School of Occupational Therapy
Student Handbook
Academic Year 2019-2020

Revised June 2019
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INTRODUCTION

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

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

Each student must recognize that 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 learning management site. Students are expected to observe the Code of Ethics, Standards of Practice, and Scope of Practice as stipulated by the American Occupational Therapy Association and the Student Code of Conduct as outlined in the University Catalog.

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

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

TUN assumes primary responsibility for the appointment of faculty, admission of students, curriculum planning, selection of course content, and granting the degree documenting satisfactory completion of the educational program. TUN is responsible for coordination of classroom teaching, supervised fieldwork practice, and for assuring that the practice activities assigned to students in a fieldwork setting are appropriate to the program and meet the standards of TUN and the School of Occupational Therapy.
TUN administration, faculty, and staff are solely responsible for the provision of academic fieldwork 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 his/her Level I and Level II Fieldwork experiences. Level I Fieldwork sites are sought to complement academic coursework in the child-based, adult-based, psychosocial, and older adult-based curriculum. Level II Fieldwork sites are sought to provide development of the student across the lifespan and in different practice areas. All students meet with the AFWC regularly 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, Ph.D., LHD. The institution derives its name from Judah and Isaac Touro, leaders of colonial America who represented the ideal upon which we base our mission. Lander was inspired by the democratic ethos enunciated by George Washington when in 1790 he visited the Touro Synagogue at Newport, Rhode Island. The Touro 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 College of Osteopathic Medicine, College of Pharmacy; and College of Education & Health Sciences

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

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

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

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

Degrees Offered

Master of Science in Occupational Therapy (MSOT) – Last cohort will graduate in 2020

Entry-level Doctorate in Occupational Therapy (OTD)

Mission Statements

Mission Statement of Touro University

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

Mission Statements 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 for the Occupational Therapy Doctorate Academic Program in the School of Occupational Therapy**

The purpose of the OTD educational program at TUN is to build a strong culture of forward-thinking occupation-based practitioners in Nevada who will develop and sustain programs implementing primary care models and redefining healthcare with health and wellness approaches. Graduates of the program will become advanced practice generalists with expertise in specialty and/or emerging practice areas who have the ability to translate evidence into practice and contribute to the occupational therapy body of research. These outcomes are accomplished through a doctoral curriculum that includes an experiential component integrating leadership, social justice, evidence-based practice, and occupation-based approaches. Students will engage in the creation of their own unique path via mentored learning and rich opportunities in a diverse community.

**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 in Judaic traditions related to social justice, intellectual pursuit, and service to humanity allowing our graduates to embrace a high level of values including integrity, service to society, and lifelong learning to provide consistent, evidence-based care while contributing to the scientific body of knowledge within occupational therapy. Our occupational therapy faculty members embrace and model these attributes through their teaching, continuing education, advocacy, practice, scholarship, and service activities.

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

**Goals, Outcomes, and Objectives**

**TUN Vision Statement**

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

**To Serve—**

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

**To Lead—**

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

**To Teach—**

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

**School of Occupational Therapy Program Outcomes**

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

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

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

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

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

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

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<th></th>
<th>TUN: Use knowledge, skills and effective communication to benefit diverse communities.</th>
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<tr>
<td>1</td>
<td>SOT: Incorporate evidence-based practice into clinical decision making while addressing a culturally diverse population and identification of needed resources.</td>
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<tr>
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<th>TUN: Collaborate across disciplines.</th>
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<tr>
<td>2</td>
<td>SOT: Demonstrate effective communication and negotiation skills as a member of the inter-professional team.</td>
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<tr>
<th></th>
<th>TUN: Think crucially to make evidence-based decisions and evaluate conclusions in a real-world context.</th>
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<td>3</td>
<td>SOT: Utilize occupational therapy techniques and evidence-based practice as a basis for clinical decision making and client intervention.</td>
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<th></th>
<th>TUN: Act in a professional and ethical manner.</th>
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<td>4</td>
<td>SOT: Provide occupational therapy in a professional and ethical manner along the continuum of services.</td>
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**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 2018 ACOTE Standards will be adopted for 2019 entering cohort.


