4.2 Wishes to substitute course work specified on the plan
 - 4.3 Must repeat a course
 - 4.4 Receives a grade of "C" in a course
 - 4.5 Deviates from the Study Plan
 - 4.6 Does not receive authorization for candidacy
 - 4.7 Is readmitted
- 5.0 Courses not specified in the study plan will not apply toward the degree requirements.

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Independent Research Project	Number: OT - 203	Page 1 of 1
Effective:	Reviewed: 6/11 4/14	
Supersedes:	Revised: 7/21/09	

Policy: Each student will complete an independent study on a topic that has been approved by the faculty. Utilizing principles of research design the student will present, in a professional format a Research Project.

Purpose: The self-directed activities will assist the student in the development of logical thinking, critical analysis, problem solving, and creativity

Procedure:

- 1.0 Under the supervision of faculty, the student will:
 - 1.1 Evaluate and appraise research literature in the context of historical, social, cultural, economic, scientific, and political information
 - 1.2 Perform a literature review and integrate pertinent information in the development of a research project
 - 1.3 Select appropriate research method for analysis of research questions
 - 1.4 Analyze and interpret research literature findings
 - 1.5 Apply research literature review results to the profession of Occupational Therapy
- 2.0 Write a proposal in a professional manner, demonstrating pre-publication status
- 3.0 Present the research project in a professional manner demonstrating professional presentation status

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: MOT Candidacy	Number: OT - 204	Page 1 of 1
Effective:	Reviewed: 6/11 4/14	
Supersedes:	Revised: 7/21/09	

Policy:

Application for candidacy in the MOT Program must be made when the student has completed at least 80 credit-hours and maintained a GPA of 3.0 or higher for all courses on the student Study Plan.

Purpose:

Application for candidacy ensures that each student has met all requirements necessary to move into the level II fieldwork.

Procedure:

- 1.0 Students must meet with their advisor to determine that all requirements for candidacy are met.
- 2.0 Students must complete application form available from each advisor
- 3.0 Applications must be received in the semester prior to starting Level II fieldwork
- 4.0 Advisor will verify and Program Chair will authorize candidacy
- 5.0 Applications for candidacy will be placed in the student's file

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Graduation Application	Number: OT - 205	Page 1 of 1
Effective:	Reviewed: 6/11 4/14	
Supersedes:	Revised: 7/21/09	

Policy:

To apply for graduation, a student must complete and submit the appropriate forms to their faculty advisor by the application deadline date of the semester in which he or she will be graduating. Forms and deadline information may be obtained at:

<http://www.govst.edu/graduation/>

Purpose:

To ensure that all students completing the requirements for graduation comply with the university rules for graduation.

Procedure:

- 1.0 Prior to completing these forms students should have met with their advisor to review their study plan and verify completion of degree requirements.
 - 1.1 Outstanding requirements must be completed by the term the student is expected to graduate.
- 2.0 When the Registrar's Office receives the applications, they are coded for billing.
 - 2.1 The forms are then sent to the faculty academic advisors to determine whether the student has completed their degree requirements.
 - 2.2 The advisor must notify the student if he or she is not eligible for graduation.
 - 2.3 The forms are then signed with the appropriate signatures and sent to the Graduation Counselors in the Registrar's Office.
- 3.0 Approval by the Registrar's Office results in the awarding of the diploma.
 - 3.1 The diploma is awarded only upon verification of completion of all degree requirements and satisfaction of all financial obligations to the University.

Student Status

300

Governors State University
 College of Health and Human Services
 Occupational Therapy Department

Policy: MOT Admission Policy	Number: OT – 300	Page 1 of 2
Effective: 9/2004	Reviewed: 6/11/, 1/14	
Supersedes:	Revised: 4/7/11, 1/14	

Policy:

Admission to the Master of Occupational Therapy program is competitive; only a limited number of applicants will be accepted into the MOT Program each year. Applicants must complete all steps in the application process to be considered for admission.

Purpose:

A competitive admission process allows for the admission of students who meet the requirements for successful completion of the program and entry into the profession.

Procedure:

- 1.0 Applicants must apply through the Occupational Therapy Centralized Admission System (OTCAS) by the designated deadline each year.
- 2.0 Applications received after the published deadline will not be accepted
- 3.0 After the designated deadline, applications will be reviewed. The Admission Chair will inform applicants of their status (complete or incomplete) through OTCAS
 - 3.1 If a student’s application status is “complete”, they will be invited on campus for an interview with an MOT faculty member
- 4.0 After the interviews have been conducted, the Admission Committee will review the pool of applicants according to department Predictive Model.
- 5.0 The Admission Committee will render decisions (admit, deny and wait list)
- 6.0 Applicants will be informed of the decision by the Chair of the Admission Committee via OTCAS
- 7.0 Students who are offered admission to the MOT program must respond and accept the offer via OTCAS in the time allotted.
- 8.0 Applicants who accept the offer must make a seat deposit as directed and must submit official transcripts and GRE report to the Chair of the MOT Admission Committee
- 9.0 Students placed on the wait list will be offered admission in the ranked order based upon admission requirements.

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Dismissal from the Program	Number: OT - 301	Page 1 of 1
Effective:	Reviewed: 1/21/11 4/14	
Supersedes:	Revised: 1/ 21/11	

Policy: Students who fail to demonstrate behaviors consistent with the professional practice of occupational therapy as described in the AOTA Code of Ethics, violations of student policies and procedures, and/or maintenance of academic GPA standards as outlined in the Governors State catalogue - Graduate Studies - will be dismissed.

Procedure:

- 1.0 Students shall be given an opportunity to present their position regarding such action if they wish to do so per university policy. Students are expected to understand and foster the University Statement of Responsibility and comply with the Occupational Therapy Department's student policies and procedures.

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Withdrawal	Number: OT - 302	Page 1 of 1
Effective:	Reviewed: 6/11 4/14	
Supersedes:	Revised: 7/21/09 4/14	

Policy:

The student may withdraw from a course only one time. Approval will not be given for a second withdrawal from the same course. For example, a student may withdraw only one time from OCCT 7790, Research.

Rational:

Courses in each semester serve as pre-requisites for the subsequent semesters..

PROCEDURES:

- 1.0 The student must meet with their faculty advisor prior to withdrawal from a course.
- 2.0 Withdrawal from a course must follow GSU Policy 6.
- 3.0 The curriculum is sequential, withdrawal from a course may result in withdrawal from the program.
- 4.0 Withdrawal from a course will result in revision of the study plan and may add additional semesters to student progress.
 - 43.1 The revised study plan will reflect the next scheduled opportunity to take the course.
 - 4.2 The revised study plan will maintain the sequence of the curriculum and reflect any adjustment in length of time to complete.
- 5.0 Request for withdrawal from a Level II Fieldwork is detailed in Policy 601.

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Reinstatement to the Program	Number: OT - 303	Page 1 of 1
Effective:	Reviewed: 6/11	
Supersedes:	Revised: 7/21/09	

Policy: Students who withdraw from the program and wish to reenter at a later date are required to submit a letter requesting reinstatement to the Governors State University Master of Occupational Therapy Program Chair. Reinstatement into the program will be on a space available basis only

Purpose:

To ensure quality student outcomes.

Procedure:

- 1.0 Students who wish to apply for reinstatement to the Occupational Therapy Program must submit, to the Chair, a letter requesting reinstatement no later than 60 days prior to the next scheduled academic term.
- 2.0 Upon receipt of the student's letter, the Occupational Therapy Admission Committee will review the student's record and submit recommendations to the Chair of the Occupational Therapy Program.
- 3.0 A letter from the Chair of the Governors State University Occupational Therapy Program will be sent to the student regarding the decision for reinstatement.
- 4.0 Reinstatement to the program must be within twelve months of the withdrawal from the program.
 - 4.1 Withdrawals extending beyond 12 months will require the student to apply for admission to the program.

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Academic Progression – MOT Program	Number: OT-304	Page 1 of 1
Effective:	Reviewed: 6/11 9/13	
Supersedes:	Revised: 7/21/09 4/13	

Policy:

A student must successfully complete all courses listed in the Study Plan

Purpose:

Course progression is prescribed and sequential. A cumulative G.P.A. of 3.0 is required to progress in the program.

Procedure:

- 1.0 A student may continue in the program if they maintain a cumulative GPA of 3.0.
 - 1.1 A student may only drop below a semester G.P.A. of 3.0 one time while enrolled in the program
 - 1.2 A grade of C in any course listed on the Study Plan requires that the student notify and schedule a meeting with his or her academic advisor within 15 working days.
 - 1.3 Receiving 2 or more Cs as a final grade in a required course while enrolled in the MOT program will be grounds for dismissal from the program.
 - 1.4 Receiving a final grade of D or F in a required course while enrolled in the MOT program will be grounds for dismissal from the program.
 - 1.5 A student may appeal a final grade according to GSU Policy #5.
 - 1.6 A student may appeal a decision for dismissal according to GSU Policy #5.

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Non-Academic Performance	Number: OT 305	Page 1 of 1
Effective:	Reviewed: 6/11 4/14	
Supersedes:	Revised: 7/21/09	

Policy:

Non-academic performance is considered part of the student's overall academic performance. These criteria must be met in addition to academic criteria to achieve and maintain candidacy in the program. Assessment of these criteria and response to infractions is as per the department procedure below.

- 1.0 Students are required to meet the following criteria.
 - 1.1 Communication abilities for communicating with patients and other clients served.
 - 1.2 Professional demeanor includes the ability to act independently, and ability to cooperate with others. Examples of these behaviors may include the ability to accept and respond appropriately to criticism, maintaining a professional appearance in terms of dress and hairstyle, maintaining confidentiality, etc.

Purpose:

Interpersonal skills, professional behavior and other non-academic skills are essential in the functioning of an occupational therapist, therefore these skills and behaviors are expected during student tenure.

Procedure:

- 1.0 The Occupational Therapy Program faculty addresses these issues through regular reviews of student progress during faculty meetings.
- 2.0 Potential problems are raised as soon as possible through regular review of student's progress during faculty meetings.
 - 2.1 A faculty advisor will initiate discussion with the student. Potential problems are raised as soon as possible with the student.
 - 2.1.1 A remediation plan is developed and includes a time line for student response. The remediation plan may include Enhanced Advisement.
 - 2.2 On rare occasions it may be necessary to dismiss a student from the program for non-academic performance.
 - 2.2.1 Before arriving at such a decision there will be an extensive review of the remediation plan and student response.

