SCHOOL OF OCCUPATIONAL THERAPY

STUDENT HANDBOOK

2013-2014 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 (SOT). The Student Handbook contains policies and requirements which govern academic performance and student conduct for all who are enrolled in the SOT. These policies are designed to promote standards for academic competency, professional discipline and personal responsibility, representing parameters of achievement and behavior expected of students and professionals in occupational therapy.

The provisions provided 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.

TUN assumes primary responsibility for appointment of faculty, admission of students, curriculum planning, selection of course content, and granting the degree documenting satisfactory completion of the educational program. TUN is responsible for coordination of classroom teaching, supervised fieldwork practice and for assuring that the practice activities assigned to students in a fieldwork setting are appropriate to the program and meet the standards of TUN and the School of Occupational Therapy. TUN administration, faculty, and staff are solely responsible for provision of academic fieldwork components of the curriculum in collaboration with fieldwork sites as outlined in the memoranda of understanding with those specific fieldwork/clinical sites. The Academic Fieldwork Coordinator (AFWC) assigns all students for Level I and Level II Fieldwork experiences. Level I Fieldwork sites are sought to complement academic coursework in the child-based, adult-based, and older adult-based curriculum. Level II Fieldwork sites are sought to provide development of the student
across the lifespan and in different practice arenas. All students meet with the AFWC each semester to explore fieldwork opportunities and also complete a fieldwork interest worksheet.

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.

The ACOTE Self-Study process will be completed by the occupational therapy faculty in July 2013 for review by the accreditation team. The on-site visit will be completed by the accreditation team on October 21 – 23, 2013.

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

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

The Judaic values of social justice, intellectual pursuit, and service to humanity of Touro University Nevada provide the foundation upon which the School of Occupational Therapy prepares caring, competent, collaborative and ethical occupational therapists to enter the healthcare workforce. Our graduates are grounded in an occupation-based perspective of health, skilled in therapeutic techniques, and educated to be both consumers and contributors to evidence-based practice. The occupational therapy program emphasizes a respect for cultural values and traditions, a recognition of the needs and challenges of those served by occupational therapy, and strong leadership skills needed to advocate for the profession, the clients served, 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.

Educational Philosophy for the School of Occupational Therapy

Occupational therapy is based on the belief that purposeful activity (occupation), including its interpersonal and environmental components, may be used to prevent and mediate dysfunction and to elicit maximum adaptation. Activity as used by the occupational therapist includes both an intrinsic and therapeutic purpose (AOTA, 1979). The philosophical assumptions of the School of Occupational Therapy are based on a belief in the occupational nature of human beings. The School of Occupational Therapy (SOT) is dedicated to preparing knowledgeable, skilled, and caring practitioners who can assume and adapt to the multiple roles of an occupational therapist in our ever-changing environments (e.g., health care, school system, community). The philosophy of the SOT is reflective of the concepts highlighted within the Touro University Nevada mission statement, the ethics and values embodied within the occupational therapy profession, trends in the profession and society, as well as the mission statement of the SOT.

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

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

Touro University Nevada School of Occupational Therapy Student Handbook – Rev. 6/26/2013
GOALS, OUTCOMES, AND OBJECTIVES

TUN Vision Statement
Educating caring professionals to serve, to lead, to teach.

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

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

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

School of Occupational Therapy Program Outcomes

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

- Apply for the national certification examination offered by the National Board for Certification in Occupational Therapy (NBCOT);
- Secure an entry-level position within which they will be committed to 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 alumni 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 36-month time frame.
TUN Institutional Student Outcomes and School of Occupational Therapy Criteria

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

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

#1.
TUN: Apply knowledge from their discipline in a context reflecting real, complex situations in their profession.
SOT: Utilize occupational therapy techniques and evidence-based practice as a basis for clinical decision making and client intervention.

#2.
TUN: Think critically to make evidence-informed decisions and evaluate conclusions.
SOT: Incorporate evidence-based practice into clinical decision making while addressing a culturally diverse population and identification of needed resources.

#3.
TUN: Communicate effectively with a variety of audiences.
SOT: Demonstrate effective communication and negotiation skills as a member of the inter-professional team.

#4.
TUN: Act in a professional and ethical manner.
SOT: Provide occupational therapy in a professional and ethical manner along the continuum of services.

#5.
TUN: Use professional knowledge and skills to benefit communities in need.
SOT: View the client holistically with an awareness to treat the client’s emotional-, health-, and occupational needs.

#6.
TUN: Work with colleagues across disciplines toward a common goal.
SOT: Be an effective member of the health team through communication and negotiation skills, professionalism, and awareness of the role of the occupational therapist.

#7.
TUN: Access and evaluate information.
SOT: Demonstrate effective client-centered services inclusive of values, beliefs, and needs.
#8.
TUN: Commit to lifelong learning.
SOT: Actively seek opportunities for professional growth, leadership, and advocacy for social justice.

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 go into effect on July 31, 2013. The new standards can be viewed at: 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.

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/practical competencies
- Overall satisfactory ratings on professional behavior throughout the student's enrollment in the program including didactic, fieldwork experiences and fieldwork placements
- Demonstrated ability to fulfill requirements as listed in the Technical Standards for the Occupational Therapy Student (Appendix 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

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 79 credit curriculum is designed to be completed in a 24 month time period. There are three full semesters completed each year over the two years. One cohort (34 students) will be admitted per academic year beginning in the Summer semester. The curriculum is sequenced in a developmental approach with the first semester providing a basis for occupational therapy practice. The second semester provides students with a greater understanding of evaluation and treatment related to children served by occupational therapists in the framework of three separate courses and a Fieldwork Level I experience. This curriculum format is continued in the third semester related to adult populations with three separate courses and a Fieldwork Level I experience and the fourth semester related to the older-adult populations.
Students complete three separate Level I Fieldwork experiences during their coursework in correlation with the developmental sequence in the curriculum: semester 2 (child-based), semester 3 (adult-based), and semester 4 (older-adult based). Students complete their first Level II Fieldwork experience within the State of Nevada to facilitate the TUN goal of servicing the needs of the local community. The first Level II Fieldwork experience is completed during the fifth semester.

