SCHOOL OF OCCUPATIONAL THERAPY

STUDENT HANDBOOK

2012-2013 ACADEMIC YEAR
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INTRODUCTION

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

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

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

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

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

HISTORICAL PERSPECTIVE

Touro College is a Jewish-sponsored independent institution of higher and professional education founded by Bernard Lander, PhD, LHD. The institution derives its name from Judah and Isaac Touro, leaders of colonial America who represented the ideal upon which we base our mission. Lander was inspired by the democratic ethos enunciated by George Washington when in 1790 he visited the Touro synagogue at Newport, Rhode Island. The Touro brothers provided major endowments for universities, the first free library in this continent, community infirmaries in the new United States of America and pioneering settlements in Israel.
Touro College was chartered by the State of New York in 1970. The first students enrolled in 1971; the class consisted of 35 liberal arts students. Since those early days, the institution has experienced substantial growth. Touro College/University embraces the following schools: The Lander College of Liberal Arts and Sciences (Men’s and Women’s Divisions); The Jacob D. Fuchsberg Law Center; The Graduate School of Jewish Studies; The School of Health Sciences; The School of General Studies; The School of Lifelong Education; The International School of Business and Management; The Graduate School of Education and Psychology; The School of Career and Applied Studies; and Touro University California. Touro University California includes the Touro University College of Osteopathic Medicine, the College of Health Sciences, and the College of Education.

Touro College/University operates degree programs in Israel and in Russia. Agreements for exchange of students and faculty have been established with the People’s Republic of China. Touro has long been interested in medical education. In 1983, Touro established the Center for Biomedical Education, a cooperative program leading to an M.D. from the Technion-Israel Institute of Technology, Israel’s premier school of applied sciences. Success in this and other related programs led Touro to explore the possibility of establishing a College of Osteopathic Medicine. Touro sought incorporation in the State of California, and in 1995 located a campus in the San Francisco Bay Area. The campus was moved to Mare Island, California in 1997. As Touro College looked to other potential sites for a college of osteopathic medicine, Nevada was chosen as a potential site due to the physician shortage and the rapidly growing population within Nevada and the surrounding community. The branch campus, Touro University College of Osteopathic Medicine Nevada, accomplished matriculation of its first class in August 2004. Simultaneously, TUN initiated the Masters in Physician Assistant Studies in 2004. TUN founded the College of Health and Human Services in 2005. This college today includes the Schools of Education, Nursing, Occupational Therapy, and Physical Therapy.

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

The first cohort of students started in August 2004 with class conducted in a single conference room. Space allocation plans were developed and efforts toward construction of specialized occupational therapy classroom and lab space began in summer 2005 and were completed in December 2005. The occupational therapy students receive didactic courses in designated classrooms referred to as the Motor Skills Lab and the Living Skills Lab, which were designed specifically to meet the needs of the occupational therapy student. Breakout rooms and an observation suite were designed to be located adjacent to the lab/classrooms.

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

In December, 2006, the School of Occupational Therapy achieved an initial seven-year accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. ACOTE’s telephone number c/o AOTA is (301) 652-AOTA. Graduates of the Touro University Nevada School of Occupational Therapy are eligible 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). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

DEGREE OFFERED

The Master’s of Science in Occupational Therapy (MSOT) is the only degree offered by the School of Occupational Therapy.

MISSION STATEMENTS

Mission Statement of Touro University

Touro University is an independent institution of higher and professional education under Jewish sponsorship, established to perpetuate and enrich the Jewish heritage and to serve the larger community in keeping with the Judaic commitment to social justice, intellectual pursuit, and service to humanity.

Mission Statement of the School of Occupational Therapy

The School of Occupational Therapy prepares caring, competent and strong leaders who are grounded in knowledge of occupation and its influence on health, skilled in technique, consumers of evidence-based literature and contributors to evidence-based practice, mindful of needs and challenges, and armed with strength of leadership to enable advocacy for their profession, their client and themselves.

Mission Statement of the Student Occupational Therapy Association

The Touro University Nevada Student Occupational Therapy Association provides students with opportunities within the university environment to form relationships with each other outside of classes, learn organizational skills while providing service to each other and the university, and gain benefits from collaboration on goals of mutual professional growth.
GOALS, OUTCOMES, AND OBJECTIVES

TUN Institutional Outcomes for the University

To Serve—
   To create educational opportunities for those aspiring to professional careers.
   To demonstrate a commitment to improve upon the health and education of the community.
To Lead—
   To influence the health and well-being of the community through research, innovative programming, and policy development.
To Teach—
   To engage students in effective educational experiences, through an institutional process of assessment and learning from successes and challenges.

School of Occupational Therapy Program Objectives

The School of Occupational Therapy has a commitment to provide comprehensive education in the occupational, behavioral, and basic sciences which will prepare graduates to succeed in accomplishment of the following goals:

- To practice evidence-based occupational therapy in the setting of their choice.
- To be an effective member of the health team through communication and negotiation skills, professionalism, and awareness of the role of the occupational therapist.
- To meet the needs of a culturally diverse population through the development of awareness, competency, and identification of resources.
- To view the client as an occupational being and develop an awareness of the need to treat the client's emotional-, health-, and occupational needs.
- To be an advocate for social justice and access to health services within the community by identifying community needs and resources and developing a plan to meet the needs within the scope of occupational therapy practice.
- To seek and assume health leadership roles within the profession and the community at large.
- To be an educator, client advocate, facilitator, and coordinator.

Accomplishment of the program objectives relies on strong commitment on the part of the institution, the faculty, the student, and the occupational therapy community within which the student will be educated. The faculty and advisory board members of Touro University Nevada School of Occupational Therapy has established the following program outcome objectives as steps in the process of fulfilling its promises as outlined in the goals above. In addition, these objectives are reflected in the mandates of the regulatory bodies governing the occupational therapy profession. They mandate that, by the time of graduation, faculty members prepare the entry-level occupational therapy practitioner with the knowledge and skills required to accomplish the following.
Graduates of the Touro University Nevada School of Occupational Therapy will be prepared to:

- Apply for the national certification examination offered by the National Board for Certification in Occupational Therapy (NBCOT);
- Secure an entry-level position within which they will be committed to continue a lifelong process of professional development and growth;
- Participate in state and national professional associations and contribute time and talent toward mutual betterment through collaborative effort.
- Serve as role models for professionalism and leadership which they were taught; they will embrace opportunities to advocate for the profession, the client and themselves; and they will seek opportunities to mentor younger leaders.
- Seek opportunities to further their professional development post-graduation through continuous education, research and sharing of knowledge with their peers.