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Clinical Skills Competency Testing	Number: OT 306	Page 1 of 1
Effective:	Reviewed: 6/11 4/14	
Supersedes:	Revised: 7/21/09	

Policy: Policy:

A student must demonstrate competency in those courses where clinical skills are developed. The process for determining competence must be systematic, objective and fair. The Occupational Therapy Program procedures below are used to assess clinical competency. Competency in clinical skills is demonstrated when a student meets the minimal criteria set by the MOT program. If competency is not attained, departmental procedures below apply. The student is responsible for demonstrating competence in all areas.

Purpose:

Clinical skills competency testing and practical examination are necessary to ensure the student is safe and knowledgeable in the application of occupational therapy skills.

Procedure:

- 1.0 The following procedures to determine competency and safety in the performance of clinical skills are followed in all courses that cover clinical skills which are tested via practical examination.
 - 1.1 The student is given written guidelines that describe the specific skills to be mastered and the criteria upon which their performance will be evaluated.
 - 1.1.1 Demonstration and lecture by the instructor follows.
 - 1.2 The students practice in the laboratory and evaluate their own performance and the performances of their peers.
 - 1.3 The instructor observes and corrects the students to assure proper performance of the skill being learned.
 - 1.3.1 The students are encouraged to continue to practice basic skills even after they have demonstrated for the instructors.
 - 1.3.2 Formative evaluations can be formally conducted at this time.
 - 1.3.2.1 The instructor can assess the student at any time.
 - 1.4 During the practical examination the evaluative criteria initially given to the students are used.

2.0 Students must successfully complete the practical examination to receive a passing grade and progress.

3.0 Achievement below the established minimal criteria set by each instructor requires remediation.

3.1 If a student fails a practical examination, additional instruction and opportunity for practice is given by the instructor.

3.2 Remediation focuses on the tested areas in which the student failed to demonstrate competence.

3.3 The student and instructor agree on a mutually acceptable time for retesting.

3.4 If the student successfully completes the re-test he/she may progress.

3.5 The student cannot progress to any other courses that require the successful completion of the competency.

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Evaluation	Number: OT 307	Page 1 of 1
Effective:	Reviewed: 4/14	
Supersedes:	Revised 7/5/11 4/14	

Policy: Evaluations must be consistent with the student learning outcomes for acquisition of knowledge, skills, attitudes, and competencies

Purpose: Students will be regularly evaluated on their acquisition of knowledge, skills, attitudes, and competencies required for safe, proficient and evidenced practice.

Procedure:

- 1.0 Evaluation measures must be clearly documented in syllabi.
- 2.0 Assessments used to evaluate will vary and include but not be limited to, essay, multiple choice, oral, demonstration, case study, activity, discussion, field experience, virtual, individual and/or group process.
- 3.0 Request for adaptation must be made through the GSU Access Services for Students with Disabilities. Requests will be reviewed for feasibility of application to the objectives of the specific examination.
- 4.0 Permission to change the date/time of an examination must be sought from the instructor, by the student.
 - 4.1 A student must present a legitimate reason to request change to date/time of an exam.
 - 4.2 Opportunity to adjust date/time or make up the exam will be determined by the instructor.
 - 4.3 The following criteria apply to missed examinations, including all forms of assessment used.
 - 4.3.1 The instructor will determine if a missed exam will be re-administered.
 - 4.3.2. The makeup exam will be scheduled by the instructor.

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Continuing Credit (CR) Grade Options	Number: OT 308	Page 1 of 2
Effective:	Reviewed: 6/11	
Supersedes:	Revised: 7/21/09	

Policy:

A CR grade will be offered for those courses that are considered the culminating experience(s). If a CR is selected as a grading option, the I or E grade will not be available in that specific course. Culminating Experience(s) are program-designated capstones, practica, internships, or fieldwork, deemed appropriate by the Occupational Therapy Department.

Purpose:

The purpose of the CR grade is to provide opportunity for students to continue work on culminating experiences and remain officially connected to the University with all rights and privileges afforded a student.

Procedure

1. If the student is enrolled in a course that has the CR grade option and is unable to complete their course work in the semester that they were registered and the faculty member feels that the student has made satisfactory progress, the grade of CR can be awarded.
2. If the CR grade is awarded, the student must register for OCCT 898 or OCCT 999 course in the semester immediately following the semester that the CR grade was awarded. Students must register for a minimum of 1 credit hour each term and must be enrolled in OCCT 898 or OCCT 999 each and every term until the course requirements are completed. Authorization by the faculty and the department chair is needed for enrollment in every semester the student is required to register.
3. Enrollment in OCCT 898 or OCCT 999 courses requires a solid rationale, such as a research proposal, work plan, and/or progress report. For every semester of enrollment, the student is required to provide the faculty and department chair with an updated proposal, work plan, or progress report that specifies how the student did and did not meet expectations. This information will be used by the faculty and chair to justify the number of credit hours assigned, and the merits of continuing enrollment.
4. When the student completes the course work a letter grade replaces the CR.

5. If a student fails to maintain satisfactory progress while enrolled in OCCT 898 or OCCT 999, a grade of NC is assigned for OCCT 898 or OCCT 9999 and the CR assigned in the original course will be changed to NC or a failing grade.
6. If the student receives a failing grade or NC in the course, the student will be required to follow program criteria regarding failure of a culminating course. This could include repeating the course.

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Incomplete Grade Option	Number: OT 309	Page 1 of 1
Effective:	Reviewed: 6/11	
Supersedes:	Revised: 7/21/09	

Policy:

An instructor may grant a grade of incomplete to a student provided that reasons for the non-completion of the coursework are acceptable. The time allowed for completing unfinished coursework will be determined by the instructor but will not exceed fifteen (15) weeks

Purpose:

A grade of incomplete is given to offer an opportunity to students who experience extenuating circumstances beyond the student's control and/or for valid academic reasons they are unable to complete course work by the end of the grading period.

Procedure:

- 1.0 A student must make a written request for an incomplete. The request must include the reason for the extension.
- 2.0 An instructor may give a student an I grade if the instructor concurs with the students request..
- 3.0 The instructor will establish the period of time for completing the course work not to exceed 15 weeks.
- 4.0 Extension of an I grade may be contracted with the instructor subject to the Department Chairs/Dean's approval. The extensions shall not exceed 15 weeks.
- 5.0 A student may petition the college in writing for an extension of time beyond the time allotted by the instructor for the completion of unfinished work.
- 6.0 If work is not submitted by the deadline established for an incomplete (I) or an extended incomplete (E) the grade will become an "F".
- 7.0 To be eligible for graduation, all grades of incomplete (I or E) must be removed by the graduation processing date.

Class Requirements

400

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Attendance	Number: OT 401	Page 1 of 1
Effective:	Reviewed: 6/11	
Supersedes:	Revised: 7/21/09	

Policy:

Students are expected to attend all sessions of every class.

Purpose:

To ensure that students receive the maximum benefit from courses and professional courtesy is maintained.

Procedure:

- 1.0 If a student is going to be late for class the following procedures are followed.
 - 1.1 If the student knows in advance that he/she will be late for class the student notifies the instructor before class.
 - 1.2 When a student arrives late for a class the student waits until the break to enter the class so as not to disturb the class.
- 2.0 If a student is going to be absent for class the following procedures are followed.
 - 2.1 If the student knows in advance that he/she will be late for class, the student notifies the instructor before class.
 - 2.1.1 If the student is absent because of an emergency, he/she notifies the instructor of the reason for the absence as soon as possible.
- 3.0 The student is responsible to obtain all information missed due to tardiness or absence.
 - 3.1 If the syllabi specifies meeting with the instructor following absences or tardiness the student must comply.

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Class Cancelation	Number: OT - 402	Page 1 of 1
Effective:	Reviewed: 6/11	
Supersedes:	Revised: 7/21/09	

Policy:

Students are responsible for checking with the University regarding the status of classes during inclement weather.

Purpose:

To inform students if a class is cancelled or the University is closed.

Procedure:

- 1.0 It is the student's responsibility to check the Web based platform (BB) for announcement of class cancellation.
 - 1.1 May be due to instructor illness
 - 1.2 University may be closed
- 2.0 Students should follow the *Governors State University Procedures for Inclement Weather Conditions*. www.govst.edu/emergency

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Communication	Number: OT - 403	Page 1 of 1
Effective:	Reviewed: 6/11	
Supersedes:	Revised: 7/21/09	

Policy:

Students are responsible for timely attention to information and materials placed in OT student mailboxes, assigned university e-mail accounts and Web based BB sites associated with specific courses. The OT Program may contact students by in house mail, voice mail or U.S. Mail.

Purpose:

The policy is intended to ensure that students use University-sanctioned forms of communication.

Procedure:

- 1.0 Each student enrolled in an OT program will be assigned a OT student mailbox.
 - 1.1 Students are responsible for checking their OT student mailbox (G127) on a regular basis.
 - 1.2 Students are considered notified of Program or class information once it is placed in the student mailbox.
 - 1.3 Failure to check OT student mailboxes regularly resulting in late assignments or the completion of other Program related materials in a timely manner will not be accepted.
- 2.0 All Governors State University students are assigned a university e-mail account. All e-mail communication will be done through this account. Students are responsible for all information sent to them by the program and the faculty via University e-mail.
 - 2.1 Students are responsible for checking e-mail on a regular basis and maintaining availability of their mailbox.
 - 2.2 Students are considered notified of Program or class information once it is sent to the University e-mail account.
 - 2.3 Failure to check e-mail regularly resulting in late assignments or the completion of other Program related materials in a timely manner will not be accepted.
- 3.0 Official notification of program status, i.e., admission, probation status, termination from the program will be sent to the student's address of record via U.S. Mail.

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Cellular Phone Use	Number: OT 404	Page 1 of 1
Effective:	Reviewed: 6/11	
Supersedes:	Revised: 7/21/09	

Policy:

Cellular phones are not to be used during occupational therapy classes or fieldwork. They are not to be used for video, camera or voice recording unless it is an accepted part of the class work and permission is granted.

Purpose:

The OT Program recognizes the growing trend regarding student possession of cellular phones with video, camera, or voice recording capabilities. In support of each individual's reasonable expectation of privacy, the copyright and intellectual property laws, the use of these cellular phone features by students must be in conjunction with express consent.