Following the completion of the first Level II Fieldwork experience students complete six courses during the “intensives” portion of the curriculum. The purpose for the placement of these six courses (e.g., Management of Occupational Therapy Service Provision A & B, Leadership in Occupational Therapy, Integration of Learning in Occupational Therapy A & B, and Social Justice & Occupational Therapy) relate to the student bringing a broader lived experience from their fieldwork into the classroom setting. Following the completion of the “intensives” component of the curriculum the student moves onto their second and final Level II Fieldwork experience.

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 B. Incorporated into specific courses are two required 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 specific courses.

**Occupational Therapy Practice Framework**

The Occupational Therapy Practice Framework (OTPF2) is utilized throughout the curriculum and serves to facilitate a common language within the classroom and fieldwork settings. The OTPF2 is initially introduced within the first semester of the curriculum and continues throughout the six semesters including Level I and Level II Fieldwork experiences. Facility fieldwork educators are encouraged to utilize the OTPF2 while working with our students in the fieldwork experiences and are provided instruction as requested by the Academic Fieldwork Coordinator.

**Curricular Model and Curricular Threads**

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 threads to the curriculum: (1) Evidence-Based Practice; (2) Occupation-Based Practice; (3) Social Justice; and, (4) Leadership. Classroom content seeks to ensure that all students acquire a thorough understanding of 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 threads of the curriculum reinforce an understanding and appreciation of the value placed on each thread.

The curricular threads 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 threads support the university’s mission to offer professional education, social justice and service to humanity.

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

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

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

Social Justice: the identity of Touro University Nevada is strongly connected to social justice through its connection to Judaic traditions and ethical obligations. One of the roles 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

Donna Costa, DHS, OTR/L, FAOTA

Dr. Costa joined Touro University Nevada in May 2013. Her diverse background in clinical, educational, and administrative positions were a great match for our School of Occupational Therapy. She brings extensive experience in mental health occupational therapy. Dr. Costa’s research interests include: Mindfulness-Based Interventions and Mind-Body Skills; Driving, Community Mobility, and the Older Adult; Occupational Therapy Fieldwork Education; and Fall Prevention Programs. Dr. Costa also conducts annual trips to the Ukraine to provide training for health care providers.

Dr. Costa obtained her Doctor of Health Science (DHS) in Occupational Therapy from the University of Indianapolis in 2007. Her Master of Science degree in Health Care Administration was awarded from the New School for Social Research in New York and her Bachelor of Science in Occupational Therapy from State University of New York at Buffalo.

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

Dr. Fecht joined Touro University Nevada in July 2011. She has worked in a variety of child-based settings including school based practice, early intervention, and outpatient clinics. She also continues to work in adult rehabilitation 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, OTD, OTR/L, CLT, CEAS

Dr. Linda Frasier has been an occupational therapist for over 10 years and joined Touro University Nevada full time in 2012. She received her Bachelor’s Degree in Occupational Therapy from Thomas Jefferson University in Philadelphia, PA, and her clinical doctorate in Occupational Therapy from Creighton University in Omaha, NE. Dr. Frasier focused her advance degree in the area of academia as well as international studies and cultural immersion in China.

Dr. Frasier has experience working in a variety of settings including skilled nursing, acute care, inpatient and outpatient rehabilitation. She holds specialty certifications in Lymphedema and
Ergonomics as well as certifications in neuro-technology devices such as the Bioness H200 and the Saebo.

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

**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.

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 clinical doctorate in occupational therapy from Boston University in 2011. Her doctoral project focused on best practice guidelines for occupational therapist working in stroke rehabilitation.

**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. Dr. Randall served as the Speaker of the
Representative Assembly and was a member of the Board of Directors for the American Occupational Therapy Association (AOTA) from July 2010 through June 2013.

Andrea Sjolie, Administrative Assistant

Ms. Sjolie joined the School of Occupational Therapy in November 2012. Her role is to support the director, faculty, and students of the occupational therapy program. Ms. Sjolie was born and raised in Las Vegas – a native of southern Nevada! In her spare time she enjoys spending time with her family.

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. Professor Wrightsman is currently pursuing his doctoral degree through Towson University.

Basic Science Faculty

Yehia Marreez, MD, PhD (Human Structure/Anatomy)

Rakshindah Qureshi, MD (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.

Lab class sections are determined by faculty to achieve a balance between the two class groupings. Students do not determine which lab section they will attend. Specific requests will be reviewed when placed in writing to the School Director no later than six weeks prior to the start of the semester. Specific reasons for the request must be highlighted in the submitted document. The School Director will notify the student to the status of the request by the last week of the semester.

Academic Year

The Academic Year begins in July of each year and includes three full semesters. Terms 1 and 4 (Summer) occurs July through October, Terms 2 and 5 (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 1, 2013


SEMESTER BREAK: MARCH 2 – APRIL 1, 2013

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

SPRING BREAK: MARCH 23 – APRIL 1, 2013
SEMESTER BREAK: JUNE 22 – JULY 7, 2013

ACADEMIC YEAR 2013-2014

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

SEMESTER BREAK: OCTOBER 26 – NOVEMBER 3, 2013

SEMESTER 5 – FALL 2013/14
LEVEL II FIELDWORK PLACEMENT (14 WEEKS):
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 27, 2014
SCHOOL OF OCCUPATIONAL THERAPY
TOURO UNIVERSITY NEVADA

COHORT 2015

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

ACADEMIC YEAR 2013-2014

SEMESTER 1 – SUMMER 2013
JULY 8 – OCTOBER 25, 2013

SEMESTER BREAK: OCTOBER 28 – NOVEMBER 1, 2013

SEMESTER 2 – FALL 2013
NOVEMBER 4, 2013 – FEBRUARY 21, 2014


SEMESTER BREAK: FEBRUARY 24 – FEBRUARY 28, 2013

SEMESTER 3 – SPRING 2014
MARCH 3 – JUNE 20, 2014

SPRING BREAK: MARCH 14 – MARCH 21, 2014

SEMESTER BREAK: JUNE 21 – JULY 6, 2014

ACADEMIC YEAR 2014-2015

SEMESTER 4 – SUMMER 2014
JULY 7 – OCTOBER 24, 2014

SEMESTER BREAK: OCTOBER 27 – OCTOBER 31, 2014

SEMESTER 5 – FALL 2014/15
LEVEL II FIELDWORK PLACEMENT (14 WEEKS):
NOVEMBER 3, 2014 – FEBRUARY 6, 2015
3 WEEK INTENSIVES:
FEBRUARY 9 – FEBRUARY 27, 2015

SEMESTER 6 – SPRING 2015
3 WEEK INTENSIVES:
MARCH 2 – MARCH 20, 2015
LEVEL II FIELDWORK PLACEMENT (12 WEEKS)
MARCH 30 – JUNE 26, 2015
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.