Additional Graduate Outcomes tracked by the School of Occupational Therapy include:

- Pass rates on the NBCOT Certification Examination.
- Employment as an occupational therapist within 6 months after successful NBCOT certification
- Involvement in professional activities beyond graduation from the School of Occupational Therapy at Touro University Nevada.
- Completion of the course of study within the 24-month timeframe.

**TUN Institutional Student Outcomes and School of Occupational Therapy Criteria**

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

**ACOTE STANDARDS**

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

These Standards are the requirements used in accrediting educational programs that prepare individuals to enter the occupational therapy profession. The extent to which a program complies with these Standards determines its accreditation status. The 2011 ACOTE Standards will go into effect on July 31, 2013. The new standards can be viewed at: [http://www.aota.org/Educate/Accredit/Draft-Standards.aspx](http://www.aota.org/Educate/Accredit/Draft-Standards.aspx) Additional information regarding ACOTE is located on the AOTA website at: [http://www.aota.org/Educate/Accredit.aspx](http://www.aota.org/Educate/Accredit.aspx).
ACOTE Preamble

The rapidly changing and dynamic nature of contemporary health and human services delivery systems requires the occupational therapist to possess basic skills as a direct care provider, consultant, educator, manager, researcher, and advocate for the profession and the consumer.

A graduate from an ACOTE-accredited master’s degree level occupational therapy program must:

- Have acquired, as a foundation for professional study, a breadth and depth of knowledge in the liberal arts and sciences and an understanding of issues related to diversity.
- Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.
- Have achieved entry-level competency through a combination of academic and fieldwork education.
- Be prepared to articulate and apply occupational therapy theory and evidence-based evaluations and interventions to achieve expected outcomes as related to occupation.
- Be prepared to be a lifelong learner and keep current with evidence-based professional practice.
- Uphold the ethical standards, values, and attitudes of the occupational therapy profession.
- Understand the distinct roles and responsibilities of the occupational therapist and occupational therapy assistant in the supervisory process.
- Be prepared to advocate as a professional for the occupational therapy services offered and for the recipients of those services.
- Be prepared to be an effective consumer of the latest research and knowledge bases that support practice and contribute to the growth and dissemination of research and knowledge.

COMPLETION REQUIREMENTS FOR THE MASTER OF SCIENCE IN OCCUPATIONAL THERAPY DEGREE

Successful completion of the Master of Science in Occupational Therapy degree requires the following:

- Overall Grade Point Average of 3.0 (80%) on a 4.0 (100%) scale
- Completion of all didactic courses with a minimum grade of 73%
- No outstanding unsatisfactory (U) grades or Incompletes
- Accumulation of no more than 9 course credits of a grade below 80%
- Successful completion of all fieldwork Level I and Level II experiences with a grade of ‘Pass’
- Completion of all semesters and the Level II fieldwork placement, which includes two separate 12-week sessions, within 24 months of completion of the didactic course work
- Satisfactory completion of all required occupational therapy technical competencies
- Overall satisfactory ratings on professional behavior throughout the student's enrollment in the program including didactic, fieldwork experiences and fieldwork placements
- Demonstrated ability to fulfill requirements as listed in the Technical Standards for the Occupational Therapy Student (Appendix C) throughout the curriculum
- Satisfactory completion and presentation of the student’s Professional Portfolio
- Satisfactory completion of the Systematic Review of the Literature in Occupational Therapy project
- Submission of all required forms for graduation
• Payment of all tuition and fees to Touro University Nevada
• Submission of application for graduation through Student Services
• Submission of NBCOT application to the School Director

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

CURRICULUM

The learning experiences within the didactic and fieldwork phases of the curriculum are designed to develop each graduating student's ability to demonstrate competencies required to enter the field of Occupational Therapy. Courses are expected to be taken in concert with one another and in the sequence listed. There is no part-time curriculum option on our campus. All prerequisite courses must be completed in order to continue with the course sequence. Students may not “test out” of a course because of previous educational or practice experiences. The curriculum is subject to change and revision as deemed by the faculty and director of the School of Occupational Therapy. Student needs and educational integrity will take precedence in consideration of programmatic changes. The curriculum is included in the Appendix D. Incorporated into specific courses are two curricular components that must be finished as a requirement of curriculum completion and graduation: the Professional Portfolio and the Systematic Review of Literature. Additional competencies which must be met by the student are incorporated into curricular courses.

Curricular Model and Curricular Themes

The School of Occupational Therapy has adopted the Person-Environment-Occupational-Performance Model (PEOP Model) (Christiansen & Baum, 2005) as its guiding visual model. There are also four themes to the curriculum: (1) Evidence-Based Practice; (2) Occupation-Based Practice; (3) Social Justice; and, (4) Leadership. Classroom content seeks to ensure that all students acquire a thorough understanding of the occupational therapist who considers all the aspects of the PEOP Model in their understanding of interactions with the client and populations they serve. The four themes of the curriculum reinforce an understanding and appreciation of the value placed on each theme.

The curricular themes reflect belief in the strength of occupation and commitment of service to the community through leadership and education of skilled, competent students who are providers of evidence-based services. The curricular themes support the university’s mission to offer professional education, social justice and service to humanity.
Evidence-based Practice: research courses and specific assignments related to quantitative and qualitative article reviews prepare the student for effective practice. Client interventions based on evidence provided in the literature is essential for the profession of occupational therapy as we justify our unique client services. This includes determining what specifics are included in the intervention and how it is to be implemented for providing the best client outcomes. The student will complete a systematic review of the literature as part of their curriculum requirements during the program.

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

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

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

Yvonne M. Randall, EdD, OTR/L, FAOTA, Director

Dr. Randall joined Touro University Nevada in July 2005 following several months of consulting work on behalf of development of the program of occupational therapy education. She was the founding Academic Clinical Coordinator and assumed the director position for the School of Occupational Therapy in November 2009. Dr. Randall brings experience in leadership, fieldwork education, classroom instruction and student supervision. She has an extensive background in early childhood development. She has taught Special Education and Early Childhood courses at the University of Nevada, Las Vegas and Occupational Therapy courses at Nova Southeastern University and Idaho State University. At the College of Southern Nevada she taught courses in Occupational Therapy Assisting (OTA) theory and treatment and occupational science courses at Nevada State College.