Procedure:

- 1.0 Students are expressly forbidden to use cellular phones for video, camera or voice recordings without the express consent of the subject(s) being photographed or recorded
 - 1.1 Any student whose use of their cellular phone violates another's reasonable expectation of privacy or produces any media as a result of the cellular phone capabilities without express consent may be found in violation of this policy.
 - 1.2 Violations of this policy may lead to disciplinary action.

- 2.0 Students are expected to turn off cellular phones when entering class and to refrain from text messaging or reading e-mail or using any other cellular phone application during class.
 - 2.1 In extreme cases of emergency when it is imperative that students be accessible, permission to turn on a cellular phone during class may be granted at the instructor's discretion.

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Anatomy Lab Access	Number: OT - 405	Page 1 of 1
Effective:	Reviewed: 6/11	
Supersedes:	Revised: 7/21/09	

Policy:

During normal operating hours (i.e. 8:30 a.m.-5 p.m., M-F), students enrolled in MOT courses are allowed access to the Human Anatomy Laboratory.

Purpose:

Laboratory access is limited to ensure the safety of students and to protect the Universities equipment.

Procedure:

- 1.0 Student access to the Human Anatomy Laboratory outside of the MOT Program's normal operating hours, but within the University's normal hours of operation, must be individually arranged with faculty.
- 2.0 For access to the Human Anatomy Laboratory outside of the University's normal hours of operation, a student follow lab access procedures listed on course syllabus.
- 3.0 If the lab is being used outside of scheduled class time, the student will need to notify the Department of Public Safety that they will be working in the lab and make arrangements to ensure that the lab is locked when they are finished.

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Occupational Therapy Lab Access	Number: OT - 406	Page 1 of 1
Effective:	Reviewed: 6/11	
Supersedes:	Revised: 7/21/09	

Policy:

During normal operating hours (i.e. 8:30 a.m.-5 p.m., M-F), students enrolled in MOT courses are allowed access to the OT Labs (G 127 and G 157). Access to the ADL Lab (F 2701) outside of specific course session time is restricted and by permission only.

Purpose:

Laboratory access is limited to ensure the safety of students and to protect the Universities equipment.

Procedure:

- 1.0 For access to the Occupational Therapy Labs or the ADL Lab to the outside of the University's normal hours of operation, a student must receive prior approval from their instructor, and complete an *After Hours Access Permit*.
 - 1.1 The permit is checked at the special access entrance
 - 1.2 The student will have access to the specific area only after surrendering a valid student photo ID that is held for the duration of their stay.
- 2.0 The student is then issued a *Student Building Pass* that must be exhibited at all times.
- 3.0 If the lab is being used outside of scheduled class time, the student will need to notify appropriate faculty or a graduate assistant that they will be working in the lab and make arrangements to ensure that the lab is locked when they are finished.
- 4.0 Labs must be clean, neat and ready for the classes regularly scheduled in each lab.

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Student Disability	Number: OT - 407	Page 1 of 1
Effective:	Reviewed: 6/11	
Supersedes:	Revised: 7/21/09	

Policy:

The Occupational Therapy Program will work with any qualified student with a disability to meet the needs for accommodation.

Purpose:

To ensure that all students have the opportunity to learn and work to their potential.

Procedure:

- 1.0 Students who have a disability or special needs and require accommodation in order to have equal access to the classroom must register with the designated staff member in the Academic Resource Center. Room B1201
- 2.0 Students will be required to provide documentation of any disability when an accommodation is requested.
- 3.0 The Academic Resource Center will review the documentation and supporting materials to certify eligibility for services.
 - 3.1 The coordinator and will meet with the student to determine academic adjustments and/or accommodations.
 - 3.2 The student pays any cost of professional verification.
- 4.0 Once the OT Program is notified of the need for accommodation, the Chair and/or designee will work with the student and instructor to implement a reasonable accommodation.

Professional Behaviors

500

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Academic Honesty & Integrity	Number: OT - 501	Page 1 of 2
Effective:	Reviewed: 6/11	
Supersedes:	Revised: 7/21/09	

Policy:

Academic Honesty

Students are expected to demonstrate professional, responsible, and accountable behaviors throughout their classroom and clinical education. These behaviors include, but are not limited to, punctuality, dependability, interpersonal skills, regard for self and others, preparedness, ethical decision making, and personal and professional growth.

As members of the Governors State University Community, students are responsible for upholding the mission and objectives of the university, as well as the mission, philosophy, and objectives of the Occupational Therapy Program.

Academic Integrity

Any incident of academic dishonesty will have serious consequences. Academic dishonesty includes, but is not limited to plagiarism, inappropriate collaboration, dishonesty in examinations (in-class or take-home), dishonesty in written assignments, work done for one course and submitted to another, deliberate falsification of data, interference with other students work, and copyright violations.

Purpose:

To assure the promotion and maintenance of high standards of behavior in occupational therapy, you will be held accountable for the knowledge of and adherence to the American Occupational Therapy Association's Code of Ethics.

Procedure:

1.0 Penalties for an academic offense may include one or more of the following:

- 1.1 resubmission of the work in question,
- 1.2 submission of additional work for the course in which the offense occurred,
- 1.3 suspension for one or more academic terms, including the term in which the offense occurred,
- 1.4 expulsion from the program
- 1.5 other consequences deemed appropriate by university policy.

Please refer to the *Governors State University Policy for Academic Honesty*
<http://www.govst.edu/catalog/catback.pdf#nameddest=appendix> for more specific information.

Occupational Therapy Code of Ethics and Ethics Standards (2010)

PREAMBLE

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

Fundamental to the mission of the occupational therapy profession is the therapeutic use of everyday life activities (occupations) with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings.

“Occupational therapy addresses the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts to support engagement in everyday life activities that affect health, well being, and quality of life” (AOTA, 2004). Occupational therapy personnel have an ethical responsibility primarily to recipients of service and secondarily to society.

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

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

While much has changed over the course of the profession’s history, more has remained the same. The profession of occupational therapy remains grounded in seven core concepts, as identified in the *Core Values and Attitudes of Occupational Therapy Practice* (AOTA, 1993): *altruism, equality, freedom, justice, dignity, truth, and prudence*. *Altruism* is the individual’s ability to place the needs of others before their own. *Equality* refers to the desire to promote fairness in interactions with others. The concept of *freedom* and personal choice is paramount in a profession in which the desires of the client must guide our interventions. Occupational therapy practitioners, educators, and researchers relate in a fair and impartial manner to individuals with whom they interact and respect and adhere to the applicable laws and standards regarding their area of practice, be it direct care, education, or research (*justice*). Inherent in the practice of

occupational therapy is the promotion and preservation of the individuality and *dignity* of the client, by assisting him or her to engage in occupations that are meaningful to him or her regardless of level of disability. In all situations, occupational therapists, occupational therapy assistants, and students must provide accurate information, both in oral and written form (*truth*). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions to direct them in their area(s) of practice (*prudence*). These seven core values provide a foundation by which occupational therapy personnel guide their interactions with others, be they students, clients, colleagues, research participants, or communities. These values also define the ethical principles to which the profession is committed and which the public can expect.

The *Occupational Therapy Code of Ethics and Ethics Standards (2010)* is a guide to professional conduct when ethical issues arise. Ethical decision making is a process that includes awareness of how the outcome will impact occupational therapy clients in all spheres. Applications of Code and Ethics Standards Principles are considered situation-specific, and where a conflict exists, occupational therapy personnel will pursue responsible efforts for resolution. These Principles apply to occupational therapy personnel engaged in any professional role, including elected and volunteer leadership positions.

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

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

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

DEFINITIONS

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

BENEFICENCE

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

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

Occupational therapy personnel shall

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

- N. Take responsibility for promoting and practicing occupational therapy on the basis of current knowledge and research and for further developing the profession's body of knowledge.

NONMALEFICENCE

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

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

Occupational therapy personnel shall

- A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.
- B. Make every effort to ensure continuity of services or options for transition to appropriate services to avoid abandoning the service recipient if the current provider is unavailable due to medical or other absence or loss of employment.
- C. Avoid relationships that exploit the recipient of services, students, research participants, or employees physically, emotionally, psychologically, financially, socially, or in any other manner that conflicts or interferes with professional judgment and objectivity.
- D. Avoid engaging in any sexual relationship or activity, whether consensual or nonconsensual, with any recipient of service, including family or significant other, student, research participant, or employee, while a relationship exists as an occupational therapy practitioner, educator, researcher, supervisor, or employer.
- E. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others.
- F. Avoid any undue influences, such as alcohol or drugs, that may compromise the provision of occupational therapy services, education, or research.
- G. Avoid situations in which a practitioner, educator, researcher, or employer is unable to maintain clear professional boundaries or objectivity to ensure the safety and well-being of recipients of service, students, research participants, and employees.
- H. Maintain awareness of and adherence to the Code and Ethics Standards when participating in volunteer roles.
- I. Avoid compromising client rights or well-being based on arbitrary administrative directives by exercising professional judgment and critical analysis.

- J. Avoid exploiting any relationship established as an occupational therapist or occupational therapy assistant to further one's own physical, emotional, financial, political, or business interests at the expense of the best interests of recipients of services, students, research participants, employees, or colleagues.
- K. Avoid participating in bartering for services because of the potential for exploitation and conflict of interest unless there are clearly no contraindications or bartering is a culturally appropriate custom.
- L. Determine the proportion of risk to benefit for participants in research prior to implementing a study.

AUTONOMY AND CONFIDENTIALITY

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

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

Occupational therapy personnel shall

- A. Establish a collaborative relationship with recipients of service including families, significant others, and caregivers in setting goals and priorities throughout the intervention process. This includes full disclosure of the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention(s); and/or any reasonable alternatives to the proposed intervention.
- B. Obtain consent before administering any occupational therapy service, including evaluation, and ensure that recipients of service (or their legal representatives) are kept informed of the progress in meeting goals specified in the plan of intervention/care. If the service recipient cannot give consent, the practitioner must be sure that consent has been obtained from the person who is legally responsible for that recipient.
- C. Respect the recipient of service's right to refuse occupational therapy services temporarily or permanently without negative consequences.
- D. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program/educational institution.
- E. Obtain informed consent from participants involved in research activities, and ensure that they understand the benefits, risks, and potential outcomes as a result of their participation as research subjects.