- Course attendance is mandatory for all courses in the School of Occupational Therapy.
- Level I fieldwork grades are based on performance factors and assignments linked to the didactic course in which the fieldwork assignment coincides.
- Level II fieldwork performance is measured by a standardized form sanctioned by the American Occupational Therapy Association and the grade is calculated from ratings given by the fieldwork educator at the fieldwork site.
- Level I and Level II fieldwork is graded on a pass/fail system. Failure affects overall GPA. Fieldwork is a critical aspect of the program. Students may repeat only one fieldwork experience (Level I or Level II) during the program. Failure of a fieldwork experience may result in the student not being allowed to proceed to the next semester. The School of Occupational Therapy Student Progression Committee would convene to review the student’s academic and fieldwork progress for a recommendation of continuation or dismissal from the program.
- Faculty may include classroom participation and attendance in grading criteria.
- Faculty may include assessment of professional behavior in course grading criteria.
- All semester courses are to be completed before progressing onto the next semester. Should a student petition and obtain an Incomplete grade, the Incomplete can remain on the records per agreement with the course faculty throughout the following semester, but cannot remain on the student’s record past the end of the subsequent semester in which the Incomplete was earned.
- 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.

Final Grade Appeal Procedures

A student who believes that a course final grade has been assigned inappropriately must follow the steps in the appeal process as determined by the College of Health and Human Services. The student must observe the stated time limits for completion specified within the policy.
ACADEMIC PROGRESSION POLICY AND PROCEDURE

The faculty of the School of Occupational Therapy is charged with the responsibility for educating students as well as determining the capacity of every student for professional competency and responsibility in the knowledge, behavior, and skills of an occupational therapist. This includes teaching requisite skills and abilities required for entry-level occupational therapy practice. The School of Occupational Therapy does not guarantee succession through the curriculum as it is the responsibility of the student to successfully progress through the curriculum based on performance factors including grades and professional behaviors. Students participate in regularly scheduled advising sessions with faculty to discuss academic progression. 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 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 course failure may result in the student being unable to continue in the curriculum.

A recommendation for dismissal is made on an individual basis after considering all pertinent circumstances relating to the case. A recommendation will be made to the Director by the Student Progression Committee. The Director will then decide whether to accept or reject the committee’s recommendation. The Director will communicate with the Dean of the College of Health and Human Services for an official letter regarding a student dismissal. The student has the right to appeal the recommendation. The appeal process is in accordance with the policies as stated 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 (36 months)

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 Student 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. The student must seek permission in writing to retake the course through the School of Occupational Therapy Student Progression Committee.
- The student may not have repeated semesters in which course failures have occurred. This will be reviewed by the Student Progression Committee and may result in termination from the academic program.
- 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

Notification of Academic Grades/Course Failure

Evaluations of semester and cumulative grade point averages and course performance are completed on each student. These are completed at the midterm and final points of the semester. All students who have not met the required standards for satisfactory academic progress are notified in writing. The notification letter advises the student of the nature of his or her academic status. A copy of the notification letter will be placed in the student’s School of Occupational Therapy file. Copies of the notification letter are also forwarded to the Office of the Registrar and the Dean of the College of Health and Human Services.
Academic Dismissal/Termination of Enrollment

A student is subject to dismissal/termination of enrollment if 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 failed a course in more than two semesters.
- 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 School of Occupational Therapy Student Progression Committee (SPC) will convene to examine all pertinent information. The SPC recommendation will be provided to the School Director. Should the School Director recommend academic dismissal based upon the reviewed documents the College of Health and Human Services Dean would then be notified. Students are advised to review the Academic Dismissal procedures in the TUN University Catalog.

Good Standing Status

Students are considered in Good Standing and making acceptable progression towards graduation when the following items are present:
- GPA cumulative average of 80.0% or higher
- Current record of up-to-date immunizations
- Current record of CPR certification
- Completion of HIPAA training
- Absence of Professional Behavior sanctions

Professional Behavior

Evaluations of a wide range of behaviors commonly called Professional Behaviors are incorporated into student progression and often course grading. Students receive feedback regarding professional behaviors through regularly scheduled meetings with their faculty advisor as well as with the faculty course director(s). Examples of acceptable professional behavior include, but are not limited to:
- Consistent attendance and punctuality to class, fieldwork assignments, and professional functions
- Attentiveness and appropriate interaction in class, fieldwork assignments, and professional functions
- Proper use of electronic technology (e.g., during class and fieldwork)
• Appropriate dress and hygiene
• Non-conflictual interpersonal relations
• Submission of work in accordance with style guidelines
• Work submission prior to or at deadlines
• Adequate and thorough preparation for class
• Respect toward faculty, administration, staff, and peers
• Maintenance of confidentiality of information and records
• Academic integrity and honesty
• Appropriate verbal, non-verbal, and written communications
• Tolerance of diversity in personal and professional values

ADMISSION POLICIES

General Statement on Admission

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

Admission Requirements

All applicants for the School of Occupational Therapy must meet one of the following options for admission:
• Have obtained a baccalaureate degree from a regionally accredited institution
  OR
• An associate degree with an additional 30 upper division credit hours (300- or 400-level college courses) from a regionally accredited institution
  OR
• The completion of 90 undergraduate credits – 30 of which are upper division credit hours (300- or 400-level college courses) from a regionally accredited institution
  OR
• A planned progression within the Nevada State College (NSC) Bachelor of Science in Occupational Science program (BSOS), which includes the successful completion of 90 NSC BSOS credits. Matriculation to TUN must occur before 2015.