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

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

The entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE®) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE’s telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. Graduates of the OTD will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state license.

Note: In addition to the above statements, the program must have a documented and published policy to ensure that students complete all graduation, fieldwork, and experiential component (Capstone for OTD only) requirements in a timely manner.

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

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

ACOTE Preamble

_Doctoral-Degree Level:

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

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

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

Completion Requirements

Occupational Therapy Doctorate Degree Requirements

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

• Completion of all didactic courses with a minimum grade of 73 percent
• No outstanding unsatisfactory (U) grades or Incompletes
• Accumulation of no more than nine-course credits of a grade below 80 percent
• Completion of all fieldwork Level I and Level II 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 coursework
• Satisfactory completion of all required occupational therapy technical/practical competencies
• Overall satisfactory ratings on professional behavior throughout the student’s enrollment in the program including didactic, fieldwork experiences and fieldwork placements

• Demonstrated ability to fulfill requirements as listed in the Technical Standards for the Occupational Therapy Student (APPENDIX A) throughout the curriculum

• Satisfactory completion of the student’s Experiential Reflection Presentation

• Satisfactory completion of the Systematic Review of the Literature in Occupational Therapy project

• Submission of all required forms for graduation

• Payment of all tuition and fees to Touro University Nevada

• Submission of application for graduation through Student Services

• Satisfactory completion of literature review, needs assessment, goals/objectives, and an evaluation plan in preparation of the capstone project.

• Completion of the doctoral capstone experience, which is a minimum of 14 weeks (560 hours), and an individualized capstone project.

• Completion of Individualized Learning Objectives for the Capstone Experience

• Passing Score on Evaluation of Performance by Faculty and Community Partner Mentors for the Capstone Experience

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

Curriculum

Doctor of Occupational Therapy Degree:

The OTD curriculum is a 3-year long program that includes didactic training and capstone preparation to successfully fulfill the requirements required for the advance-practice entry level degree. The curriculum is designed to advance your practice skills as an occupational therapist. At the conclusion of successfully fulfilling the curriculum requirements for the degree, you will be eligible to take the NBCOT® exam. The OTD is intended to create and broaden the potential for occupational therapy services within the local community through the direct collaboration with community partners. Throughout the
OTD program, specific courses shape and support the development of the students’ Capstone project. Finally, the 9th semester consists primarily of the student-developed Capstone project.

Students complete four 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 psychosocial), and Semester 4 (older-adult based). The first Level II Fieldwork experience is completed during the fifth semester.

The learning experiences within the didactic and fieldwork phases of the curriculum are designed to develop each graduating student’s ability to demonstrate competencies required to enter the field of Occupational Therapy. Courses are expected to be taken in concert with one another and in the sequence listed. There is no part-time curriculum option on our campus. All prerequisite courses must be completed to continue with the course sequence. Students may not “test out” of a course because of previous educational or practice experiences. The curriculum is subject to change and revision as deemed by the faculty and director of the School of Occupational Therapy. Student needs and educational integrity will take precedence in consideration of programmatic changes. The curriculum grid is included in (APPENDIX B). Incorporated into specific courses are two required components that must be finished as a requirement of curriculum completion and graduation: the Experiential Reflection Presentation 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 -3rd edition (OTPF-3) is utilized throughout the curriculum and serves to facilitate a common language within the classroom and fieldwork settings. The OTPF-3 is initially introduced within the first semester of the curriculum and continues throughout the nine semesters including Level I and Level II Fieldwork experiences as well as the Capstone Experience. Facility fieldwork educators are encouraged to utilize the OTPF-3 while working with our students in the fieldwork experiences and are provided instruction as requested by the Academic Fieldwork Coordinators.

Curricular Model and Curricular Threads

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

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

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

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

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

Faculty and Staff

Katie Capistran, OTD, MHSc, OTR/L, BCPR

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

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

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 was elected as the Nevada Representative to the AOTA Representative Assembly in 2016 and served through 2019.

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.