- F. Respect research participant's right to withdraw from a research study without consequences.
- G. Ensure that confidentiality and the right to privacy are respected and maintained regarding all information obtained about recipients of service, students, research participants, colleagues, or employees. The only exceptions are when a practitioner or staff member believes that an individual is in serious foreseeable or imminent harm. Laws and regulations may require disclosure to appropriate authorities without consent.
- H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and non-verbal communications, including compliance with HIPAA regulations.
- I. Take appropriate steps to facilitate meaningful communication and comprehension in cases in which the recipient of service, student, or research participant has limited ability to communicate (e.g., aphasia or differences in language, literacy, culture).
- J. Make every effort to facilitate open and collaborative dialogue with clients and/or responsible parties to facilitate comprehension of services and their potential risks/benefits.

SOCIAL JUSTICE

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

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

Occupational therapy personnel shall

- A. Uphold the profession's altruistic responsibilities to help ensure the common good.
- B. Take responsibility for educating the public and society about the value of occupational therapy services in promoting health and wellness and reducing the impact of disease and disability.
- C. Make every effort to promote activities that benefit the health status of the community.
- D. Advocate for just and fair treatment for all patients, clients, employees, and colleagues, and encourage employers and colleagues to abide by the highest standards of social justice and the ethical standards set forth by the occupational therapy profession.
- E. Make efforts to advocate for recipients of occupational therapy services to obtain needed services through available means.

- F. Provide services that reflect an understanding of how occupational therapy service delivery can be affected by factors such as economic status, age, ethnicity, race, geography, disability, marital status, sexual orientation, gender, gender identity, religion, culture, and political affiliation.
- G. Consider offering *pro bono* (“for the good”) or reduced-fee occupational therapy services for selected individuals when consistent with guidelines of the employer, third-party payer, and/or government agency.

PROCEDURAL JUSTICE

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

Procedural justice is concerned with making and implementing decisions according to fair processes that ensure “fair treatment” (Maiese, 2004). Rules must be impartially followed and consistently applied to generate an unbiased decision. The principle of procedural justice is based on the concept that procedures and processes are organized in a fair manner and that policies, regulations, and laws are followed. While *the law* and *ethics* are not synonymous terms, occupational therapy personnel have an ethical responsibility to uphold current reimbursement regulations and state/territorial laws governing the profession. In addition, occupational therapy personnel are ethically bound to be aware of organizational policies and practice guidelines set forth by regulatory agencies established to protect recipients of service, research participants, and the public.

Occupational therapy personnel shall

- A. Be familiar with and apply the Code and Ethics Standards to the work setting, and share them with employers, other employees, colleagues, students, and researchers.
- B. Be familiar with and seek to understand and abide by institutional rules, and when those rules conflict with ethical practice, take steps to resolve the conflict.
- C. Be familiar with revisions in those laws and AOTA policies that apply to the profession of occupational therapy and inform employers, employees, colleagues, students, and researchers of those changes.
- D. Be familiar with established policies and procedures for handling concerns about the Code and Ethics Standards, including familiarity with national, state, local, district, and territorial procedures for handling ethics complaints as well as policies and procedures created by AOTA and certification, licensing, and regulatory agencies.
- E. Hold appropriate national, state, or other requisite credentials for the occupational therapy services they provide.
- F. Take responsibility for maintaining high standards and continuing competence in practice, education, and research by participating in professional development and educational activities to improve and update knowledge and skills.
- G. Ensure that all duties assumed by or assigned to other occupational therapy personnel match credentials, qualifications, experience, and scope of practice.
- H. Provide appropriate supervision to individuals for whom they have supervisory responsibility in accordance with AOTA official documents and local, state, and federal or national laws, rules, regulations, policies, procedures, standards, and guidelines.

- I. Obtain all necessary approvals prior to initiating research activities.
- J. Report all gifts and remuneration from individuals, agencies, or companies in accordance with employer policies as well as state and federal guidelines.
- K. Use funds for intended purposes, and avoid misappropriation of funds.
- L. Take reasonable steps to ensure that employers are aware of occupational therapy's ethical obligations as set forth in this Code and Ethics Standards and of the implications of those obligations for occupational therapy practice, education, and research.
- M. Actively work with employers to prevent discrimination and unfair labor practices, and advocate for employees with disabilities to ensure the provision of reasonable accommodations.
- N. Actively participate with employers in the formulation of policies and procedures to ensure legal, regulatory, and ethical compliance.
- O. Collect fees legally. Fees shall be fair, reasonable, and commensurate with services delivered. Fee schedules must be available and equitable regardless of actual payer reimbursements/contracts.
- P. Maintain the ethical principles and standards of the profession when participating in a business arrangement as owner, stockholder, partner, or employee, and refrain from working for or doing business with organizations that engage in illegal or unethical business practices (e.g., fraudulent billing, providing occupational therapy services beyond the scope of occupational therapy practice).

VERACITY

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

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

Occupational therapy personnel shall

- A. Represent the credentials, qualifications, education, experience, training, roles, duties, competence, views, contributions, and findings accurately in all forms of communication about recipients of service, students, employees, research participants, and colleagues.
- B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.

- C. Record and report in an accurate and timely manner, and in accordance with applicable regulations, all information related to professional activities.
- D. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.
- E. Accept responsibility for any action that reduces the public's trust in occupational therapy.
- F. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, students, research participants, or the public.
- G. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.
- H. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.
- I. Give credit and recognition when using the work of others in written, oral, or electronic media.
- J. Not plagiarize the work of others.

FIDELITY

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

The principle of fidelity comes from the Latin root *fidelis* meaning loyal. *Fidelity* refers to being faithful, which includes obligations of loyalty and the keeping of promises and commitments (Veatch & Flack, 1997). In the health professions, fidelity refers to maintaining good-faith relationships between various service providers and recipients. While respecting fidelity requires occupational therapy personnel to meet the client's reasonable expectations (Purtillo, 2005), Principle 7 specifically addresses fidelity as it relates to maintaining collegial and organizational relationships. Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike must consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision-making and professional practice.

Occupational therapy personnel shall

- A. Respect the traditions, practices, competencies, and responsibilities of their own and other professions, as well as those of the institutions and agencies that constitute the working environment.
- B. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated by national, state, or local laws or permission to disclose is given by the individual.
- C. Take adequate measures to discourage, prevent, expose, and correct any breaches of the Code and Ethics Standards and report any breaches of the former to the appropriate authorities.
- D. Attempt to resolve perceived institutional violations of the Code and Ethics Standards by utilizing internal resources first.
- E. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.

- F. Avoid using one's position (employee or volunteer) or knowledge gained from that position in such a manner that gives rise to real or perceived conflict of interest among the person, the employer, other Association members, and/or other organizations.
- G. Use conflict resolution and/or alternative dispute resolution resources to resolve organizational and interpersonal conflicts.
- H. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.

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Adopted by the Representative Assembly 2010CApr17.

Note. This document replaces the following rescinded Ethics documents 2010CApril18: the Occupational Therapy Code of Ethics (2005) (American Journal of Occupational Therapy, 59, 639–642); the Guidelines to the Occupational Therapy Code of Ethics (American Journal of Occupational Therapy, 60, 652–658); and the Core Values and Attitudes of Occupational Therapy Practice (American Journal of Occupational Therapy, 47, 1085–1086).

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Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Student Complaints	Number: OT 502	Page 1 of 1
Effective:	Reviewed: 6/11 4/14	
Supersedes:	Revised: 7/21/09	

Policy:

Student complaints are submitted and resolved according to departmental procedures.

Purpose:

To ensure that each student has a fair hearing to all complaints and that complaints are addressed in a timely, efficient manner.

Procedure:

- 1.0 A student with a complaint submits the complaint verbally to the appropriate individual.
 - 1.1 Complaints regarding the occupational therapy program are submitted to his/her instructor or academic advisor.
 - 1.1.1 Complaints of this nature include the student's belief that a policy, procedure, or practice has been violated, which adversely affects him/her.
 - 1.2 Complaints regarding a grade in a course are submitted in writing to the instructor of the course.
- 2.0 Complaints are documented by the receiver, and a written response is returned to the student within three working days.
 - 1.1 A copy of the written response is forwarded to the program director and maintained in the departmental file.
- 3.0 If the student is dissatisfied with the initial response he/she submits the complaint in writing to the program director.
 - 1.1 The complaint is documented by the program director.
 - 1.2 The initial response is reviewed.
 - 1.3 A written response from the program director is forwarded to the student within three working days.
- 4.0 If the student remains dissatisfied with the response, he/she may submit a formal grievance. (See policy OT 503)

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Student Grievances	Number: OT 503	Page 1 of 1
Effective:	Reviewed: 7/6/11 4/14	
Supersedes:	Revised: 7/6/11	

Policy:

Student grievances are submitted and resolved according to departmental procedures.

Purpose:

To ensure that each student has a fair hearing to all grievances and that grievances are addressed in a timely, efficient manner.

Procedure:

- 1.0 If the student is dissatisfied with the OT Department resolution of their complaint a grievance may be submitted following the *Governors State University Grievance Policy #5*. The Academic Grievance Policy can be found in the GSU Student Handbook. <http://www.govst.edu/Studenthandbook/>

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Membership and Professional Responsibility	Number: OT 504	Page 1 of 1
Effective:	Reviewed: 6/11	
Supersedes:	Revised: 7/21/09	

Policy:

Membership in both the state OT Association ILOTA <http://ilota.org/> and the national association AOTA <http://aota.org/> is encouraged and may be required in order to obtain information needed in the course of professional study.

Purpose:

The OT Program believes that professional responsibility starts when the student enters the MOT program and continues throughout one's career. Support of the profession by membership and active involvement in professional activities and organizations is a lifelong commitment for the professional.

Section VI:
FIELDWORK POLICIES

Governors State University
 College of Health and Human Services
 Occupational Therapy Department

Policy: Assignment Cancellation	Number: OT 601	Page 1 of 2
Effective: 5/29/04	Reviewed:	
Supersedes:	Revised: 3/4/11	

Policy:

Occupational therapy students are assigned to fieldwork I and fieldwork II sites in keeping with the objectives of the specific fieldwork assignment. Cancellation of fieldwork either by the site, the MOT Program or the student is a serious situation, which will not occur without careful consideration. When there is a cancellation, there will be no guarantee of the practice areas, location or timing of the replacement fieldwork.