Dr. Randall received her Bachelor of Science in occupational therapy from Texas Woman’s University in 1987, her Masters of Healthcare Administration from Chapman University in 1994, and her doctorate in Special Education from the University of Nevada, Las Vegas, in 2006. Her dissertation related to service delivery trends in early intervention. Currently, Dr. Randall serves as the Speaker of the Representative Assembly for the American Occupational Therapy Association (AOTA). In this role she also is a member of the AOTA Board of Directors.

Ashley Fecht, OTD, OTR/L, Academic Fieldwork Coordinator

Dr. Fecht joined Touro University Nevada in July 2011. She has provided occupational therapy services in the school district and in outpatient pediatric and adult clinics, and acute care settings. Her clinical expertise is the provision of child-based therapy for children with special needs. Her current research pursuits include constraint induced therapy, evaluation of occupational therapy assessments, and the effective provision of academic fieldwork coordination services.

Dr. Fecht obtained her Bachelor of Arts in Psychology from the University of Nebraska-Lincoln, with minors in Math, Biology, and Spanish. She received her Doctor of Occupational Therapy in 2004 from Creighton University in Omaha, Nebraska. Her culmination research project titled, “The effectiveness of constraint-induced therapy as a stroke intervention: A meta-analysis”, was published in Occupational Therapy in Health Care.

Linda Frasier, OTR/L, CLT, CEAS

Professor Linda Frasier OTR/L, CLT, CEAS has been an occupational therapist for 9 ½ years. She received her Bachelor’s Degree in Occupational Therapy from Thomas Jefferson University in Philadelphia, PA and has specialty certifications in Lymphedema and Ergonomics. Professor Frasier also has certifications with a variety of neuro-technology such as the Bioness H200 and the Saebo. She has experience working in a variety of settings including skilled nursing, acute care, inpatient and outpatient rehabilitation. Professor Frasier will receive her Doctorate in Occupational Therapy from Creighton University in December 2012, where she has focused advancing her education in the area of academia as well as international studies and cultural immersion in China.

Touro University Nevada School of Occupational Therapy Student Handbook – Rev. 06/20/12
Cynthia Lau, PhD, OTR/L, BCP

Dr. Lau has taught in the School of Occupational Therapy curriculum since its beginning in 2005. Dr. Lau assumed a regular part-time faculty position in 2007 and shares her expertise in child-based assessment and treatment in a broad array of child-based topics in the 2nd session of the curriculum. She has conducted an ongoing research project related to childhood obesity and health promotion through the Henderson Parks and Recreation department for the past two years and involves occupational therapy students in the project. Dr. Lau is board-certified in pediatrics through the American Occupational Therapy Association.

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

Sylvia Mayes, Administrative Assistant

Ms. Mayes joined the School of Occupational Therapy in June 2011. Her role is to support the director, faculty, and students of the occupational therapy program. She came to Touro University Nevada following several years in a university setting. Ms. Mayes was born and raised in Germany. In her spare time she enjoys spending time with her family.

Shannon Martin, OTD, OTR/L

Dr. Martin joined Touro University Nevada in December 2010. Her clinical experience is primarily in inpatient rehabilitation and hospital-based settings working with adults and older adults with physical disabilities. She also has a background working with occupational therapy students as a fieldwork educator and clinical/fieldwork education coordinator. Dr. Martin has specialized in stroke rehabilitation and is Neuro-IFRAH certified.

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

Kirsten Thoming, Fieldwork Administrative Assistant

Ms. Thoming joined the School of Occupational Therapy in October 2011. Her role is to support the Academic Fieldwork Coordinator and fieldwork initiatives. Ms. Thoming became a new mom in March 2012 and her spare time has been focused on her new baby!

William Wrightsman, MSOTR/L

Professor Wrightsman joined Touro University Nevada in 2009. His previous experiences include extensive management and leadership positions in the corporate world. Professor Wrightsman’s clinical background is in physical dysfunction and rehabilitation working with adults and older adult
populations. His teaching responsibilities focus on adult and older adult populations along with the analysis of movement course.

Professor Wrightsman received his Bachelor of Science in Journalism from the University of Oregon. He received his Masters of Science in Occupational Therapy from Touro University Nevada in 2007 where he was a member of the schools inaugural class.

**Basic Science Faculty**

William Roy, PhD, PT (Human Structure/Anatomy)

David Skyba, PhD (Neurology & Neuroanatomy)

Mike Wells, PhD (Neurology & Neuroanatomy)

**SCHEDULES AND ATTENDANCE**

**Administration Hours**

The administrative office of the School of Occupational Therapy is staffed during posted operation hours on the TUN campus. The typical hours for operations are Monday through Thursday, 8:00am – 5:00pm and Friday, 8:00am – 3:00pm.

**Faculty Availability**

Full-time faculty members are available based on posted office hours and upon appointment at other times to meet the needs of students. Faculty will post office hours and will arrange appointments directly with students for advisement or other student needs. Availability of faculty to meet with students may be restricted due to faculty commitments to research, clinical obligations, or institutional service responsibilities.

Part-time and adjunct faculty members may not be available during traditional 8:00am – 5:00pm schedules. Some adjunct faculty members are full-time practicing occupational therapists. This requires that teaching responsibilities as well as time to meet with individual students will occur during late afternoon-evening hours.

**School Schedule**

The occupational therapy entry-level master’s degree educational program is designed so that students will attend courses on campus on weekdays. Many courses will fall into an 8:00 AM to 5:00 PM schedule. However, due to the availability of adjunct faculty members there will be the need to arrange class sessions in the late afternoon and evening time frames. Students will be notified of changes to the traditional schedule in advance. There are also field experiences scheduled for evening and weekend hours to provide the occupational therapy student with additional experiences that cannot be completed on campus.
When students are assigned to a fieldwork placement, the schedule will be determined by the facility fieldwork educator and fieldwork site. Field experiences within the community will be arranged and scheduled in concurrence with the needs of the client/fieldwork site.