Michelle Finet, PhD, OTR/L, BCP

Dr. Michelle Finet joined Touro University Nevada full time in 2018. She received her Bachelor’s Degree in Occupational Therapy from Occupational Therapy in 1999 and her Master’s in Occupational Science and a Certificate in Ergonomics in 2001 from the University of Wisconsin-Milwaukee. Her thesis topic was on the determining the accuracy of a psychophysical approach to grip force measurement. Her ergonomic design project was an ergonomic analysis of workstations completed at the Kohler factory in Kohler, Wisconsin. Dr. Finet completed her doctorate in Urban Education with an emphasis on Administrative Leadership in 2016 also from the University of Wisconsin-Milwaukee. Her dissertation topic was on the experiences of parents of children with special needs in learning a home program for their child from an occupational therapist.

Dr. Finet has worked with children for over 20 years and has owned her own business providing rehabilitation services to children in their homes twice for a combined total of 7 years. She has been published, has presented at multiple conferences and is currently board certified in pediatrics. Dr. Finet has also worked as an ergonomics consultant in multiple settings over the years. Her current focus is on researching how the field of occupational therapy can better support and be involved with the LGBTQIA+ community.

Linda Frasier, OTD, OTR/L, CLT, CEAS, Academic Fieldwork Coordinator

Dr. Linda Frasier has been an occupational therapist for over 13 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 advanced degree in the area of academia as
well as international studies and cultural immersion in China. Dr. Frasier has served as Chair of the State of Nevada Board of Occupational Therapy.

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, Ergonomics, and Aging in Place as well as certifications in neuro-technology devices such as the Bioness H200 and the Saebó.

**Peggy Geffinger, Administrative Assistant – Fieldwork**

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

**Cynthia Lau, PhD, OTR/L, BCP**

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

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

**Shannon Martin, OTD, OTR/L, BCG, Capstone Coordinator**

Dr. Martin joined Touro University Nevada in December 2010. Her clinical experience is primarily in inpatient rehabilitation and hospital-based settings working with adults and older adults with physical disabilities and chronic conditions. Dr. Martin is board certified in gerontology through the American Occupational Therapy Association. Dr. Martin is involved in the community with the evidence-based, multifactorial fall prevention program Stepping On as a leader and master trainer and serves chair of the Nevada Goes Falls Free Coalition. Dr. Martin has specialized in stroke rehabilitation receiving certifications in neurodevelopmental treatment and as a certified stroke rehabilitation specialist.

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

**Robyn Otty, OTD, OTR/L, BCPR, Program Director**

Dr. Otty returned to Touro University Nevada in June 2015 from Maryville University in St. Louis. As an
active educator since 2007, Dr. Otty has taught various coursework including research methods, physical
dysfunction, child-based content and mentored various student research groups. She brings 24 years of
clinical experience working with pediatric to older adult populations within acute-care, school-based,
home care, and acute-care areas of practices. Dr. Otty’s research interest includes the service-learning
based approach to higher education, Centralized Service Learning Model. This model was co-developed
by Dr. Otty to allow contextual student learning while engaging in faculty research interests and
providing invaluable community service simultaneously.

Dr. Otty obtained her Bachelor of Science in Occupational Therapy from San Jose State University in
1994. Her Master of Education in School Administration was completed through Touro University of
Nevada in 2007 and a clinical doctorate in Occupational Therapy from Loma Linda University in 2010. Dr.
Otty received her original Board Certification in Physical Rehabilitation in 2012 and successfully renewed
this distinction in 2017 from the American Occupational Therapy Association.