In addition, applicants must meet the following admission requirements:
• Applicants must have a 3.0 pre-requisite and overall grade point average (4.0 scale)
• Student must have completed all of the following coursework and earned a C or better prior to applying:
  • English/Communications – 6 credits (technical and professional writing strongly encouraged)
- Humanities – 6 credits (e.g., anthropology, philosophy, religion, fine arts, logic, ethics, foreign language, cultural studies and/or group dynamics)
- Statistics – 3 credits (course must cover research, qualitative, quantitative, methodology, correlation)
- Human Anatomy & Physiology with labs – 8 credits (only 4 credits can be taken online)
- Natural Science – 4 credits (e.g., physics, kinesiology, biology, chemistry)
- Human Development or Lifespan – 3 credits (course must cover human development from birth to death)
- Abnormal Psychology – 3 credits
- Psychology – 6 credits (preferred courses are developmental or cognitive psychology, behavioral psychology and/or theories of personality)

- Natural Science and Anatomy/Physiology courses (12 credits) must have been completed within 5 years of matriculation into the program.
- Have basic computer literacy and be able to use Microsoft Word and PowerPoint software.
- Have knowledge of American Psychological Association (APA) writing style.
- Have the ability to perform the essential functions of an occupational therapist as detailed in the Occupational Therapy Technical Standards.
- Hold a United States citizenship or permanent resident status at the time of application.

Application Submission Process and On-Campus Interview

Applications are accepted from the beginning of the OTCAS application cycle through March 1st. Applications are considered on a rolling basis when both OTCAS and TUN Supplemental Applications and accompanying materials are received and verified by Touro University Nevada. Applicants who granted an on-campus interview are encouraged to attend the interview for consideration into the program. Interview decisions are made by the School of Occupational Therapy Admissions Committee based upon the published criteria and submitted documentation. Selection of students for the cohort will include consideration of the following criteria:

- Academic Competence
- Professional Behavior and Presentation
- Personal/Professional Achievements
- Leadership (extracurricular, employment, community)
- Community Service
- Diversity Experiences
- Communication Skills (written, oral)
- Personal/Lifestyle Management (coping mechanisms, critical thinking, unique life experiences, time management)
- Letters of Recommendation
- Interview

Admission Decisions

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

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

ATTENDANCE POLICIES

General Attendance

Monitoring of attendance is mandated by Nevada law as stipulated by the Nevada Commission on Postsecondary Education. The curriculum of the School of Occupational Therapy is 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 are intended to enhance the student’s understanding of concepts by providing data and in-depth explanations that cannot be gleaned from reviewing lecture notes and textbooks. As 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). In the event of a medical absence it is the responsibility of the student to obtain a medical release form from their health care provider and submit to the course director/school director for an excused absence. Each faculty course director will indicate student notification policies for specific courses in the syllabi.

Promptness is expected of the healthcare 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 OTSOGA/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.

ACADEMIC INTEGRITY

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

The Touro University Nevada Office of the Registrar is responsible for maintaining the official academic transcript and record of attendance. The Registrar is responsible for the final entry of the degree earned. Information regarding obtaining copies of official and unofficial transcripts should be directed to the Office of the Registrar.

ADVISEMENT AND MENTORING

Students enrolled in the School of Occupational Therapy will be guided throughout their educational program by faculty mentors who 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 C) 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. Students are also required to complete the Progressive Self-Rating of Professional Behaviors (Appendix E) each semester for review with their assigned faculty advisor.

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.

ALCOHOL POLICY

University funds or funds collected and administered through a University student organization may not be used to fully or partially support events in which alcoholic beverages are served to students.

CAMPUS SECURITY

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

As required by Federal law, Touro University Nevada makes information available to students about policies and procedures to report criminal actions on campus, current policies concerning security and access to facilities on campus, and information on campus law enforcement and statistics concerning incidents of campus crime. Students interested in this information should contact the Office of Student Services.
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 and Binder 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 is intended to promote an atmosphere of constructive and free interpersonal communications. Although freedom of speech is maintained, the manner and direction of that speech must be appropriate. “Texting” language is not professional and should not be utilized in email communications with faculty and staff. 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.

COMPUTER SERVICES

The technology Department is responsible for all computing services on-campus and the University’s website. Students benefit, directly and indirectly, from the work of the Technology Department in a variety of ways.

Upon matriculation to the University, students will be given a network login and University email address. The network login will permit access to the University network and resources, including wireless access anywhere on campus, printing resources, and the Internet. Touro University Nevada is a Microsoft Windows campus. The Technology Department does not guarantee access to University resources for computers that do not use the Microsoft Windows operating system as its native environment.
The University-provided email address is the principal, official means of communication between the University and the student. Students are responsible for checking their email and maintaining their mailboxes.

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

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

CONDUCT CODE / PROFESSIONAL BEHAVIOR EXPECTATIONS

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

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.
• Video or audio taping of a faculty member must be pre-approved and can only be for personal use for study. No classroom video or audio taping is authorized for upload to social media websites even for the intent of study.

Examination Protocol

Assessment of the students' knowledge is essential. These assessments not only reflect what the student has learned, but also on the quality and content of the information presented. 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. The student must complete the examination in the time frame provided. This includes completion of Scantron forms. If a required Scantron form has not been completed at the end of testing time it will result in the score of zero for the exam.
5. 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.
6. 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.
7. Failure to make-up the examination within the specified time period will result in failure of that examination.
8. Failure to appear for an examination without prior notification will cause a failure of that examination, subject to review by the Director.
9. The Director will be notified in writing of a student's failure to take an examination.
CRIMINAL BACKGROUND CHECKS

The School of Occupational Therapy adheres to the stipulations and guidelines of the Criminal Background Check Policy available through the 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/.

DISABILITIES

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

DRESS CODE POLICIES

The School of Occupational Therapy adheres to the dress code policy contained in the Catalog. 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 under clothing or with appropriate makeup. Students must 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. While the fieldwork facility may have a more liberal dress code the student must adhere to the TUN dress code policy as stipulated.

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.