**Academic Year**

The Academic Year begins in July of each year and includes three full semesters. Terms 1 and 3 (Summer) occurs July through October, Terms 2 and 4 (Fall/Winter) occurs November through February, Terms 3 and 6 (Spring) occurs March through June. Each term includes the equivalent of 16 weeks of academic time. Course schedules are set to ensure the appropriate number of contact hours for the credit assigned are provided to the student. Holidays and vacation days are not included when determining contact hours. Please note that the current academic schedule should not be indicative of future academic year calendars. Actual course schedules are determined based on scheduled holidays and may occur differently in subsequent years. Academic scheduling is at the discretion of Touro College and TUN administration. Course schedules are at the discretion of the School of Occupational Therapy. Students are advised to review their syllabi for course meeting dates along with the TUN master academic calendar.
SCHOOL OF OCCUPATIONAL THERAPY
TOURO UNIVERSITY NEVADA

COHORT 2014

SUBJECT TO CHANGES AS REQUIRED BY PROGRAM, FIELDWORK AND ACADEMIC INSTRUCTORS,
JEWISH HOLIDAY SCHEDULE DETERMINATIONS AND UNFORESEEN CIRCUMSTANCES

ACADEMIC YEAR 2012-2013

SEMESTER 1 – SUMMER 2012
JULY 9 – OCTOBER 26, 2012

SEMESTER BREAK: OCTOBER 29 – NOVEMBER 2, 2012

SEMESTER 2 – FALL 2012
NOVEMBER 5 – MARCH 22, 2012

SEMESTER BREAK: FEBRUARY 25 – MARCH 1, 2013

SEMESTER 3 – SPRING 2013
MARCH 4 – JUNE 21, 2013

SPRING BREAK: MARCH 23 – APRIL 1, 2013
SEMESTER BREAK: JUNE 24 – JULY 5, 2013

ACADEMIC YEAR 2013-2014

SEMESTER 4 – SUMMER 2013
JULY 8 – OCTOBER 25, 2013

SEMESTER BREAK: OCTOBER 28 – NOVEMBER 1, 2013

SEMESTER 5 – FALL 2013/14
LEVEL II FIELDWORK PLACEMENT (14 WKS):
NOVEMBER 4, 2013 – FEBRUARY 7, 2014
3 WEEK INTENSIVES:
FEBRUARY 10 – FEBRUARY 28, 2014

SEMESTER 6 – SPRING 2014
3 WEEK INTENSIVES:
MARCH 3 – MARCH 21, 2014
LEVEL II FIELDWORK PLACEMENT (12 WEEKS)
MARCH 31 – JUNE 20, 2014
ACADEMIC GRADING POLICIES

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

- Level I fieldwork grades are based on performance factors and assignments linked to the didactic course in which the fieldwork assignment coincides.
- Level II fieldwork performance is measured by a standardized form sanctioned by the American Occupational Therapy Association and the grade is calculated from ratings given by the fieldwork educator at the fieldwork site.
- Level I and Level II fieldwork is graded on a pass/fail system. Failure affects overall GPA. Fieldwork is a critical aspect of the program. Students may only repeat one Level I and Level II fieldwork experience during the program. Failure of fieldwork will result in the student not being allowed to proceed to the next semester.
- Faculty may include classroom participation and attendance in grading criteria.
- Course attendance is mandatory for all courses in the School of Occupational Therapy.
- Faculty may include assessment of professional behavior in course grading criteria.
- All semester courses are to be completed before progressing onto the next semester. Should a student petition and obtain an Incomplete grade, the Incomplete can remain on the records per agreement with the course faculty throughout the following semester, but cannot remain on the student’s record past the end of the subsequent semester in which the Incomplete was earned.
- Students should anticipate grades in a reasonable amount of time from their instructor; however, this time will be based on the type of assignment. When an entire cohort has completed an assignment in which 20 – 40 pages of material has been submitted please be respectful of the time required for effective grading and feedback.

Course failure is identified as a course grade less than 73%. If a course is repeated in its entirety, the student will receive the actual grade earned for the repeated course, and the previous grade will be replaced with the new grade. As mentioned elsewhere, students are expected to maintain a 3.0 GPA while enrolled in the program and to graduate from the School of Occupational Therapy with a minimum cumulative GPA of 3.0. In order to ensure that students maintain a 3.0 GPA for graduation, no more than 9 course credits of “C” are accepted in the School of Occupational Therapy.

ACADEMIC PROGRESSION POLICY AND PROCEDURE

The faculty of the School of Occupational Therapy is charged with the responsibility for educating students as well as determining the capacity of every student for professional competency and responsibility in the knowledge, behavior, and skills of an occupational therapist. This includes teaching requisite skills and abilities required for entry-level occupational therapy practice. The School of Occupational Therapy does not guarantee succession through the curriculum as it is the responsibility of the student to successfully progress through the curriculum based on performance factors including grades and professional behaviors. Faculty will assess each student on specific occupational therapy competencies (e.g., range of motion, specific assessments) that the student must successfully complete to progress in the curriculum. At regular times throughout the length of the program, faculty acting as
the School of Occupational Therapy Student Promotions Committee, will evaluate this capacity of each student and recommend whether the student should continue in the curriculum. Decisions will include information from all sources relevant to the academic and professional behavior standing of the student and will include input from course instructors, facility fieldwork educators, student services offices, and faculty advisor reports. The School of Occupational Therapy adheres to the stipulations and guidelines for Academic Progression as described in the Touro University Nevada Catalog. Students should be aware of the policies listed in the Catalog related to Academic Probation, Remediation and the Academic Appeal process.

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

A recommendation for dismissal is made on an individual basis after considering all pertinent circumstances relating to the case. A recommendation will be made to the Director by the Student Progression Committee. The Director’s decision to accept or reject the recommendation will be transmitted in writing to the student. The student has the right to appeal the recommendation. The appeal process is in accordance with the policies as stated elsewhere and in the University Catalog.