**Johnny Rider, MSOT, OTR/L**

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

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

**Erlinda Viray, Administrative Assistant**

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

**Basic Science Faculty**

**David Skyba, PhD (Neurology & Neuroanatomy)**

**Administration Hours**

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

**Faculty Availability**

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

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

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

**ACADEMIC GRADING POLICIES**

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

- Level I fieldwork grades are based on performance factors and assignments linked to the didactic course in which the fieldwork assignment coincides.
- Level II fieldwork performance is measured by a standardized form sanctioned by the American Occupational Therapy Association and the grade is calculated from ratings given by the fieldwork educator at the fieldwork site.
- Level I and Level II fieldwork is graded on a pass/fail system. Failure affects overall GPA. Fieldwork is a critical aspect of the program. Students may repeat only one fieldwork experience...
(Level I or Level II) during the program. Failure of a fieldwork experience may result in the student not being allowed to proceed to the next semester. The School of Occupational Therapy Student Progression Committee 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.
- Receipt of feedback from presentations, assignments, and/or tests from faculty are dependent on the assignment. Faculty review all graded student work with diligence and comprehensively. Each faculty member will communicate the anticipated time of graded work with the students.
- OTD students complete their Individualized Learning Objectives for the Capstone Experience with their faculty mentor and later reviewed by the Capstone Coordinator (APPENDIX G).
- OTD students must achieve a passing score on Evaluation of Performance by Faculty and Community Partner Mentors for the Capstone Experience.

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

Final Grade Appeal Procedures

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

ACADEMIC PROGRESSION POLICY AND PROCEDURE

The faculty of the School of Occupational Therapy is charged with the responsibility for educating students as well as determining the capacity of every student for professional competency and responsibility in the knowledge, behavior, and skills of an occupational therapist. This includes teaching requisite skills and abilities required for entry-level occupational therapy practice. The School of Occupational Therapy does not guarantee succession through the curriculum as it is the responsibility of the student to successfully progress through the curriculum based on performance factors including grades and professional behaviors. Students participate in advising sessions with faculty to discuss professional behavior development and discuss any academic progression issues. Faculty will assess
each student on specific occupational therapy competencies (e.g., range of motion, specific assessments) that the student must successfully complete to progress in the curriculum. If advisement with the academic advisor has not shown improved professional behaviors or academic progression, a referral to the School of Occupational Therapy Progression Committee may be made. The Student Progression 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, Capstone experience mentors, 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 (54 months – OTD)

Academic progress is reviewed at the end of each semester by the Student Progression Committee and reported during a designated faculty meeting. Students who fail to maintain satisfactory academic progress at the conclusion of any term may be placed on probation, 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 percent or higher in course grades.
- A procedure for notification of academic jeopardy after the first-course grade below 80 percent is outlined elsewhere in the Student Handbook.
- The student will not progress in the program if he/she accumulates more than nine-course credits of a grade below 80 percent.
- The student will successfully pass Level I and Level II 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 will not be allowed to progress following a second semester of a failed course grade. The grade will be reviewed by the Student Progression Committee for termination from the academic program.
- The student will be placed on extended probation if his/her semester GPA falls lower than 3.0 (80 percent).
- “Extended Probation” lasts throughout the rest of the curriculum.
- The student will successfully complete the Capstone Experience and Capstone project.

Notification of Academic Grades/Course Failure

Evaluations of semester and cumulative grade point averages and course performance are completed on each student. These are completed at the 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 ensure the safety of fellow students, and clients. Termination from the School of Occupational Therapy will occur if any one of the following occurs:

- Student accumulates more than nine credits of a grade below 80 percent.
- Student’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 percent 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.
- Student fails completion of the Capstone Experience and/or Capstone project.

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

**Good Standing Status**

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

- GPA cumulative average of 80.0 percent or higher
- Current record of up-to-date immunizations
- Current record of CPR certification
- Completion of HIPAA training
• Absence of Professional Behavior Sanctions

Professional Behavior

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

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

ADMISSION POLICIES

General Statement on Admission

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

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

In addition, applicants must meet the following admission requirements:

- Applicants must have a 3.0 pre-requisite and overall grade point average (4.0 scale)
- Student must have completed all of the following coursework and earned a C or better prior to applying:
  - English/Communications – six credits (technical and professional writing strongly encouraged)
  - Humanities – six credits (e.g., anthropology, philosophy, religion, fine arts, logic, ethics, foreign language, cultural studies and/or group dynamics)
  - Statistics – three credits (course must cover research, qualitative, quantitative, methodology, correlation)
  - Human Anatomy & Physiology with labs – eight credits (only four credits can be taken online)
  - Natural Science – four credits (e.g., physics, kinesiology, biology, chemistry)
  - Human Development or Lifespan – three credits (course must cover human development from birth to death)
  - Abnormal Psychology – three credits
  - Psychology – six 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 five 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.
- Submit two letters of recommendation. One letter must be from a professor or supervisor. One letter must be from a practicing occupational therapist.
- Have performed a minimum of 20 hours of work shadowing or volunteering alongside an occupational therapist. Additional 20 hours in a client-based setting as a volunteer or employee with or without an occupational therapist (e.g. special education classroom, adult day care center, camp counselor with special populations).
- The OT program does not accept transfer students (from another OT program) or transfer credits.
- Have the ability to perform the essential functions of an occupational therapist as detailed in the Occupational Therapy Technical Standards.
• Must meet the OT Technical Standards, which includes the physical and mental abilities necessary to perform as an occupational therapist.

• Hold a United States citizenship or permanent resident status at the time of application. Any prerequisite coursework that does not meet the above standard is brought before the Program Director and faculty for approval. Additional documentation may be required to verify prerequisite coursework including the course syllabus.

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

**Application Submission Process and On-Campus Interview**

Applications are accepted from the beginning of the OTCAS application cycle. Applications are considered on a rolling basis when both OTCAS and TUN Supplemental Applications and accompanying materials are received and verified by Touro University Nevada. Applicants who are granted an on-campus interview are required 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 Recommendations
• Shadowing Hours
• Interview

**Admission Decisions**

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

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

ATTENDANCE POLICIES

General Attendance

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

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

Promptness is expected of the healthcare professional. As a result, promptness is also required of the occupational therapy student. Repeated tardiness will be addressed with the student by the course director(s), faculty advisor, and/or program director. The students’ presentation of any professionalism issues is seen as opportunities for learning, which the faculty will carefully address, counsel, and document. If such efforts are deemed unsuccessful, the Student Progression Committee may be recommended.

Tardy Policy

Students are expected to arrive at their scheduled class sessions organized and prepared to learn by the time the class is scheduled to start. If a student arrives to class after the class has begun 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. The faculty advisor will also be notified to provide guidance with pragmatic situations, which may influence the student’s ability to being prompt to class.

Excused Absences

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

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

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

Student Absence Related to Professional Organization Sponsored Activity

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

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

Leaves of Absence

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

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

Withdrawal from the University

The decision to withdraw from the University is a serious matter. Any student who withdraws from a college or a program is dropped from the rolls of the University. As such, if he/she decides at some later date to re-enter 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 Program Director. Procedures for completing a withdrawal from the University can be found in the TUN Catalog.
ACADEMIC INTEGRITY

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

ACADEMIC TRANSCRIPTS

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

ACADEMIC YEAR

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

ADVICEMENT AND MENTORING

Students enrolled in the School of Occupational Therapy will be guided throughout their educational program by faculty advisors who monitor and advise on academic progress, professional behaviors, and coping with the stresses of graduate school. Advising also includes a review of all curriculum requirements for the School of Occupational Therapy. Students are encouraged to contact their faculty advisor for advice or suggestions on any type of school or life challenge. Faculty advisors will meet with their assigned students during their first semester. Thereafter, faculty advisor meetings will be on a case-by-case basis, meeting as frequently as needed to address academic and/or professional behavior
concerns. Documentation of each meeting will be reported on the Student Advisement Documentation Report (APPENDIX F) which will be reviewed by the student and signed. The report is maintained in a confidential locked student file until graduation. It is the student’s responsibility to request copies of the advisement form to maintain their own personal files. Faculty advisors will attempt to keep student issues confidential unless the situation impacts education progression, illegal or unethical activities, the safety of the individual, or health and safety of others. Faculty advisors are also required to complete the Professional Behaviors Checklist (APPENDIX H) during the initial advisor meeting during the first semester to review professional behavior expectations within the program.