Hygiene:

Students are expected to maintain the highest standards of personal hygiene and professional appearance during class and fieldwork activities. Regular bathing with soap and water, brushing teeth, and use of deodorant are essential.

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 AND ALCOHOL USE AND ABUSE**

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

**DRUG TESTING**

All students must adhere to the Drug Testing Policy as stipulated in the TUN University Catalog. All occupational therapy 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

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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, and 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.

**ELECTRONIC TECHNOLOGY**

Electronic technology is pervasive in our society and a valuable adjunct to teaching and learning. Use of this technology in the educational and healthcare arenas requires responsible behavior. Inappropriate use of technology is addressed within the School of Occupational Therapy professional behavior standards. Some unacceptable examples of electronic technology use include:

- Failure to silence cellular telephones or other electronic devices during class or laboratory sessions
- Use of personal electronic devices (e.g., I-Pods, MP3 players, cellular and wireless devices) during class or laboratory sessions
- Sending/reading email during lectures or presentations
- Surfing the web during lectures or presentations
- Instant messaging, text messaging, or email during class
- Using sexually suggestive or questionable language or pictures as screen savers on computer
- Using portable electronic devices to take pictures or video during class or lab sessions without permission of the instructor and the student being photographed or videotaped
- Uploading of approved pictures or videos taken in class to social media sites (e.g., YouTube) is strictly prohibited

**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.

**HAZING**

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

**IDENTIFICATION BADGES**

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

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

**IMMUNIZATIONS AND HEALTH RECORDS**

Students must adhere to the requirements set forth in the TUN University Catalog for required immunizations as they meet the current recommendations of the Advisory Committee on Immunization Practices of the Federal Centers for Disease Control and Prevention (FCDC). 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 program.
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.

The following immunizations are required for occupational therapy students prior to any fieldwork experience:

- 2 – MMR vaccinations
- 2 – Hepatitis A vaccinations
- 3 – Hepatitis B vaccinations
- 1 – Tdap vaccination
- 2 – Varicella vaccinations or Varicella IgG antibody titer
- 2-step PPD/TB skin test or Chest X-ray
- Urine drug screen prior to beginning fieldwork assignments
- Annual flu shot is highly recommended based on compromised population exposure on fieldwork assignments

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.

LOCKERS

Upon matriculation, students may be issued lockers for personal use while enrolled at the University. No fee is charged for the use of a locker. Students must provide their own locks. Locker assignments are provided by the School of Occupational Therapy. Cleaning and removal of all personal items must be completed prior to graduation in the sixth semester of the academic program.

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.

PARKING

Parking on campus is free in unreserved spaces. Students, faculty, and staff are required to obtain a parking decal from the Office of Student Services to park on campus. A fee is charged for reserved spaces and parking is restricted. The individual to whom the permit is issued is responsible for all violations related to the use of that permit (regardless of the driver). If the Parking Permit is lost, it is the
responsibility of the person to whom the permit was issued, to report this to Student Services. Fees for the violation of parking regulations went into effect on October 1, 2008. Current fees are shown on the Parking Violation Ticket.

**PROGRAM & COURSE EVALUATIONS**

The School of Occupational Therapy supports a continuous self-evaluation process. Input is considered from a variety of sources and stakeholders in order to offer the educational program and community service of high quality and value to our consumer groups. It is the expectation of multiple accreditation agencies that a process 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) after grades are submitted. Confidentiality of the evaluation data will be maintained through the process. The information obtained from the evaluations will be considered for potential course and curriculum improvements and accreditation purposes. It is the goal of course and faculty evaluations that students would provide feedback that could enhance the course.

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

**RECOMMENDATIONS OR REFERENCE LETTERS**

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

**SMOKING**

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

**STUDENT COUNSELING**

Students may contact the Dean of Students to discuss options for counseling for short-term emotional and behavioral health issues and to arrange for services. All aspects of mental health care are
strictly confidential. A part-time mental health counselor is available on campus for students in the afternoons.

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.

VERIFICATION OF ENROLLMENT

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

TECHNICAL STANDARDS FOR THE OCCUPATIONAL THERAPY STUDENT
TECHNICAL STANDARDS FOR ADMISSION AND CONTINUED ENROLLMENT

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

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

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

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

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

Motor Function and Strength: Occupational therapy students must have sufficient motor function and strength to execute movements reasonably required to provide interventions with patients/clients in a therapeutically effective and safe manner. Examples of interventions reasonably required for the occupational therapy student include: cardiopulmonary resuscitation, lifting and transferring of clients/patients, provision of balance stability and guarding of falls during transfers and functional activities; administration of manual therapy techniques, setting up and moving equipment. Such
APPLICATION OF INTERVENTIONS TO CLIENTS/PATIENTS IN A THERAPEUTICALLY EFFECTIVE AND SAFE MANNER. OCCUPATIONAL THERAPY STUDENTS MUST BE ABLE TO PALPATE BOTH SUPERFICIALLY AND DEEPLY FOR TASKS SUCH AS DISCRIMINATION OF TACTILE SENSATIONS AND FACILITATION OF BODY MOVEMENTS. HEARING SKILLS MUST BE SUFFICIENT TO DISCRIMINATE SOUNDS IN THE ENVIRONMENT FOR SAFETY, COMMUNICATION WITH PEOPLE, AND UTILIZE THERAPEUTIC EQUIPMENT.