Academic Progress

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

The standards of satisfactory academic progress measure a student’s performance in three areas:
1. Cumulative grade point average
2. Completion rate based on total credit hours completed compared to total credit hours attempted
3. Maximum time frame for program completion

Academic progress is reviewed at the end of each semester by the School of Occupational Therapy Student Progression Committee and reported to the Administration. Students who fail to maintain satisfactory academic progress at the conclusion of any term may be placed on probation, suspension, or dismissed. A student’s failure to maintain established academic standards of the School of Occupational Therapy may also result in the cancellation of financial aid eligibility. The satisfactory academic progress policy applies to all semesters of enrollment at TUN, regardless of whether financial aid is awarded.
Academic Success

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

- The student is expected to earn 80% or higher in course grades.
- A procedure for notification of academic jeopardy after the first course grade below 80% is outlined elsewhere in the Handbook.
- The student will not progress in the program if he/she accumulates more than 9 course credits of a grade below 80%.
- The student will successfully pass Level I fieldwork experiences.
- The student may repeat the failed course one time. Progression in the curriculum will be suspended until that course is offered again in the following year and the student successfully repeats the course. In order to retake a course, the student must seek permission of the course instructor by writing an appeal to that faculty member within 7 business days of receipt of notification of unsatisfactory grade (lower than 80%).
- The student will be placed on extended probation if his/her semester GPA falls lower than 3.0 (80%)
- “Extended Probation” lasts throughout the rest of the curriculum

Academic Dismissal/Termination of Enrollment

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

- Student accumulates more than nine (9) credits of a grade below 80%
- Student’s semester GPA falls below 3.0 in two semesters (need not be consecutive semesters)
- Student re-takes a course and fails to earn a grade of 80% or higher in that repeated course
- Student’s cumulative GPA is less than 3.0 at the end of the didactic portion of the curriculum
- Student fails either Level II Fieldwork after his/her second attempt per guidelines in the Fieldwork Manual
- Student displays behaviors in violation of standards outlined in the Catalog

Should a student fall within any of these instances, the Student Progression Committee will convene to examine all pertinent information.
ATTENDANCE POLICIES

General Attendance

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

When a student is unable to be present in class the policy is for the student to notify the faculty course director by phone and email prior to the start of class. Notification is required and does not indicate an excused absence. Students who fail to notify the faculty course director will be subject to the consequences of an unexcused absence. Students who miss a class in which a graded activity has been planned by the faculty course director will receive a zero for the grade (e.g., in-class activity, quiz). Each faculty course director will indicate student notification policies for specific courses in the syllabi.

Promptness is expected of the healthcare practitioner. As a result, promptness is also required of the occupational therapy student. Not only does tardiness in class disturb the lecturer and student body, it reflects a lack of professionalism. Repeated tardiness to scheduled course sessions will be brought to the attention of the Director and will likely have negative impact on the student's professionalism rating.

Tardy Policy

Students are expected to arrive to their scheduled class sessions, organized and prepared to learn by the time the class is scheduled to start. If a student arrives to class after the class has begun he/she will be subject to receipt of an “unexcused tardy.” Receipt of two unexcused incidences of tardiness equates to one unexcused absence which will ultimately impact the final course grade. A tardy is defined as arriving any time after the scheduled beginning of class time or returning late from a faculty course instructor authorized class break. Faculty course directors are expected to track and document attendance and provide notification of tardiness and unexcused absences to the Director.

Excused Absences

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

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

An unexcused absence is any absence not deemed an excused absence by the criteria above. Each unexcused absence will result in a 5% deduction from the final course grade.

Student Absence Related to Professional Organization Sponsored Activity

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

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

Leaves of Absence

A leave of absence is defined as a pre-approved leave from the University that suspends a student’s course of academic and/or fieldwork study for a defined period of time. The amount of leave
time granted depends largely on the personal needs of the student and the timing of the withdrawal within the academic program. Leaves of absence do not typically exceed 8 months (2 consecutive semesters). Circumstances necessitating a leave of absence may include, but are not limited to, short or long-term personal illness, military training or obligations, jury duty, maternity and infant care, and critical illness or death of an immediate family member. A student requesting a leave of absence for any reason during or at the end of an academic year must adhere to general procedures included in the TUN Catalog.

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

Withdrawal from the University

The decision to withdraw from the University is a serious matter. Any student who withdraws from a college or a program is dropped from the rolls of the University. As such, if he/she decides at some later date to reenter the program, he/she must reapply for admission and, if accepted, assume the status of a new student. Students contemplating withdrawal are advised to discuss this issue with their faculty advisor. Students considering withdrawal are subject to the policies governing withdrawal from the University. Students should be aware that withdrawal from a course may result in a significant extension of the students’ professional program. Before withdrawing, students should discuss the issue with their faculty advisor and the School Director. Procedures for completing a withdrawal from the University can be found in the TUN Catalog.

COURSE POLICIES

Assignment Submission Policy

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

Classroom Conduct Rules

- Cell phones are not to be accessible during class time. All cell phones will be turned off and put away during class time. They may be used during approved breaks. If there is an emergency for which you must have your cell phone either on or visible and accessible, it must be pre-approved with your instructor.
- No side conversations during class time. If you need to express yourself, please share it with the class. If you did not hear or are confused about a point, ask your question for the benefit of the entire class. If you have a question, usually others in class have the same question.
- Show respect to those who are presenting in class.
• Computers are to be used only for the purpose of class content. Computers are not for instant messaging, checking of emails, writing of papers, or other non-class-related activity.
• Students are expected to contribute to class discussions. Without your participation, the class will not be as effective and productive. Your input is important for the learning process.
• Students must come to class prepared, having read class assignments before class begins, and having papers ready for submission. Instructors may opt not to accept emailed papers.
• Students must not only come to class on time, but also return from breaks on time. Students must be prepared to stay for the duration of the scheduled class period.

**Examination Protocol**

Assessment of the students' knowledge is essential. These assessments not only reflect what the student has learned, but also on the quality and content of the information presented. It is essential that examination decorum be maintained at all times to insure fairness and validity. All electronic devices not required for the exam must be placed in the off position.

Both the student and faculty member/course instructor are responsible to ensure that the examination protocol is consistent. Faculty members may require placement of personal items at an alternate location in the classroom during exams.