Purpose: Fieldwork supervisors, students and fieldwork staff spend extensive time planning and organizing contracts, confirmations and pre-requisite materials for fieldwork to be successful. Selection criteria for fieldwork sites include congruence with our curriculum which reflects communication, advocacy, critical reasoning and advocacy. Cancellation may occur when a site does not evidence these criteria, if the site experiences unforeseen circumstances or if the student experiences extenuating circumstances.

Procedure:

1.0 **Student Cancellation** of fieldwork occurs only in extenuating circumstances, when there is an unpredictable student crisis, defined below.

1.1 **Unpredictable student crisis** – a major life change related to health, finances, or family emergency preventing successful completion of fieldwork

1.1.1. The fieldwork coordinator must be notified immediately, at the first sign of crisis or the potential for crisis. This notification should be personal, in the form of an e-mail or phone call.

1.1.2. There must be documentation on file with the Academic Fieldwork Coordinator (AFC) prior to the official cancellation of the assignment. This documentation will consist of a letter addressed to the AFC explaining the circumstances and any other supporting documentation requested by the AFC.

1.1.3. The AFC will review the documentation to make a final decision regarding cancellation and the appropriate steps to follow with the registrar related to course withdrawal, a grade of incomplete or failure.

1.1.3. If approved, the AFC will work with the student to obtain another placement. There is no guarantee that time completed will be credited toward the required minimum of 24 weeks of full time Level II fieldwork.

2.0 **Fieldwork Site Cancellation** There are many reasons for site cancellation of a student's fieldwork assignment. When a reservation/confirmation is canceled, it is often due to unpredictable circumstances:

2.1 **Unpredictable circumstances** such as staffing (i.e., maternity leave, emergency leave, staff cut backs, staff vacancies, etc.) or reorganization of the facility (i.e., restructuring, labor union disputes, corporate buy-out, etc).

2.1.1. It is a fair assumption that the student will be better served in a new placement rather than entering a facility experiencing large-scale changes

2.1.2. If the cancellation takes place prior to the assignment, the reasons for the cancellation will be duly noted in the AFC's correspondence notes and the student immediately notified by e-mail, WebCT and/or phone. The AFC will seek a replacement assignment as an immediate priority.

2.1.3. If the cancellation takes place during an assignment, the reasons for the cancellation will be duly noted in the AFC's correspondence notes..

2.1.3.1. Determination will be made with the site regarding the student's progress to date, the objectives met/unmet, and the number of hours of completed assignment.

2.1.3.2. If the experience has entered or past the 6th week, a mid-term FWPE will be requested.

2.1.3.3. The AFC will seek a replacement assignment as an immediate priority. The assignment will correspond in length as determined by the AFC in consideration of hours of assignment completion, student progress, the FWPE and extenuating circumstances. There is no guarantee that time completed will be credited toward the required minimum of 24 weeks of full time Level II fieldwork.

3.0 MOT Program Cancellation MOT Program Cancellation of a site is a serious situation, which will not occur without careful consideration. Precipitating circumstances may include:

3.1. **Precipitating circumstances** such as perceived or real danger to the student, evidence of unethical, illegal practice and/or determination by the FC that the environment does not support the educational needs of the student.

3.1.1. Communication between the student and the AFC is essential. At the first indication of circumstances possibly warranting MOT Program cancellation of the fieldwork assignment the student and AFC will meet to review all issues.

3.1.2. The student's concerns are to be held confidential by the AFC.

3.1.3. Upon review of the circumstances the AFC will immediately terminate the assignment and notify the site supervisor.

3.1.4. The AFC will be responsible for all communication between the program and the site related to cancellation. This may include the return of name badge, treatment plans, site information etc. The reasons for the cancellation will be duly noted in the AFC's correspondence notes and a letter of explanation sent to the site.

3.1.5. The AFC will seek a replacement assignment as an immediate priority. The assignment will correspond in length as determined by the AFC in consideration of hours of assignment completion, student progress, the FWPE and extenuating circumstances. There is no guarantee that time completed will be credited toward the required minimum of 24 weeks of full time Level II fieldwork.

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Health Insurance	Number: OT - 602	Page 1 of 1
Effective: 5/29/04	Reviewed:	
Supersedes:	Revised: 4/4/11	

Policy:

All occupational therapy students must obtain and maintain health insurance for the duration of their active student status in the Master of Occupational Therapy Program.

Purpose: To comply with fieldwork site health requirements for health insurance. Fieldwork sites do not cover or offer health care services free of charge to students.

Procedure:

- 1.0 It is the student's responsibility to make sure the required health care coverage is in place prior to beginning fieldwork I experience.
- 2.0 A copy of the student's health care coverage (insurance card or letter of confirmation of coverage) will be kept in the student's fieldwork file, in the locked academic fieldwork coordinator's office for the duration of fieldwork experiences.
- 3.0 If a student's academic progression or fieldwork assignment is postponed, it is the student's responsibility to make sure the required health care coverage is in place prior to beginning fieldwork.
- 4.0 At the termination or completion of the MOT program, all health care insurance records are destroyed according to university policy for the destruction of student information.

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Health Records	Number: OT - 603	Page 1 of 1
Effective: 5/29/04	Reviewed:	
Supersedes:	Revised: 4/4/11	

Policy: All occupational therapy students must obtain and maintain a copy of their health record of immunizations and TB test for the duration of their active student status in the Master of Occupational Therapy Program.

Purpose: In compliance with OSHA regulations and requirements in healthcare facilities, a health record of Immunization and annual testing for TB must be verified.

Procedure:

- 1.0 A copy of your health and immunization record includes:
 - 1.1 Updated immunization and/or titres for rubella, rubeola, mumps, polio, diphtheria, pertussis, tetanus, and varicella as determined by your medical specialist.
 - 1.2 Hepatitis B immunization or signed declination of immunization must be on file
- 2.0 TB must be tested for annually. The initial test must be a 2 step Mantoux test. Any exception must be explained in writing by your medical specialist. Proof of current testing (within one year) from an employer, will be accepted.
- 3.0 The Academic Fieldwork Coordinator will notify all students in writing of the health and immunization record and TB test requirements and the date these verification copies are due to the OT secretary's office.
- 4.0 The OT secretary will log in all records as they are received and will treat all records as confidential and keep them under lock and key as they are collected.
- 5.0 It is the student's responsibility to maintain the original copies of all submitted records. These records will be presented to the fieldwork educator, by the student, on the first day of the fieldworks assignment.
- 6.0 Students will sign a release of information authorizing the GSU MOT Fieldwork Coordinator to hold copies of student health and immunization records in a locked office and release them to fieldwork sites as requested.
- 7.0 Students ***will not*** participate in off-campus course and fieldwork assignments if any pieces of these records cannot be verified.
- 8.0 A particular site may require additional immunizations or verification of health. These site specific requests must be met prior to beginning assignment at the site.
- 9.0 At the time of termination or completion of all Level II fieldwork assignments, these records will be destroyed in keeping with university policy for destroying student records.

Governors State University
 College of Health and Human Services
 Occupational Therapy Department

Policy: Level I Experience	Number: OT – 604	Page 1 of 2
Effective: 5/29/04	Reviewed: 2/14	
Supersedes:	Revised: 4/4/11	

Policy:

The Level I fieldwork courses, OCCT 7210/OCCT 7220/OCCT 7230 are integral to the program’s curriculum design and include experiences designed to enrich their co-requisite didactic courses through directed observation and participation in a variety of service delivery systems. Level I fieldwork experience cannot be substituted or applied to Level II requirements.

Purpose: Level I fieldwork experiences are co-requisite courses in the Applied Level of the program (OCCT 7440/7742 -Psychosocial Knowledge, OCCT 7810/7811-Occupational Therapy Assessment and Intervention I, OCCT 7820/7821-Occupational Therapy Assessment and Intervention II). These Applied and Level I Fieldwork courses reflect the sequence, depth, focus and scope of content in the curriculum design. Students spend over 300 hours across the Level I fieldwork experiences with opportunities for the development of the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities across the lifespan in selected aspects of the occupational therapy process.

Procedure:

- 1.0 Students must follow their study plan and be currently enrolled in all courses co-requisite to the Level I fieldwork courses.
- 2.0 The course instructor and the Academic Fieldwork Coordinator (AFC) collaborate on the identification of fieldworks sites and the assignment of students to those sites. The Level I experiences give the students the opportunities to observe and participate in practice, thus building connections between occupational theory, process and practice.
- 3.0 In selecting and developing Level I fieldwork sites, emphasis is placed on developing sites within the university’s service region. Traditional and new emerging settings are utilized.
- 4.0 The on-site person who will supervise the student is identified prior to the start of the experience in order to answer questions regarding the experience and their qualifications to supervise the level I student.
- 5.0 Communication between the AFC and the on-site fieldwork supervisor is maintained through letters, e-mail and phone calls. Fieldwork educators are given suggestions to effectively meet the learning needs of the students.
- 6.0 Legal contracts must be in place prior to student placement. See Contract policy.
- 7.0 Students are matched to sites based on course instructor input, course expectations, practice at the site, availability of a willing supervisor and when possible location.

- 8.0 Site supervisors are sent the following information prior to the assignment:
 - 8.1 a letter introducing the student, confirming the dates of the assignment and instructor and AFC contact information.
 - 8.2 signed release of all student information held in the AFC's locked file (see attached sample)
 - 8.3 objectives of the Level I experience
 - 8.4 co-requisite course information as determined by course instructors.
 - 8.5 the student evaluation form to be completed by the site supervisor
 - 8.6 HIPPA information
- 9.0 The quality and congruence with the curriculum design is monitored on a regular basis by a variety of means which may include: on-site visit, phone calls, written survey, student and/or site feedback.
- 10.0 Level I supervisors are qualified personnel. Examples include:
 - 10.1 occupational therapist
 - 10.2 occupational therapy assistant
 - 10.3 psychologist
 - 10.4 physician assistant
 - 10.5 teacher
 - 10.6 social worker
 - 10.7 nurse
 - 10.8 physical therapist
 - 10.9 recreation therapist
 - 10.10 mental health worker
- 11.0 All students must successfully pass the Level I courses to progress in the program. Individual evaluation of each Level I student is documented by the site supervisor and becomes part of the student course work records.