MOBILITY: OCCUPATIONAL THERAPY STUDENTS MUST EXHIBIT MOBILITY IN BODY MOVEMENTS AND LOCOMOTION REQUIRED TO PROVIDE INTERVENTIONS TO CLIENTS/PATIENTS AND PARTICIPATE IN EMERGENCY CARE IF NEEDED. EXAMPLES OF MOBILITY INCLUDE: CRAWLING, ROLLING, STANDING, WALKING, SITTING

VISION: OCCUPATIONAL THERAPY STUDENTS MUST POSSESS SUFFICIENT VISION TO PERFORM PHYSICAL ASSESSMENTS OF CLIENTS/PATIENTS, UTILIZE REQUIRED THERAPEUTIC EQUIPMENT, AND READ DOCUMENTS SUCH AS MEDICAL RECORDS, TEXTBOOKS, AND COMPUTER SCREENS. VISUAL INTEGRATION MUST BE CONSISTENT FOR THE STUDENT TO ASSESS ASYMMETRY, RANGE OF MOTION, AND TISSUE COLOR AND TEXTURE CHANGES, AND MONITOR CLIENTS/PATIENTS DURING ACTIVITY. IT IS ESSENTIAL FOR THE STUDENT TO HAVE ADEQUATE VISUAL CAPABILITIES FOR THE INTEGRATION OF EVALUATION TECHNIQUES AND TREATMENT OF THE CLIENT/PATIENT

INTELLECTUAL, CONCEPTUAL, INTEGRATIVE, AND QUANTITATIVE ABILITIES: OCCUPATIONAL THERAPY STUDENTS MUST BE ABLE TO DEMONSTRATE ABILITY IN MEASUREMENT, CALCULATING, REASONING, COMPARISON AND CONTRASTS, APPLICATION, CRITICAL ANALYSIS, SYNTHESIS, JUDGMENT, AND PROBLEM SOLVING. STUDENTS MUST INTEGRATE A VARIETY OF MATERIAL WITH INCREASING COMPLEXITY PRESENTED THROUGHOUT THE CURRICULUM INCLUDING PRESENTATIONS, CLASS DISCUSSIONS, CLIENT/PATIENT INTERVIEWS AND EVALUATIONS, AND READINGS FROM TEXTBOOKS, JOURNALS, AND MEDICAL RECORDS. STUDENTS MUST BE ABLE TO IDENTIFY AND RESPOND ACCURATELY TO FACTUAL INFORMATION AS WELL AS SUBTLE CUES OF MOOD, TEMPERAMENT, AND GESTURES PROVIDED BY OTHERS. THE ABILITY TO COMPREHEND THREE-DIMENSIONAL RELATIONSHIPS AND UNDERSTANDING SPATIAL RELATIONSHIPS OF STRUCTURES IS IMPORTANT. STUDENTS MUST BE ABLE TO ASSESS THREATS TO SAFETY AND APPLY RESEARCH METHODS TO PRACTICE.

BEHAVIORAL AND SOCIAL ABILITIES: OCCUPATIONAL THERAPY STUDENTS MUST HAVE APPROPRIATE SOCIAL SKILLS FOR FORMING AND MAINTAINING OF MATURE AND CULTURALLY SENSITIVE RELATIONSHIPS WITH A VARIETY OF PEOPLE INCLUDING FACULTY, PEERS, FIELDWORK EDUCATORS, CLIENTS/PATIENTS AND THEIR FAMILIES/SIGNIFICANT OTHERS. STUDENTS MUST POSSESS THE EMOTIONAL/PSYCHOLOGICAL HEALTH REQUIRED FOR FULL UTILIZATION OF THEIR INTELLECTUAL ABILITIES, EXERCISE GOOD JUDGMENT, PRIORITIZE AND COMPLETE RESPONSIBILITIES IN A TIMELY MANNER. STUDENTS MUST BE ABLE TO TOLERATE PHYSICALLY AND MENTALLY TAXING WORKLOADS, ADAPT TO CHANGING ENVIRONMENTS, DISPLAY FLEXIBILITY, AND LEARN TO FUNCTION IN THE FACE OF UNCERTAINTIES INHERENT IN PROFESSIONAL EDUCATION AND THE FIELDWORK ENVIRONMENTS WHILE TREATING CLIENTS/PATIENTS. COMPASSION, INTEGRITY, CONCERN FOR OTHERS, INTERPERSONAL SKILLS, INTEREST, AND MOTIVATION ARE PERSONAL QUALITIES ASSESSED DURING THE ADMISSIONS AND OCCUPATIONAL THERAPY
EDUCATIONAL PROCESSES. STUDENTS MUST POSSESS THE ABILITY TO AND WORK EFFECTIVELY AS A GROUP/TEAM MEMBER.

PARTICIPATION IN SKILLS LABORATORIES: OCCUPATIONAL THERAPY STUDENTS MUST BE ACTIVE PARTICIPANTS IN ALL LABORATORY SESSIONS. STUDENTS ARE REQUIRED TO PARTICIPATE AS PATIENTS, THERAPIST, AND OBSERVERS WITH A VARIETY OF PEOPLE REPRESENTING DIFFERENT PHYSICAL ATTRIBUTES, GENDER, AGE, ABILITIES AND DISABILITIES, RELIGIOUS BELIEFS, SEXUAL ORIENTATION, AND ETHNIC BACKGROUNDS TO SIMULATE THE DIVERSITY EXPECTED IN THE PRACTICE SETTING.

HEALTH. EXPOSURE TO HEPATITIS B AND OTHER CONTAGIOUS DISEASES IS POSSIBLE IN THE FIELDWORK EXPERIENCES; IMMUNIZATIONS ARE REQUIRED AS INDICATED IN THE TOURO UNIVERSITY NEVADA CATALOG AND SCHOOL OF OCCUPATIONAL THERAPY STUDENT HANDBOOK; STUDENTS WITH PRE-EXISTING CONDITIONS WHICH MAY IMPAIR THEIR FUNCTIONING ABILITY ARE STRONGLY ADVISED TO WEAR AN APPROPRIATE MEDICAL ALERT BRACELET AND NOTIFY FACULTY AND FIELDWORK EDUCATORS.

STUDENTS WITH CONCERNS ABOUT THEIR ABILITY TO MEET THESE TECHNICAL STANDARDS SHOULD DISCUSS THEM FIRST WITH THEIR ACADEMIC FACULTY ADVISOR. IF A STUDENT REQUIRES ACCOMMODATION OF OR EXEMPTION FROM EDUCATIONAL ACTIVITIES THE DIRECTOR OF THE SCHOOL OF OCCUPATIONAL THERAPY MUST BE NOTIFIED IN WRITING. STUDENTS REQUIRING EXEMPTION FROM ANY OF THE ACTIVITIES INCLUDED IN THESE TECHNICAL STANDARDS ON A TEMPORARY BASIS OF GREATER THAN 90 DAYS MAY BE REQUESTED TO RESIGN FROM THE OCCUPATIONAL THERAPY PROGRAM.