The following procedures are followed during examinations:

1. Students are required to be present for all scheduled examinations.
2. The proctor will make every effort to prevent any situation where one can assume academic dishonesty.
3. A student cannot be given an examination more than 5 minutes after the scheduled start time. A student arriving late will have the same finish time for the examination as students who arrived on time.
4. Should a student have an occasion to miss an examination, it is the student’s responsibility to communicate with the course instructor. The instructor must be notified prior to the examination. Examples of an excusable reason would be serious illness, accident, or death in the immediate family.
5. In the case of an excusable reason, the make-up examination must be accomplished within 24 hours excluding weekends and holidays. In the case of an illness or extenuating circumstances, the make-up must be accomplished within 24 hours of a physician/mental health practitioner release or reasonable resolution of the extenuating circumstances.
6. Failure to make-up the examination within the specified time period will result in failure of that examination.
7. Failure to appear for an examination without prior notification will cause a failure of that examination, subject to review by the Director.
8. The Director will be notified in writing of a student's failure to take an examination.
ADVISEMENT AND MENTORING

Students enrolled in the School of Occupational Therapy will be guided throughout their educational program by faculty mentors who will monitor and advise on academic progress, professional socialization, and coping with the stresses of graduate school. This also includes review of all curriculum requirements for the School of Occupational Therapy (e.g., portfolio progression). Students are encouraged to contact their faculty mentor for advice or suggestions on any type of school or life challenge. Faculty mentors will meet with their assigned students at least one time per semester. Documentation of each meeting will be reported on the Student Advisement Documentation Report (Appendix E) which will be reviewed with the student and signed. The report is maintained in a confidential locked student file until graduation. It is the student’s responsibility to request copies of the advisement form to maintain their own personal files. Faculty mentors will attempt to keep student issues confidential unless the situation impact education progression, illegal or unethical activities, safety of the individual, or health and safety of others.

The School Director will assign each student a faculty mentor prior to the orientation process. Faculty mentors will remain with their mentees throughout the student’s occupational therapy education at TUN, unless the student or faculty mentor requests in writing an alternate arrangement. Requests for changes in mentors may be made to the Director; however, requests for assignment to specific faculty mentors may not be possible due to faculty workload.

CAREER PLACEMENT

TUN does not offer official career placement services for occupational therapy graduates at the time of the writing of this document. However, there is an Occupational Therapy Jobs Board located in the hallway between the two occupational therapy classrooms listing facilities offering employment across the United States and abroad.

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

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

CODE OF ETHICS

The faculty and students of the School of Occupational Therapy are expected to demonstrate awareness and understanding of the Code of Ethics of the American Occupational Therapy Association (Appendix D) and to demonstrate conduct consistent with the current Code of Ethics at all times.
COMMUNICATION

Student communications posted on the intranet service must be professional. An attitude of respect for other persons and appropriate communication is expected among peers, faculty and staff. This promotes an atmosphere of constructive and free interpersonal communications. Although freedom of speech is maintained, the manner and direction of that speech must be appropriate. All postings must demonstrate professional language without abuse or intentionally inflammatory purpose. Posted and distributed communications at TUN are to inform, query for information, or provide constructive criticism. Any abuse of these guidelines will not be accepted.

CONDUCT CODE / PROFESSIONAL BEHAVIOR EXPECTATIONS

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

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

CRIMINAL BACKGROUND CHECKS

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

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

DRESS CODE POLICIES

The School of Occupational Therapy adheres to the dress code policy contained in the Catalog. Professional demeanor is reflected in the attire of the student. Students must wear their TUN Student identification name badge at all times.
Dress code for didactics (in class):

Students are allowed to wear shorts. Shorts must be in good taste, be mid-thigh length (not shorter than 2 inches above knee), and not frayed. Jeans that are not torn are allowed. Tops will not show a bared midriff or cleavage. T-shirts with designs may be worn but will not be offensive or vulgar. Sandals may be worn except in the cadaver lab or during classes where closed shoes are required. Solid color scrubs are to be worn in the cadaver lab. A separate pair of tennis shoes for the cadaver lab is recommended. Students are required to wear abbreviated clothing for certain lab experiences. This would consist of a bathing suit top or sports bra for the ladies and gym shorts for both the men and ladies. Please refer to course syllabi for details on lab attire. Students who have tattoos must be cognizant of their ability to be distracting and keep them covered to the greatest extent possible during the didactic phase of the curriculum.

Dress code for field experiences and fieldwork:

Students are provided a TUN School of Occupational Therapy polo shirt for all field experiences and fieldwork. Additional polo shirts may be purchased in the TUN bookstore. Students may not wear any pierced jewelry except two in the lower lobe of each ear. No other facial, tongue, or ear piercings may be present during field experiences or fieldwork. All jewelry will be minimal and in good taste. All tattoos must be concealed. Students should have a watch with a second hand. No perfume, cologne or after shave is allowed to be worn during field experiences or fieldwork. Students must appear well-groomed and clean at field experiences and fieldwork placements. Nails will be clean and cut short. Acrylic nails are not allowed in many health-care environments and should be avoided based on the fieldwork placement. Sneakers may only be worn with scrubs. Students are expected to wear the practitioner dress attire stipulated below or specific clothing required by the fieldwork site.

Dress Code Terminology:

- **Practitioner Dress/Attire:** Students are often required to wear practitioner dress attire for fieldtrips, fieldwork, and for events conducted on and off campus. This dress code requires students to wear the Touro University Nevada School of Occupational Therapy Polo shirt, khaki pants (no extra pockets on the leg portions), closed toed shoes and TUN Identification Badge. Clothing and shoes must be clean and be in good condition. Hair must be pulled off the face and neck.

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

Any infraction of this policy will be brought to the attention of the student by any faculty member of the School of Occupational Therapy or fieldwork educator. Should the student fail to remediate, the infraction will be brought in writing to the School Director or Academic Clinical Coordinator who will then counsel the student. Failure to remediate following counseling will lead to an unsatisfactory Professional Performance Evaluation. Inappropriate attire in a fieldwork setting may lead to removal from that setting until the student corrects his/her dress/appearance.
DRUG TESTING

All students are required to submit the results of the admission Drug/Toxicity screening to the Student Medical Director assigned to the School of Occupational Therapy during the first semester of the program. An illegal drug is defined under Federal and State law for which a prescription is required and where no prescription has been issued to the student for a valid and specific purpose. Students may be required to submit additional Drug/Toxicity screenings before entering fieldwork. Students are also subject to Drug/Toxicity screenings throughout the program based on classroom or fieldwork experience behaviors that are deemed suspicious in nature warranting drug test.