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Fieldwork Dress Code	Number: OT - 605	Page 1 of 2
Effective: 5/5/04	Reviewed:	
Supersedes:	Revised: 4/4/11	

Policy:

Occupational therapy students are assigned to fieldwork I and fieldwork II sites in keeping with the objectives of the specific fieldwork assignment. While on fieldwork assignment students will adhere to the MOT Department dress code for fieldwork.

Purpose: Fieldwork students represent the profession, the institution and the program while on fieldwork assignment. Appearance and dress should be in keeping with the standards set by the faculty.

Procedure:

- 1.0 A clip on holder will be provided by the MOT program to display the student's GSU photo ID. While on field work assignment, students must wear this photo ID badge at all times. The fieldwork site may issue a site specific identification badge in which case that badge will replace the GSU photo ID badge.
- 2.0 Hair must be clean and neatly held back from the face.
- 3.0 Artificial nails of any length and extra-long natural nails have been determined to pose an infection hazard. Neither is to be worn on fieldwork assignments.
- 4.0 Clothing should be clean, pressed and allow for ease of movement. It is recommended that you wear washable shirts and slacks. Blue jeans, tee shirts and athletic shoes are not acceptable according to the MOT program code (see exception rule # 10).
- 5.0 Revealing clothing such as leggings, low cut blouses /shirts and dress lengths above the knee are not appropriate attire for fieldwork.
- 6.0 In health care facilities, it is a board of health rule for feet to be covered at all times, even when wearing sandals. Please wear closed toe shoes or sandals with socks.
- 7.0 Athletic shoes are not to be worn.
- 8.0 Perfume, cologne and perfumed soaps are not to be worn when working in health and school settings.
- 9.0 Facial jewelry is not allowed. Earrings should be small and not dangle.
- 10.0 Traditionally some of the mental health sites do not want to delineate between staff and members, and they encourage students to dress accordingly. Additionally some community or school sites may tell students to dress according to the activity (picnics, beach, zoo, etc.). These exceptions may include shorts, jeans, athletic shoes. In these cases, we defer to the site policy.
- 11.0 MOT program policy does not require a man to wear a tie, however, we defer to the site policy.

- 12.0 Religious clothing requirements and customs will be honored, however, they must be discussed with the fieldwork coordinator prior to the beginning of the first fieldwork level I assignment.
- 13.0 The MOT fieldwork coordinator will defer to the judgment of the site if tattoos, piercings, hair styles or clothing are determined inappropriate by the site.

Policy: Fieldwork Site Selection	Number: OT 606	Page 1 of 2
Effective: 5/29/04	Reviewed: 2/14	
Supersedes:	Revised: 4/4/11	

Policy:

Selection criteria for potential fieldwork sites include congruence with our curriculum outcomes/goals to ensure that the fieldwork program reflects the sequence, depth, focus and scope of content in the curriculum design and meets ACOTE standards.

PURPOSE: To ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner according the student plan of study, new sites/experiences are identified and existing sites retained in cooperation with all programs in the College of Health and Human Services. Sites are chosen and maintained that promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice and develop professionalism and competence for a career in occupational therapy.

Procedure:

- 1.0 See CHHS Affiliation Agreement Policy for information related to memoranda of understanding negotiations and agreement dates, contact persons and date of expiration.
- 2.0 Once a memorandum of understanding is executed, the site is introduced to the program's mission, philosophy, curricular design, course sequence, fieldwork objectives and other pertinent information.
- 3.0 Communication with the on-site fieldwork educator or coordinator is established and maintained through any or all of the following: letters, e-mail, phone calls and visits.
- 4.0 The fieldwork site representative and the academic fieldwork coordinator collaborate in establishing fieldwork objectives, identifying site requirements, and determining the match between the site and the program's curricular design and outcome competencies.
- 5.0 The academic fieldwork coordinator, faculty and fieldwork educators design fieldwork objectives and experiences that provide fieldwork education in settings that are equipped to meet the curriculum goals and are congruent with curricular outcomes which reflect communication, advocacy, critical reasoning and advocacy.
- 6.0 Fieldwork objectives and the demands of the practice site on both educator and student are reviewed to determine whether Level I or Level II or both are appropriate and what level of supervision enables proper supervision and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.
- 7.0 Site date reservations related to fieldwork placements are requested and maintained through the academic fieldwork coordinators office and all sites and/or their representatives.
- 8.0 Organizational data pertaining to each fieldwork site will be entered into the MOT program fieldwork data base. This data base affords the academic fieldwork coordinator and faculty with a quick and ready way to review reservations, and site information. The fieldwork data form is sent to the site either electronically or by post with a preference for electronic storage when possible.
- 9.0 Pertinent conversations with the fieldwork sites are preserved by the academic fieldwork coordinator and/or designee, ensuring continuity of communication between the site and the MOT program despite personnel changes on either side.

- 10.0 Collaboration is accomplished in multiple ways. Examples include, but are not limited to: site visit, open chat via fieldwork course website, mailings, the Fieldwork Advisory Board and/or its meeting minutes.
- 11.0 Information from student reports, site visits, fieldwork educator reports and conversations are all part of the open systems model of continual input to the faculty to strengthen the ties between didactic education and current and emerging practice.
- 12.0 At this time, the CHHS has elected to forego fieldwork experiences outside the United States

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Fieldwork Memoranda of Understanding	Number: OT - 607	Page 1 of 1
Effective: 5/17/04	Reviewed: 2/14	
Supersedes:	Revised: 4/4/11	

Policy:

A Memorandum of Understanding (affiliation agreement) will be signed by both Governors State University officials and designee of a fieldwork placement and be on file in the College of Health and Human Services(CHHS) Office of the Dean. Proof of this MOU will be found in the Dean's paper files and electronic data base files. This affiliation agreement will be renewed as designated by the agreement and/or reviewed in the 5th academic year following last renewal or review.

Purpose: It is incumbent on the university to execute memoranda of understanding (legal affiliation agreements) in order to provide Level I and Level II experiences in keeping with the requirements of the Accreditation Council of Occupational Therapy Education.

Procedure:

- 1.0 All Memoranda of Understanding are processed according to College of Health and Human Service Policy
- 2.0 Memorandum of Understanding information related to the site is entered in the CHHS data base. The MOT FWC and others as designated have access to the CHHS affiliation agreement data bases at all times. These data include the executed, pending and agreements in negotiation data bases.
- 3.0 The collaborative nature of the College of Health and Humans Services Agreement helps ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner according the student plan of study.

Governors State University
 College of Health and Human Services
 Occupational Therapy Department

Policy: Liability Insurance	Number: OT 608	Page 1 of 1
Effective: 5/29/04	Reviewed:	
Supersedes:	Revised: 3/4/11	

Policy:

All occupational therapy students must obtain and maintain professional liability insurance in the amount of \$2,000,000 per incident and \$4,000,000 policy aggregate for the duration of their active student status in the Master of Occupational Therapy Program.

PURPOSE:

Neither the university (GSU) nor the fieldwork site will be held liable under the terms of the Memorandum of Understanding (affiliation agreement) between GSU and the fieldwork site in force at the time of the fieldwork experience. It is incumbent upon the student to obtain and maintain professional liability insurance in the amount and as directed.

Procedure:

- 1.0 Upon acceptance to the program, the student will be directed by the MOT academic fieldwork coordinator to obtain and produce proof of professional liability insurance in the amount of \$2,000,000 per incident and \$4,000,000 policy aggregate.
- 2.0 This insurance may be purchased at a group rate thru a suggested vendor of professional liability insurance in the amount of \$2,000,000 per incident and \$4,000,000 policy aggregate or by the student's vendor of choice.
- 3.0 The student must produce proof of professional liability insurance in the amount of \$2,000,000 per incident and \$4,000,000 policy aggregate. Confirmation of purchase does NOT constitute proof of insurance.
- 4.0 A copy of this proof will remain in the student's MOT department file. The student will be responsible for providing their own copy, as requested by the assigned fieldwork site.
- 5.0 It is the student's responsibility to maintain professional liability insurance in the amount of \$2,000,000 per incident and \$4,000,000 policy aggregate for the duration of the time the student is on active status.
- 6.0 If a student's academic progression or fieldwork assignment is postponed, it is the student's responsibility to make sure the required professional liability coverage is in place prior to beginning fieldwork.
- 7.0 If the student carries professional liability insurance related to another profession or professional level, i.e.,: RN, COTA, the policy must be amended to clearly state inclusion of coverage for an occupational therapy student.

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Fieldwork Assignment Planning	Number: OT 609	Page 1 of 1
Effective: 5/29/04	Reviewed:	
Supersedes:	Revised: 4/4/11	

Policy:

Occupational therapy students will be assigned to fieldwork I and fieldwork II sites in keeping with the objectives of the specific fieldwork assignment, the learning needs of the student and whenever possible, the wishes of the student. Occupational therapy students will not be assigned to sites where they have been or are currently employed or have arrangements of future employment.

Purpose:

The occupational therapy fieldwork assignment is an educational experience with multiple objectives outlined in the corresponding syllabus. It is inherent in the principles of self-determination and the promotion of lifelong learning that the student have input regarding the location, population and type of occupational therapy experience they identify as most supportive of their learning style and interests.

The fieldwork coordinator will make every attempt to meet the student's requests without compromising the educational experience and outlined objectives. Following faculty input, the final fieldwork site assignment will be made at the discretion of the academic fieldwork coordinator or designee.

Occupational therapy students will not be assigned to sites where they have been, are currently, or have agreement to be employed. The occupational therapy faculty have determined that the learning experience for the student may be compromised by the student's and/or the facility staff's perception of the student as an employee, not an occupational therapy fieldwork student.

Procedure:

- 1.0 Prior to assigning fieldwork sites, the occupational therapy student will be requested to complete the Fieldwork Planning Form.
- 2.0 The student will be instructed to identify sites where they have been previously, are currently or have a commitment to be employed.
- 3.0 The Fieldwork Planning Form will be completed and returned to the fieldwork supervisor no later than the specified date.
- 4.0 The Fieldwork Planning Form will be referenced by the fieldwork supervisor in the selection of fieldwork site assignments.
- 5.0 The Fieldwork Planning Form will be kept with the student's records in the MOT program files.