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

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

Signature: ____________________________________________

Print Name: ____________________________________________

DATE: ____________
APPENDIX B

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>
</tr>
<tr>
<td>OCCT502</td>
<td>Analysis of Movement in Occupation (2/1)</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>OCCT504</td>
<td>Introduction to Research &amp; Quantitative Research Methodology (1/1)</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>OCCT506</td>
<td>Clinical Reasoning about Occupation (1/1)</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>OCCT508</td>
<td>Fieldwork Orientation Seminar (1)</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>OCCT514</td>
<td>Human Structure &amp; Occupation/lab (3/1)</td>
<td>O</td>
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## Fall Session #2 (16 cr.)

<table>
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<tbody>
<tr>
<td>OCCT526</td>
<td>Occupations of Children/Adolescents (4)</td>
<td>OE</td>
<td>Prerequisites: All Semester 1 coursework</td>
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<tr>
<td>OCCT526A</td>
<td>Level I Fieldwork - Children/Adolescents (1)</td>
<td>OE</td>
<td>Prerequisites: All Semester 1 coursework</td>
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<tr>
<td>OCCT520</td>
<td>Occupation Skills Lab – Children &amp; Adolescents (1/1)</td>
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<td>Prerequisites: All Semester 1 coursework</td>
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<td>OCCT525</td>
<td>Occupational Analysis &amp; Evaluation I Lab (0/1)</td>
<td>OE</td>
<td>Prerequisites: All Semester 1 coursework</td>
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<tr>
<td>OCCT528</td>
<td>Brain, Behavior &amp; Occupation (3)</td>
<td>O</td>
<td>Prerequisites: All Semester 1 coursework</td>
</tr>
<tr>
<td>OCCT527</td>
<td>Psychosocial Approach to Occupation (1/1)</td>
<td>O</td>
<td>Prerequisites: All Semester 1 coursework</td>
</tr>
<tr>
<td>OCCT523</td>
<td>Qualitative Research Methodology &amp; Evidence-Based Research (3)</td>
<td>E</td>
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## Spring Session #3 (12 cr.)

<table>
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<tbody>
<tr>
<td>OCCT630</td>
<td>Occupations of Adults (4)</td>
<td>OE</td>
<td>Prerequisites: All Semester 2 coursework</td>
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<tr>
<td>OCCT630A</td>
<td>Level I Fieldwork - Adults (1)</td>
<td>OE</td>
<td>Prerequisites: All Semester 2 coursework; Co-requisites: OCCT 637, 635</td>
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<tr>
<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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<tr>
<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>
</tr>
<tr>
<td>OCCT649</td>
<td>Assistive Devices &amp; Assistive Technology for Occupation (3)</td>
<td>OE</td>
<td>Prerequisite: All Semester 2 coursework</td>
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<tr>
<td>OCCT636</td>
<td>Special Topics: Emerging Practice (0/1)</td>
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<td>Prerequisites: All Semester 2 coursework</td>
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## Summer Session #4 (12 cr.)

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<tbody>
<tr>
<td>OCCT651</td>
<td>Occupations of the Older Adult (4)</td>
<td>OE</td>
<td>Prerequisites: All Semester 3 coursework; Co-requisites: 651A, 640, 645</td>
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<tr>
<td>OCCT651A</td>
<td>Level 1 Fieldwork - Older Adult (1)</td>
<td>OE</td>
<td>Prerequisites: All Semester 3 coursework; Co-requisites: 651, 640, 645</td>
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<tr>
<td>OCCT640</td>
<td>Occupation Skills Lab – Older Adults (1/1)</td>
<td>OE</td>
<td>Prerequisites: All Semester 3 coursework; Co-requisites: 651, 640, 645</td>
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<tr>
<td>OCCT645</td>
<td>Occupational Analysis &amp; Evaluation III Lab (0/1)</td>
<td>OE</td>
<td>Prerequisites: All Semester 3 coursework; Co-requisites: 651, 651A, 640</td>
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<tr>
<td>OCCT643</td>
<td>Systematic Reviews of the Literature in Occupational Therapy (3)</td>
<td>E</td>
<td>Prerequisites: All Semester 3 coursework</td>
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<tr>
<td>OCCT644</td>
<td>Preparation for Professional Practice (0/1)</td>
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### FALL SESSION #5 (12 CR.)

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<tr>
<td>OCCT660</td>
<td>Fieldwork IIA -</td>
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<td>Prerequisites: All Semester 4 coursework</td>
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<tr>
<td>OCCT655</td>
<td>Social Justice &amp; Occupational Therapy (3)</td>
<td></td>
<td>Prerequisites: All Semester 4 coursework and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>completion of OCCT 660</td>
</tr>
<tr>
<td>OCCT652A</td>
<td>Management of Occupational Therapy Service</td>
<td>1</td>
<td>Prerequisites: All Semester 4 coursework and</td>
</tr>
<tr>
<td></td>
<td>Provision (1)</td>
<td></td>
<td>completion of OCCT 660</td>
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<tr>
<td>OCCT657A</td>
<td>Integration of Learning in Occupational Therapy</td>
<td>2</td>
<td>Prerequisites: All Semester 4 coursework and</td>
</tr>
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<td>(2)</td>
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<td>completion of OCCT 660</td>
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### SPRING SESSION #6 (12 CR.)