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

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

GRIEVANCES

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

Grievances Against Faculty Member(s)

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

Grievance Against the School of Occupational Therapy

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

Grievance Against TUN Administration

Should a student have a grievance against the administration (Bursar, Registrar, Financial Aid and Admissions), the student should discuss the problem with the individual administration member. The student should also notify the School Director to help facilitate communication to the appropriate administrative level.
The student is encouraged to resolve the problem at the most direct level. Appeal of a decision is always to the next level. Should the grievance be elevated beyond TUN, an appeal would be made to the Senior Provost/CEO of Touro University Western Division.

**IMMUNIZATIONS**

Students must adhere to the requirements set forth by TUN for required immunizations as they meet the current recommendations of the Advisory Committee on Immunization Practices of the Federal Centers for Disease Control and Prevention (FCDC). The Academic Fieldwork Coordinator must ensure that all students have current immunization status prior to fieldwork placement. Proof of immunization must be provided to the Director of Student Health Services and also maintained by the student throughout their program. Students must meet all the requirements listed below. It is the student’s personal responsibility to be aware of the requirements. Failure to meet these requirements in a timely manner will result in the student not being allowed to progress in the occupational therapy curriculum. Student must maintain personal copies of all immunization and TB skin tests and provide copies to the Academic Fieldwork Coordinator or facility fieldwork educator upon request for fieldwork purposes.

1. **Tuberculosis skin test** (PPD) (unless performed within three months and report submitted) (Tine tests are not acceptable)
   a. **Tuberculosis Screening Program** Tuberculosis skin tests (2-step) are required at entrance to or within the first semester of the program. An annual TB test is required. Level II fieldwork sites may require a TB test prior to start date. Students with a positive reaction will require a chest x-ray and evaluation by their physician in charge of this program.

2. **Immunization update** (measles, mumps, rubella, diphtheria-tetanus, polio, and chicken pox, as needed by student)
   
   **Note:** It is important that your healthcare provider note clearly if your tetanus injection was either part of a series or if it was a "booster."
   
   a. **Rubella/Measles Immunization** Students born **on or after** January 1, 1957, must provide proof of immunity to **measles and rubella** by immunization (one dose of measles vaccine) or a positive antibody titer. Individuals who received immunization for MMR between 1963 and 1967, or received immunization prior to 12 months of age, are considered unvaccinated and must receive two MMRs (MRs), one month apart.

   b. **Diphtheria-Tetanus** Current immunization required with evidence of booster given within the past ten (10) years. **Note:** It is important your physician clearly state if your injection was part of a series or a "booster."

   c. **Polio** Proof of immunization against polio must be documented by immunization records and/or a statement from a private physician. Immunization must consist of three (3) oral and/or injected polio vaccines. A booster is required if third dose was given prior to the fourth birthday. A waiver may be given only if records cannot be
located. A letter must be submitted to the Director of the School of Occupational Therapy requesting waiver, stating when the oral vaccination was taken.

d. **Hepatitis A and Hepatitis B** The School of Occupational Therapy requires immunization for Hepatitis A and B upon entry. This may be arranged through the student’s private insurance carrier.

Students will not be allowed to enter the fieldwork phase of their coursework without evidence of the above immunization requirements. The recommendation has been made that students should not receive immunizations until they have completed their PPD (Tuberculosis Screening). Immunizations and PPD may be given together. However, immunizations cannot be given before the PPD as live virus vaccines can result in false negative PPD results.

**MALPRACTICE INSURANCE**

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

**PROGRAM EVALUATIONS**

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

Course and faculty evaluations will be completed by each student upon completion of each course throughout the curriculum. The results of the evaluations will be made available to the School Director and course faculty member(s). Student confidentiality will be maintained through the process. The information obtained from the evaluations will be considered for potential course and curriculum improvements and accreditation purposes.

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

The School of Occupational Therapy curriculum is rigorous and requires the presence of the student at all classes and fieldwork placements. Academic pursuit toward the degree should be foremost in the student’s mind. Many hours are committed to class attendance, group projects and self-study. While many students engage in Work Study opportunities on campus, the program discourages students from outside employment while enrolled in the program. Additionally, the program does not recognize employment as an acceptable excuse for lack of attendance or course failure.

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

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

UNIVERSAL PRECAUTIONS

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

TECHNICAL STANDARDS FOR THE OCCUPATIONAL THERAPY STUDENT
Technical Standards for the Occupational Therapy Student

HEALTH POLICIES AND REGULATIONS
Occupational therapists work with clients/patients to improve their ability to function in a variety of environmental contexts. To enter into and to complete the program within the School of Occupational Therapy, students must be able to meet required emotional, cognitive, social, and physical requirements. Students must identify and maintain a safe environment for self and others as well as maintain confidentiality according to professional and institutional standards. Professional and ethical behaviors, both on campus and in community/fieldwork experiences, are expected of all occupational therapy students in the program.

Emotional Requirements
The student must have sufficient emotional stability to perform under stress produced by both academic study and the necessity of performing occupational therapy in simulated and real client/patient situations while being observed by faculty, peers, fieldwork educators, and others. Students must moderate personal stress levels to achieve success while adhering to the professional standards and requirements of the program.

Cognitive Requirements
The student must exhibit cognitive skills necessary for problem solving, clinical reasoning, and judgment. Students must integrate a variety of material with increasing complexity presented throughout the curriculum including presentations, class discussions, client/patient interviews/evaluations, and readings from textbooks, journals and medical records. Students must be able to identify and respond accurately to factual information as well as subtle cues of mood, temperament, and gestures provided by others. Students must be attentive during class and field experiences to fully participate in learning environment.

Social Requirements
The student must have appropriate social skills for forming and maintaining relationships with a variety of people including faculty, peers, fieldwork educators, clients/patients and their families/significant others. Students must demonstrate the ability to participate as an effective group member. Flexibility and maturity in all interactions is part of the professional requirement for this program.