Governors State University
 College of Health and Human Services
 Occupational Therapy Department

Policy: Level II Fieldwork Educator	Number: OT - 610	Page 1 of 1
Effective: 5/29/04	Reviewed: 2/14	
Supersedes:	Revised: 4/4/11	

Policy: The fieldwork educator shall collaborate with the AFC in establishing fieldwork objectives in congruence with the curriculum design. This fieldwork educator shall have full knowledge of and responsibility for all aspects of the program being carried out by the student under her or his guidance and protection. Level and amount of supervision are determined by the strictest regulations of the federal government, Illinois license, ACOTE standards, university guidelines, and/or the license/regulatory rules of the state in which the fieldwork assignment occurs.

Purpose: State of Illinois (home state of the MOT program) and ACOTE, require supervision of Level II fieldwork students to assure the public of safe, proficient and efficacious service.

Procedure:

- 1.0 The Level II Fieldwork Educator must meet all CMS, state license, ACOTE standards, be a currently licensed or credentialed occupational therapist in the state in which the fieldwork experience is taking place.
- 2.0 The Level II Fieldwork Educator must have a minimum of 1 year of practice experience subsequent to initial certification.
- 3.0 In a setting where there is no occupational therapy practitioner on site the designated Level II Fieldwork Educator must have a minimum of 3 years of practice experience subsequent to initial certification.
- 4.0 Verification of license currency and date of initial licensing is made through access to the licensing state's professional license look up.
- 5.0 The Fieldwork Educator should be adequately prepared to serve. Preparation can include but not be limited by:
 - 5.1 Fieldwork Educator's experience as a FWE.
 - 5.2 Mentorship of the AFC and/or designated experienced OT
 - 5.3 FWE Certification Course
 - 5.4 Participation in Continuing Education focused on supervision, mentoring, coaching etc.
 - 5.5 Participation in ILOTA – Pre-Conference Institutes by Illinois Commission on Education

The AFC and the FWE collaborate in establishing fieldwork objectives. AOTA objectives for Level I and Level II are shared with the FWE. Collaboration and assistance is available from the AFC to develop site specific objectives, week by week benchmarks, interpretation of the FWPE and other tasks as requested.

- 7.0 The Fieldwork Educator should have full knowledge of and responsibility for all aspects of the program being carried out by the student under her or his guidance and protection.
- 8.0 The fieldwork educator should have full knowledge of the student's assigned workload and responsibilities and how they are being handled and should be available to the setting and to the needs of the student.
- 9.0 The Fieldwork Educator should be in immediate contact with the AFC/designee for any concerns regarding the student.

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Criminal Background Investigation	Number: OT - 611	Page 1 of 2
Effective: 5/29/04	Reviewed: 3/4/11	
Supersedes:	Revised: 12/4/08	

Policy:

The College of Health and Human Services (CHHS) requires criminal background checks for students enrolled at the point of field or practicum placement per the affiliation agreement a.k.a Memorandum of Understanding with the site. Students will not be placed in the practicum without submission of evidence of completed background check. All costs associated with screening will be paid by the student. Students must also comply with any additional testing requirements of the clinical site including drug testing and finger printing at the individual's expense. Personnel in CHHS do not screen or make determination of what constitutes acceptable or non-acceptable results. The determination of acceptability of the background rests with the affiliating agency. Students whose background checks are not acceptable to the clinical agency are advised that clinical placement may not be available. Students with negative findings in their background check are encouraged to discuss with their program to determine whether future licensure, certification or employment will be possible.

The Department of Occupational Therapy adheres to the above college policy and further requires the student initiate the criminal background check process at the time of acceptance to the program.

Purpose:

Fieldwork sites may require a criminal arrest record background check for the purpose of determining whether potential employees, volunteers or fieldwork students/interns have the appropriate qualifications and clearance to provide services to their clients.

Procedure:

- 1.0 The Academic Fieldwork Coordinator (AFC) will notify all students in writing of the criminal background investigation agency/vender and the date verification of the investigation is due to the OT secretary's office.
- 2.0 The student will secure the criminal background check through the identified agency/vender and follow the identified procedure.
- 3.0 The agency/vender will notify the student of investigation results.
- 4.0 The agency/vender will notify the occupational therapy chairperson that the investigation has been completed.
- 5.0 The designated department personnel will record receipt of investigation completion.
- 6.0 The chairperson will have restricted access to the results of investigation.

- 7.0 The card holding the access code will be given to the student at the time of the initial fieldwork assignment. It will remain the responsibility of the student to present this card and access code,
- 8.0 Should the investigation uncover a criminal conviction, the student will be counseled to contact NBCOT (if they have not already done so) for clarification of potential certification barriers.
- 9.0 Criminal conviction may prohibit some fieldwork assignments. Every effort will be made by the FC to arrange appropriate assignments. Due to the nature of the conviction, this may not be possible, limiting the student's ability to progress in the MOT program.

Governors State University
College of Health and Human Services
Occupational Therapy Department

Policy: Termination and/or Failure of Fieldwork Level II Assignment	Number: OT - 612	Page 1 of 2
Effective: 9/17/09	Reviewed: 6/11	
Supersedes:	Revised: 8/23/10	

Policy: Fieldwork Level II is an assignment within OCCT 865 and OCCT 868. Successful completion of Fieldwork Level II is also a requirement to sit for the NBCOT practice exam. Following a termination and/or failure of a Level II assignment, determination of repeat or continuation of fieldwork assignment will be made by the academic fieldwork coordinator after a validation of competency followed by review and agreement of the full faculty.

Purpose: Fieldwork assignments take place at sites with which the university has an executed affiliation agreement. The purpose of validation of competency, review and full faculty agreement is to afford a clear assessment of the student's current safe and proficient practice in all aspects of occupational therapy practice as required in the affiliation agreement.

Procedure:

- 1.0 It is most desirable that the academic fieldwork coordinator be consulted by the fieldwork site supervisor, fieldwork educator and student so that remediation strategies can be attempted to promote student success.
- 2.0 At the time the fieldwork site determines that client safety is at risk and/or ethics, site policy or illegal violations have occurred, the student is immediately removed from the site.
- 3.0 At the time the fieldwork site and the academic fieldwork supervisor determine that failure is inevitable with no possibility of success, the student is immediately removed from the site.
- 4.0 The student is directed to meet with the Academic Fieldwork Coordinator (AFC) within the next 2 working days, as AFC schedule allows, following secession of the assignment.
- 5.0 The site is directed to forward all notes of student performance and rationale for dismissal/failure to the Academic Fieldwork Coordinator within 2 working days of termination.
- 6.0 Student must complete the Self-Assessment of Your Fieldwork Challenges and Problems Leading to Termination form and bring this completed form to the scheduled meeting with the AFC within 2 working days of termination.
- 7.0 The student's academic advisor will be consulted and be kept apprised of the termination and invited to attend counseling meetings on campus as schedule permits.

Fieldwork Level II Assignment	
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- 8.0 Following the on-campus meeting with the student, the plan to determine progression and/or remediation will be discussed and developed with the student and AFWC.
- 9.0 The intent of the validation of competency tests is to prove student safety and competency before a new Level II fieldwork assignment can be made.
The validation of competency tests will include:
1. Written multiple choice test of critical reasoning of practice scenarios.
 2. Skill based assessment of a clinical case.
 3. Initial note write up of the assessment of the clinical case from step 2.
 4. Written initial intervention plan of the same clinical case from step 2.
 5. Each of the 4 tests will be scored separately. Each test must be passed by 85%.
 6. The schedule for the validation of competency tests is developed with the student and faculty. Testing will be completed in one day or split with the written multiple choice test on one day and all testing related to the clinical test on the second day.
- 10.0 When the student is successful in all tests, the student will review fieldwork policies and new site will be selected for a Level II experience.
- 11.0 When a student is unsuccessful in one or more tests, the test results will be reviewed by a meeting of the full faculty. A proposed plan of remediation will be agreed upon.
- 12.0 Student will be offered the option of accepting the proposed plan of remediation or being dismissed from the program.
- 13.0 The decision regarding grading the fieldwork course (OCCT 865 or OCCT 868) will be based on the week of the termination and successful (85%) completion of a series of 4 validation of competency tests. Termination after the midterm (week 7 and forward will automatically default to zero credit for the Level II fieldwork assignment and result in a grade of F for the course)
- 14.0 Each student must successfully complete two(2) Level II assignments in the MOT curriculum. A student may repeat level II assignment one(1) time only.

Policy: Level II Experience	Number: OT – 613	Page 1 of 2
Effective: 4/4/11	Reviewed: 2/14	
Supersedes:	Revised	

Policy:

All occupational therapy students must complete Level II fieldwork within 24 months following completion of preparation.

The Program will provide Level II fieldwork in traditional and /or emerging settings, consistent with the curriculum design. A minimum of 24 weeks full time Level II fieldwork is required. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area or a maximum of four different settings. Level II fieldwork may be completed on a part-time basis as long as it is at least 50% of a full time equivalency at that site.

Level I fieldwork experience cannot be substituted or applied to Level II requirements.

Purpose: Level II fieldwork experiences are designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice and to develop professionalism and competence in career responsibilities.

Procedure:

- 1.0 Students must follow their study plan and be currently enrolled in the appropriate Level II Fieldwork course
- 2.0 MOT program faculty and the Academic Fieldwork Coordinator (AFC) collaborate on the identification of fieldworks sites and the assignment of students to those sites. In selecting and developing Level II fieldwork sites, emphasis is placed on developing sites within the university’s service region. Traditional and new emerging settings are utilized. At this time, the CHHS has elected to forego fieldwork experiences outside of the United States.
- 3.0 All paperwork consistent with site and university requirements plus any appropriate ADA requests must be on file prior to Level II assignment.
- 4.0 Through the web enhanced component of all Level II settings, psychosocial factors influencing engagement in occupation will be discussed and strategies shared on the integration of psychosocial factors for the development of client-centered, meaningful, occupation-based outcomes.
- 5.0 The web enhanced mandatory weekly discussions require each student to post their reasoning behind clinical and professional actions. Student reflections on how their experience is the same and/or different from their classmates address factors related to values, beliefs, economics, service delivery systems, etc.
- 6.0 The typical Level II assignment is 12 weeks of full time participation in length. The total Level II program minimum requirement is 24 weeks of full time participation in length.