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

**ALCOHOL POLICY**

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

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

**BURSAR**

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

The Office of the Bursar is committed to guarding students from unlawful acts of identity theft. We take seriously the privacy rights of our students including the protection of personal credit card and banking account information. All tuition payments should be made directly by students online through the designated process from the Registrar’s office. Students are billed for the term and tuition is due on the first Friday of the term. Students are expected to pay in full by the due date or apply for a payment plan.
Electronic statements are sent once at the beginning of the term. Students can also view payment history, account balance, and previous statements.

**CAMPUS SECURITY**

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

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

**CAPSTONE EXPERIENCE**

Each student is required to complete a Capstone Experience as part of the OTD academic program and curriculum. The Capstone Experience offers the student the opportunity to extend and refine knowledge acquired in the curriculum and utilize it in the community as a means of critically analyzing occupational therapy practice. A student may target one or more of the following areas during the Capstone Experience: clinical practice skills, research, administration, leadership, program/policy development, advocacy, education, or theory development. This component of the curriculum is designed to promote professional development through both community and faculty mentorship.

The learning objectives associated to the Capstone (Doctoral) Experiential Student Evaluation (Appendix G) is completed by the doctoral student with the faculty advisor and the community partner mentor during the eighth semester. The actual Capstone Experiential Student Evaluation form is completed during the ninth semester of the program. This form is reviewed and approved by the Capstone Coordinator.

**CARDIOPULMONARY RESUSCITATION CERTIFICATION (CPR/BLS)**

Students must successfully complete a healthcare provider CPR training approved by the American Heart Association prior to Level I fieldwork placement. CPR training is initially completed during OTDV 508 – Introduction to Fieldwork. The certification is valid for two years. This information is sent to the clinical sites for both fieldwork and capstone requirements. Students will be required to re-certify CPR training in the 7th semester to ensure certification through the completion of the three year program.
CAREER PLACEMENT

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

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

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

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 (2015) (APPENDIX I) and to demonstrate conduct consistent with the current Code of Ethics at all times.

COMMUNICATION

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

The use of social media is also considered a form of communication. All students are expected to use social media responsibly when attending Touro University Nevada and/or School of Occupational Therapy functions. Faculty also has a responsibility to maintain professional boundaries with students on social media related applications.

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

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

Upon matriculation to the University, students will be given a network login and University email address. The network login will permit access to the University network and resources, including wireless access anywhere on campus, printing resources, and the Internet. Touro University Nevada is a Microsoft Windows campus. The Technology Department does not guarantee access to University resources for computers that do not use the Microsoft Windows operating system as its native environment.

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

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

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

CONDUCT CODE / PROFESSIONAL BEHAVIOR EXPECTATIONS

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

COURSE POLICIES

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

**Classroom Conduct Expectations**

The below classroom expectations were developed to align with professional behaviors expected by fieldwork educators and as an extension of the department.

- **Awareness of Potential Distractors:**
  Cell phone or non-course related computer use during class – Please use break periods to utilize your cell phone, non-course related computer use. In other words, course-related computer work is related to the actual discussion/lecture. Avoid the temptation to complete papers and emails during class. Excessive non-course related computer work and cell phone use can also be distracting to peers in class; therefore, being mindful of your actions has a potential learning implication of others. HIPAA and FERPA rules also apply when using technology in the classroom and during fieldwork experience. Excessive discussion or side conversations – Being aware to the discussion or lecture of the class can be disruptive to yourself and others.

- **Professionalism:**
  Many opportunities to develop and exercise expected professional behaviors will be offered throughout the curriculum. The below topics represent examples of how students can practice such expectations in the classroom.
  - **Presentations** – During presentations, be mindful of and respect your peers when presenting. Be aware of how non-verbal communication can elicit unintended messages.
  - **Preparation and Ready to Initiate** – Course periods are dedicated times to provide students opportunity to understand and apply given concepts. To provide a rich learning environment, being prepared with the necessary work and/or reading assignments prior to class are essential. Also, it is recommended you make efforts to initiate participation in class with questions and comments, as a strategy to assist with processing new content.
  - **Timeliness** – Be aware of the inherent expectation of being prompt: assignments, quiz/test limits, break periods, class start times, etc. All students are expected to make the necessary time allowances to attend class for the full duration of the posted scheduled times. The Course Director may impose point deductions for tardiness and/or late return of quizzes/tests/assignments.