Physical Requirements
In order to participate in Touro University Nevada’s, School of Occupational Therapy, students are required to travel to agencies and hospitals, and to homes with unpredictable environments. Students need to have the endurance to adapt to a physically and emotionally demanding program. Students with sensory and/or motor limitations may be able to perform as an occupational therapy student if they possess the ability to direct an assistant to perform the activity or use assistive technology. If directing another person in the task, the student must be able to monitor the person’s performance, identify objects in the environment, and instruct all aspects of the task. The following physical requirements would be necessary to participate in the clinical courses in Occupational Therapy:

1. **Speech**
   Ability to speak clearly in order to communicate with faculty, peers, fieldwork educators, clients/patients, physicians, and others; need to be understood on the telephone.

2. **Vision**
   Sufficient to perform physical assessments of clients/patients and equipment; to read documents such as medical records, textbooks, and computer screens.
3. **Hearing**
Sufficient to accurately hear on the telephone, discriminate sounds in the environment for safety, communicate with people, listen and assess through the stethoscope to discriminate sounds. It is possible to use compensatory aides and assistive technology such as hearing aides.

4. **Touch**
Ability to palpate both superficially and deeply for tasks such as discrimination of tactile sensations and facilitation of body movements.

5. **Health**
Occupational Therapy is considered to be a high-risk profession for exposure to Hepatitis B and other contagious diseases. Immunizations required by the Occupational Therapy Program reduce this risk for Occupational Therapy students, but do not eliminate it entirely. Students with impaired or deficient immune systems may be at risk for contracting serious diseases. Evidence of a physical exam (within two years) is required by our collaborating agencies. Please submit results to the Student Health Director at Touro University Nevada and maintain a copy for your personal records. Students with pre-existing conditions, which may impair their functions, are strongly advised to wear an appropriate medical alert bracelet and notify the faculty and fieldwork educators.
APPENDIX B

TUN School of Occupational Therapy
Occupational Therapy Entry Level Master of Science Degree Program
Curriculum Grid
# Occupational Therapy Entry Level Master of Science Degree Program – Curriculum Grid – 79 Credits

## Summer Session #1 (15 cr.)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title – (Credits)</th>
<th>Theme</th>
<th>Prerequisites; Co-requisites</th>
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<tbody>
<tr>
<td>OCCT500</td>
<td>Fundamentals and Foundations of Occupational Therapy (3)</td>
<td>OELS</td>
<td>No prerequisites once admitted to the School; all first semester courses intended to be taken simultaneously.</td>
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<tr>
<td>OCCT502</td>
<td>Analysis of Movement in Occupation (2/1)</td>
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<td>Introduction to Research &amp; Quantitative Research Methodology (1/1)</td>
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<td>Clinical Reasoning about Occupation (1/1)</td>
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<td>Fieldwork Orientation Seminar (1)</td>
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<td>OCCT514</td>
<td>Human Structure &amp; Occupation/lab (3/1)</td>
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<td>Occupations of Children/Adolescents (4)</td>
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<td>Level I Fieldwork - Children/Adolescents (1)</td>
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<td>OCCT520</td>
<td>Occupation Skills Lab – Children &amp; Adolescents (1/1)</td>
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<td>Brain, Behavior &amp; Occupation (3)</td>
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<td>Occupations of Adults (4)</td>
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<td>OCCT630A</td>
<td>Level I Fieldwork - Adults (1)</td>
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<td>Prerequisites: All Semester 2 coursework; Co-requisites: OCCT 637, 635</td>
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<td>OCCT637</td>
<td>Occupation Skills Lab - Adults (1/1)</td>
<td>OE</td>
<td>Prerequisites: All Semester 2 coursework; Co-requisites: OCCT 635, 630</td>
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<td>OCCT635</td>
<td>Occupational Analysis &amp; Evaluation II Lab (0/1)</td>
<td>OE</td>
<td>Prerequisites: All Semester 2 coursework; Co-requisites: OCCT 637, 630</td>
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<td>Special Topics: Emerging Practice (0/1)</td>
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<td>OCCT651</td>
<td>Occupations of the Older Adult (4)</td>
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<td>Prerequisites: All Semester 3 coursework; Co-requisites: 651A, 640, 645</td>
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<td>Level 1 Fieldwork - Older Adult (1)</td>
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<td>OCCT640</td>
<td>Occupation Skills Lab – Older Adults (1/1)</td>
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<td>Occupational Analysis &amp; Evaluation III Lab (0/1)</td>
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<td>Prerequisites: All Semester 3 coursework; Co-requisites: 651, 651A, 640</td>
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<td>Systematic Reviews of the Literature in Occupational Therapy (3)</td>
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<td>Integration of Learning in Occupational Therapy (2)</td>
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**SPRING SESSION #6 (12 CR.)**

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<td>Management of Occupational Therapy Service Provision (2)</td>
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<td>Fieldwork IIB. – (6)</td>
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**INDEPENDENT STUDY IS AVAILABLE THROUGHOUT CURRICULUM**

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<td>OCCT 682</td>
<td>Independent Field Study (1-6) FAC</td>
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**THEMES:**

- O = Occupation/Occupational Performance;
- E = Evidence-Based Practice;
- L = Leadership;
- S = Social Justice
APPENDIX C

FACULTY ADVISOR VERIFICATION OF STUDENT COURSE COMPLETION
Faculty Advisor Verification of Student Completion of Course

**STUDENT NAME:**

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<td>FUND. &amp; FOUNDATIONS OF OCCUPATIONAL THERAPY</td>
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<td>ANALYSIS OF MOVEMENT IN OCCUPATION</td>
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<td>INTRODUCTION TO RESEARCH &amp; QUANTITATIVE RESEARCH</td>
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<td>CLINICAL REASONING ABOUT OCCUPATION</td>
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<td>INTRODUCTION TO FIELDWORK</td>
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<td>BRAIN, BEHAVIOR AND OCCUPATION</td>
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SYSTEMATIC REVIEW COMPLETED: DATE PRESENTED ____________________

PORTFOLIO: DATE PRESENTED ______________________

SIGNATURE OF FACULTY ADVISOR: ___________________________ DATE: __________

SIGNATURE OF ACADEMIC CLINICAL COORDINATOR: ___________________ DATE: __________

SIGNATURE OF SCHOOL DIRECTOR: ___________________________ DATE: __________
APPENDIX D

AOTA Code of Ethics
AOTA

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 wrongdoing 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.


Copyright © 2010 by the American Occupational Therapy Association, Inc. To be published in 2010 in the American Journal of Occupational Therapy, 64 (November/December Supplement).