- 7.0 Part-time Level II fieldwork is an exception; however, part-time arrangements may be made in collaboration with the student, the site and the AFC. Reasons for this exception may include but are not limited to ADA accommodation, childcare/eldercare responsibilities of either the student and/or the FE, client caseload or hours of operation. The determination of part-time and the associated adjustment to increase the number of weeks beyond the traditional 12 are based on several factors which may include but not be limited to: the customary personnel policies of the site, student progress, population served. Any part-time arrangement must be as long as at least 50% of a full-time equivalent at that site.
- 8.0 Communication between the AFC and the on-site fieldwork supervisor is maintained through letters, e-mail and phone calls. Fieldwork educators are given suggestions to effectively meet the learning needs of the students.
- 9.0 Legal contracts must be in place prior to student placement. See Contract policy.
- 10.0 Students are matched to sites based on student learning needs, interests and requests, faculty input, course expectations, practice at the site, availability of a qualified supervisor and when possible location.
- 11.0 Site supervisors are sent the following information prior to the assignment:
- 11.1 a letter introducing the student, confirming the dates of the assignment and instructor and AFC contact information.
 - 11.2 signed release of all student information held in the AFC's locked file (see attached sample)
 - 11.3 AOTA Student Personal Data Form
 - 11.4 objectives of the Level II experience
 - 11.5 attendance record form
 - 11.6 AOTA Fieldwork Performance Evaluation (FWPE) - student evaluation form to be completed by the site supervisor at mid- term and end of the assignment
 - 11.7 Curriculum design agreement
 - 11.8 HIPPA
- 12.0 The quality of the experience and its congruence with the curriculum design is monitored on a regular basis by a variety of means which may include: student web enhanced discussion, on-site visit, phone calls, written survey, student and/or site feedback.
- 13.0 Level II supervisors are qualified personnel, currently licensed and credential, meeting all CMS, state, local and ACOTE requirements.
- 14.0 Level II Fieldwork Performance Evaluations (FWPE) are integral to the Fieldwork course grading system and are retained in the student record according to university policy for student record retention.

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Occupational Therapy Department

Policy: Level II Fieldwork Supervision	Number: OT - 614	Page 1 of 2
Effective: 4/ 4/11	Reviewed: 2/14	
Supersedes:	Revised: 2/14	

Policy:

The student should be supervised in all aspects of the fieldwork experience by adequate supervisory staff who should have full knowledge of and responsibility for all aspects of the program being carried out by the student under her or his guidance and protection. Level and amount of supervision are determined by the strictest regulations of the federal government, Illinois license, ACOTE standards, university guidelines, and/or the license/regulatory rules of the state in which the fieldwork assignment occurs.

Purpose: The Centers for Medicare and Medicaid, The State of Illinois (home state of the MOT program) and ACOTE, require supervision of Level II fieldwork students for the protection of consumers and to assure the public of safe, proficient and efficacious service. Fieldwork supervision should provide opportunities for appropriate role modeling of professional and where appropriate, occupational therapy practice.

Procedure:

- 1.0 CMS, state license, ACOTE standards dictate that Level II students be supervised by a currently licensed or credentialed occupational therapist who has a minimum of 1 year of practice experience subsequent to initial certification. Verification is made through the employer and access to the licensing state's professional license look up.
 - 1.1 The effectiveness of the FWE will be documented by the students evaluation of the FWE on the AOTA Student Evaluation of Site and Supervisor.
 - 1.2 The AFC will support the supervisor and the supervision process through resources and materials via written, electronic or by phone.
- 2.0 The fieldwork educator should have full knowledge of the student's assigned workload and responsibilities, how they are being handled, should be available to the setting and address the needs of the student.
 - 2.1 Initially, supervision should be direct and then decrease to less direct supervision as is appropriate for the setting, the severity of the client's condition, the ability of the student and federal, state and local regulations.
 - 2.2 Ongoing supervision should be provided daily and/or weekly as an essential part of the fieldwork program. It should be flexible in accordance with the interests, needs and abilities of the student. Supervision should begin with more direct supervision and gradually decrease to less direct supervision as the student demonstrates competence with respect to the setting and client's condition and needs.

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Effective: 4/ 4/11	Reviewed: 2/14	
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 - 2.2 Ongoing supervision should be provided daily and/or weekly as an essential part of the fieldwork program. It should be flexible in accordance with the interests, needs and abilities of the student. Supervision should begin with more direct supervision and gradually decrease to less direct supervision as the student demonstrates competence with respect to the setting and client's condition and needs.

- 2.3 Patterns of informal, functional and formal evaluation should be identified prior to the fieldwork experience and be transparent to the student. Formal evaluation should occur at a minimum at the mid-term and at the end of the Level II fieldwork experience, no matter the length.
- 2.4 The ratio of fieldwork educators to students shall be such as to ensure proper supervision and frequent assessment in achieving fieldwork objectives.
- 3.0 In a setting where there is no occupational therapy practitioner on site:
 - 3.1 ACOTE/AOTA Standards requires a minimum of 8 hours of supervision per week by an occupational therapy practitioner.
 - 3.2 Direct supervision should include direct observation of client/student interaction, role modeling, and meetings with the student, review of student paperwork, consultation and communication regarding the learning experience.
 - 3.3 The fieldwork educator may work with students in groups, but should be aware of the individual student needs and respond accordingly.
 - 3.4 A designated on-site professional person should be available for communication throughout the experience.
 - 3.5 A documented plan for provision of occupational therapy services in accordance with state regulations and in coordination with the educational program should be in place prior to the start of the experience
 - 3.6 The plan of student evaluation should comply with 2.3 above and be outlined prior to the start of the experience.
 - 3.7 This Level II fieldwork shall not exceed 12 weeks.

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College of Health and Human Services
Occupational Therapy Department

Policy: Personal Telecommunication Devices	Number: OT - 615	Page 1 of 1
Effective: 4/4/11	Reviewed:	
Supersedes:	Revised:	

Policy: All personal mobile telecommunication devices will be n the off position during student fieldwork assignment hours.

Purpose: A student’s full attention should be devoted to the fieldwork experience and clients served. Many sites already have a policy in place regarding use of personal mobile telecommunication devices.

Procedure:

- 1.0 Personal Telecommunication Devices should be in the off, not silent, position and stored securely while engaged in on-site fieldwork experiences.
- 2.0 Arrangements may be made with the fieldwork supervisor to request office staff or others to monitor the personal telecommunication device for expected or routine emergent notifications, i.e. child care issues.
- 3.0 Site specific policy will prevail.

Section VII:
University Services and
Resources

University Services and Resources

Emergency Services - <http://www.govst.edu/emergency/>

Books and Supplies - <http://www.govst.edu/bookstore/>

Financial Aid - <http://www.govst.edu/finaid/>

Scholarships - <http://www.govst.edu/scholarships/>

Library Services - <http://www.govst.edu/library/>

Academic Computing Service -

<http://www.govst.edu/acslab/>

Student Services - <http://www.govst.edu/ARC/>

Writing Center - <http://www.govst.edu/writingcenter/>

Section VIII:
OCCUPATIONAL THERAPY
ORGANIZATIONS

Occupational Therapy Organizations

GSU Occupational Therapy (OT) Student Club – Membership in this organization is open to all students who are attending Governors State University. Students who are enrolled in the Occupational Therapy Program are strongly encouraged to become members and actively participate in the club. For additional information about the club and the schedule of activities, students may contact the club adviser, Patti Kalvelage MS, OTR/L at 708.534.7294 or pkalvelage@govst.edu.

Pi Theta Epsilon – Pi Theta Epsilon (PTE) is the national honor society for occupational therapists sponsored by the American Occupational Therapy Foundation (AOTF). Established in 1958, at the University of New Hampshire (UNH), Pi Theta Epsilon has evolved into a nationally recognized organization with purposes of which all occupational therapists can be proud and with a structure that supports these purposes and the resulting programs. The Governors State University chapter is Gamma Kappa and was chartered by PTE in 2007. For additional information about the honor society and the schedule of activities, students may contact the Pi Theta Epsilon advisor Dr. Beth Cada Ed.D., OTR/L, FAOTA at 708- 534-7295 bcada@govst.edu

Illinois Occupational Therapy Association – The IOTA is the state professional organization for occupational therapists and occupational therapy assistants. Membership in this organization is recommended. There are numerous benefits to joining IOTA. Membership can help you achieve higher levels of knowledge and expertise in occupational therapy practice. Student members have the opportunity to attend district membership meetings, receive the Communiqué newsletter and annual membership directory, and attend professional continuing education at discounted rates. <http://ilota.org/>

American Occupational Therapy Association - The AOTA is the national, professional organization for occupational therapists and occupational therapy assistants. Membership in this organization is recommended. Student membership gives student's access to the American Occupational Therapy Journal online and many other professional resources. <http://www.aota.org/>

Section IX:
CERTIFICATION AND LICENSURE

Certification and Licensure

National Board for Certification in Occupational Therapy (NBCOT) -

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

Character Review -

http://www.nbcot.org/index.php?option=com_content&view=article&id=259&Itemid=163

Illinois Licensure - <http://www.idfpr.com/dpr/WHO/ot.asp>

Occupational Therapy Practice Act -

<http://ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1314&ChapAct=225%26nbsp%3BLCS%26nbsp%3B75%2F&ChapterID=24&ChapterName=PROFESSIONS+AND+OCCUPATIONS&ActName=Illinois+Occupational+Therapy+Practice+Act%2E>

Occupational Therapy Rules -

<http://www.ilga.gov/commission/jcar/admincode/068/06801315sections.html>

Section X:
OT FACULTY AND STAFF

Occupational Therapy Faculty and Staff

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Section XI:
ACKNOWLEDGEMENT

**Governors State University College of
Health and Human Services Master of
Occupational Therapy Program**

Acknowledgment of Receipt of Handbook

I, _____, acknowledge the receipt of the
Governors State University Occupational Therapy Program Student
Handbook found on the website at www.govst.edu/mot

I understand that I am responsible for reading this handbook and am
accountable for adherence to the policies, procedures and guidelines
herein. I also agree to uphold the Statement on Professionalism, the
American Occupational Therapy Association Code of Ethics, and the
student responsibilities as outlined in the GSU Catalog. I understand that I
am responsible for monitoring and adhering to all updates of this handbook
during my enrollment in the MOT program.

Signature of Student

Date