- **Safety:**
  To ensure your safety in the classroom setting, each student is required to follow the course instructor and/or lab manager set guidelines for all lab/classroom environments.

- **Ethical and Sound Judgment:** In addition to the expectation all students will follow the TUN’s Student Conduct Code, all students are expected to follow AOTA’s Code of Ethics.
• Respect for Others: In addition to the Code of Ethics, all students are expected to be respectful to their learning environment including, in-classroom equipment, peers, guests, and faculty. Such expectations allow others to enjoy the space and reduce the opportunity for an uninviting environment.

• Video recordings (MediaSite©) are available to all students for later review. Additional video or audiotaping of a faculty member must be pre-approved and can only be for personal use for study. No classroom video or audiotaping is authorized for upload to social media websites even for the intent of study.

Examination Protocol

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

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

The following procedures are followed during examinations:

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

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

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

DISABILITIES

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

DRESS CODE POLICIES

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

Dress Code for Didactics (in class)

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

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

Fieldwork Dress Code:

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

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

Any infraction of this policy will be brought to the attention of the student by any member of the School of Occupational Therapy. Should the student fail to remediate, the infraction will be brought in writing to the Student Progression Committee who will then counsel the student. Failure to remediate following counseling by the Academic Fieldwork Coordinator and/or Student Progression Committee will lead to an unsatisfactory Professional Performance Evaluation. Inappropriate attire in the clinical setting will cause removal from that setting until the student corrects his/her dress.

**Dress Code Terminology**

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

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

Hygiene

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

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

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

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

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

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

FIELDWORK

Introduction

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

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

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

1. **Level I Fieldwork**
   
   A. OTDV 526A
   
   B. OTDV 527A
   
   C. OTDV 630A
   
   D. OTDV 651A

2. **Level II Fieldwork**
   
   A. OTDV 660
   
   B. OTDV 662
   
   C. OTDV 664 (Optional)

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

Dr. Linda Frasier is the Academic Fieldwork Coordinators for the School of Occupational Therapy at Touro University Nevada (TUN). It is her responsibility to secure and maintain fieldwork contracts; advise, consult, and facilitate training for fieldwork educators at specific fieldwork sites; and manage occupational therapy students during fieldwork placements. Dr. Frasier is available to counsel students on fieldwork-related issues during Level I and Level II placements. Students meet with Dr. Frasier regularly to discuss fieldwork placements.

Contact Information:

Address: Linda Frasier, OTD, OTR / L
Assistant Professor and Academic Fieldwork Coordinator
Touro University Nevada
School of Occupational Therapy
874 American Pacific Drive
Henderson, Nevada 89014

Email: linda.frasier@tun.touro.edu
Phone: (702) 777-3156 (office)
Fax: (702) 777-3981

Clerkship Coordinator

The administrative assistant is specifically designated to assist with occupational therapy fieldwork placements.

Contact Information:

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

Email: Margaret.geffinger@tun.touro.edu
Phone: (702) 777-3132 (office)
Fax: (702) 777-4837 (School of Occupational Therapy)

LEVEL I FIELDWORK

Level I fieldwork is your first opportunity as an occupational therapy student to get your clinical feet wet! The experience is designed to help you begin making connections between the classroom and practice. You are not expected to perform independently. Level I fieldwork complements academic coursework to expose you to clinical thinking and to prepare you for increasing responsibility as a practitioner in Level II fieldwork. During Level I fieldwork, you are supervised and have the opportunity
to observe, assess, practice documentation, begin treatment planning, and in most cases get some rudimentary hands-on experience. Students should view Level I fieldwork as the first stepping stone in the synthesis of knowledge and skill required to facilitate your future client’s road to function.

Each student is required to meet with the Academic Fieldwork Coordinator during the scheduled meeting times to discuss and prepare for Level I and Level II Fieldwork experiences.