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<td>Prerequisites: All Semester 5 coursework</td>
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<td>OCCT650</td>
<td>Leadership In Occupational Therapy (3)</td>
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<tr>
<td>OCCT652B</td>
<td>Management of Occupational Therapy Service</td>
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<td>Prerequisites: All Semester 5 coursework</td>
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<td>Provision (2)</td>
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<td>OCCT662</td>
<td>Fieldwork IIB. –</td>
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### INDEPENDENT STUDY IS AVAILABLE THROUGHOUT CURRICULUM

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<td>Completion of all coursework through Semester 4</td>
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<tr>
<td>OCCT 682</td>
<td>Independent Field Study (1-6)</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 Course Completion

**STUDENT NAME:**

<table>
<thead>
<tr>
<th>COMPLETED</th>
<th>ADVISOR INITIALS</th>
<th>COURSE #</th>
<th>COURSE NAME</th>
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<tr>
<td>OCCT 500</td>
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<td>FUNDAMENTALS &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>OCCT 508</td>
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<td>OCCT 508</td>
<td>INTRODUCTION TO FIELDWORK</td>
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<td>OCCT 514</td>
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<td>HUMAN STRUCTURE &amp; OCCUPATION</td>
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<td>OCCUPATIONAL ANALYSIS &amp; EVALUATION I</td>
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<td>OCCT 523</td>
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<td>QUALITATIVE RESEARCH &amp; EVIDENCE-BASED RESEARCH</td>
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<td>PSYCHOSOCIAL APPROACH TO OCCUPATION</td>
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<td>BRAIN, BEHAVIOR &amp; OCCUPATION</td>
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<td>OCCT 630</td>
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<td>ASSISTIVE DEVICES &amp; ASSISTIVE TECHNOLOGY FOR OCCUPATION</td>
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<td>SOCIAL JUSTICE &amp; OCCUPATIONAL THERAPY</td>
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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 it 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**

*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.

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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.

References


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Adopted by the Representative Assembly 2010CApr17.


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APPENDIX E

Progressive Self-Rating of Professional Behaviors
Progressive Self-Rating of Professional Behaviors
Adapted from Philadelphia Region Fieldwork Consortium LEVEL I FIELDWORK STUDENT EVALUATION

1 = Well below standards  Performance is weak in most required tasks and activities. Work is frequently unacceptable.
2 = Below standards Opportunities for improvement exist, but the student has not demonstrated adequate response to feedback. Work is occasionally unacceptable.
3 = Meets standards Carries out required tasks and activities. This rating represents good, solid performance and should be used more than all the others.
4 = Exceeds standards Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
5 = Far exceeds standards Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

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<td><strong>Time management skills</strong>&lt;br&gt;Consider ability to be prompt, arrive on time, complete assignments on time. Date:</td>
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<td><strong>Organization</strong>&lt;br&gt;Consider ability to set priorities, be dependable, follow through with responsibilities. Date:</td>
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<td>3</td>
<td><strong>Engagement in the academic and fieldwork experience</strong>&lt;br&gt;Consider student’s apparent level of interest, level of active participation while in class and on fieldwork, investment in individuals and treatment outcomes. Date:</td>
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<td><strong>Self-directed learning</strong>&lt;br&gt;Consider ability to take responsibility for own learning, demonstrate motivation. Date:</td>
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<td><strong>Reasoning/problem-solving</strong>&lt;br&gt;Consider ability to use self-reflection, willingness to ask questions; ability to analyze, synthesize and interpret information; understand the OT process. Date:</td>
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<td><strong>Written communication</strong>&lt;br&gt;Consider grammar, spelling, legibility, successful completion of written assignments, documentation skills. Date:</td>
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<td>Consider initiative, ability to seek and acquire information from a variety of sources; demonstrates flexibility as needed.</td>
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| 8. Observation skills                                                          | Date: 1 2 3 4 5 |
| Consider ability to observe relevant behaviors for performance areas and performance components and to verbalize perceptions and observations. |
| Date: 1 2 3 4 5                                                              |
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| 9. Participation in the educational process                                    | Date: 1 2 3 4 5 |
| Consider ability to give, receive and respond to feedback; seek guidance when necessary; follow proper channels. |
| Date: 1 2 3 4 5                                                              |
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| 10. Verbal communication and interpersonal skills with peers, faculty, patients/clients, staff and caregivers | Date: 1 2 3 4 5 |
| Consider ability to interact appropriately with individuals, such as eye contact, empathy, limit setting, respectfulness, use of authority, etc.; degree/quality of verbal interactions; use of body language and non-verbal communication; exhibits confidence. |
| Date: 1 2 3 4 5                                                              |
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| 11. Professional and personal boundaries                                        | Date: 1 2 3 4 5 |
| Consider ability to recognize/handle personal/professional frustrations; balance personal/professional obligations; handle responsibilities; work w/others cooperatively, considerately, effectively; responsiveness to social cues. |
| Date: 1 2 3 4 5                                                              |
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| 12. Use of professional terminology                                             | Date: 1 2 3 4 5 |
| Consider ability to respect confidentiality; appropriately apply professional terminology (such as uniform terminology, acronyms, abbreviations, etc.) in written and oral communication. |
| Date: 1 2 3 4 5                                                              |
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**Professional Behavior Goals:**

Semester 1:

Semester 2:

Semester 3:

Semester 4:

Semester 5:

Semester 6:
APPENDIX F

College of Health and Human Services
Final Grade Appeal Procedures
Final Grade Appeal Procedures

A student who believes that a course final grade has been assigned inappropriately must follow the steps in the appeal process, observing the time limits for completion of various steps in the process as follows:

Within the process of applying for a grade appeal, the student must complete the Petition for Final Grade Appeal form. Please note that this form is located on Blackboard in a fillable PDF version.

First level grade appeal: Appeal to the Course Instructor and/or Lead Instructor
- Student must notify the Course Instructor in writing within 24 hours (not including weekends or scheduled university holidays) of final course grade posting that he/she would like to appeal the grade.
- The Course Instructor must meet with the Student within 3 days.
- The Course Instructor will notify the Student in writing within 24 hours after the meeting regarding the decision and rationale.
- Attach all written documentation (including emails) between Student and Course Instructor regarding the scheduling and resolution of the meeting.

Second level grade appeal: Appeal to Program Director/Department Chair
- Should the Student wish to continue the Grade Appeal Process, the next step is an appeal to the Program Director/Department Chair in writing within 24 hours of receiving the Course Instructor's decision.
- A formal meeting is not required. Attach all documentation between the Student and Director/Department Chair. The Director/Department Chair will notify the student in writing with a decision and rationale within 24 hours.

Third level grade appeal: Appeal to the Grade Appeal Committee
- The student needs to appeal to the Dean/Grade Appeal Committee in writing within 24 hours of receiving Director's decision.
- The College Dean will forward the appeal to the Grade Appeal Committee within 24 hours.
- The Committee will meet within 5 academic days of receiving the appeal. The recommendation along with supporting documentation will be forwarded to the Dean within 24 hours.