**Prerequisites for Fieldwork Level I:**

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

**Level I Fieldwork Schedule**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Population</th>
<th>Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>OTDV 526A – Occupations of Children/Adolescents</td>
<td>Children/Adolescents</td>
<td>16 hours</td>
</tr>
<tr>
<td>3</td>
<td>OTDV 630A – Occupations of Adults</td>
<td>Adult</td>
<td>16 hours</td>
</tr>
<tr>
<td>3</td>
<td>OTDV 527A – Psychosocial Fieldwork</td>
<td>Lifespan</td>
<td>16 hours</td>
</tr>
<tr>
<td>4</td>
<td>OTDV 651A – Occupations of the Older Adult</td>
<td>Older Adult</td>
<td>16 hours</td>
</tr>
</tbody>
</table>

**ACOTE Fieldwork Supervision Guidelines**

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

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

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

Each Level I fieldwork experience provides an opportunity for the student to develop additional individual fieldwork objectives in collaboration with the course faculty and the facility fieldwork educator. Space is provided on the Student Evaluation Form for up to four objectives. Typically, faculty will provide three specific objectives. The student is to establish a fourth personal unique objective in collaboration with the facility fieldwork educator.

**Required Learning Activities and Performance Evaluations**

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

Level I fieldwork evaluations are completed through the Exxat website. This ensures that forms are not lost or misplaced and that the Academic Fieldwork Coordinator has immediate access to completed evaluations for reporting and grading purposes.

**Student Evaluation of the Level I Fieldwork Site and Educator**

The Student Evaluation of the Level I Fieldwork Site and the Student Evaluation of the Level I Fieldwork Educator forms must be completed by the student on Exxat. These evaluations should be completed and shared with your fieldwork educator prior to your departure. This is your opportunity to give the fieldwork educator and your fieldwork site constructive feedback regarding their program and your experience with them. We recommend that you be assertive but professional about your feelings and observations. The site staff will not know about areas needing improvement if you are unwilling to share your views openly with them. If you need assistance with how to present difficult feedback, please contact the Academic Fieldwork Coordinators. ([APPENDIX K](#) and [APPENDIX L](#))
**Fieldwork Level I Student Evaluation Form**

The Fieldwork Level I Student Evaluation is the facility fieldwork educator’s evaluation of the student. This form should be completed by the facility fieldwork educator and shared with the student prior to the completion of the student’s fieldwork experience. ([APPENDIX J](#))

**Time Entry**

Time entry is logged as you complete time at the facility. This is completed on Exxat and will be reviewed and approved by the fieldwork supervisor.

**Thank You Note**

A thank you note is required to be sent to your fieldwork educator upon completion of your Level I experience. Students must provide a copy of this note to the Academic Fieldwork Coordinator as part of your course and fieldwork requirements. This note must be handwritten; electronic cards and e-mails are not acceptable.

**Completion of Fieldwork Paperwork**

Students must complete all documentation and evaluations and submit a copy of the thank you note to the Academic Fieldwork Coordinator by 9:00 pm on the last day of their fieldwork placement. It is strongly recommended that students maintain a copy of the forms in their personal files. Students may receive a grade of *Incomplete* if all paperwork is not completed and submitted as directed prior to the end of the semester.

**Level I Fieldwork Schedule**

Level I fieldwork experiences are sixteen hours in length and are threaded throughout Semesters 2 and 4. Students must complete sixteen hours of the fieldwork rotation and will follow the schedule of their assigned fieldwork educator.

**Grading – Fieldwork Level I**

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

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

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

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

LEVEL II FIELDWORK

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

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

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

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

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

**Relationship between Level II Fieldwork and the Curriculum Design**

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

**Level II Fieldwork Schedule**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>OTDV 660 – Fieldwork II A</td>
<td>12 weeks</td>
</tr>
<tr>
<td>6</td>
<td>OTDV 662 – Fieldwork II B</td>
<td>12 weeks</td>
</tr>
</tbody>
</table>

**ACOTE Fieldwork Supervision Guidelines**

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

The Level II fieldwork student must be supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of the Level II fieldwork. This individual must be adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork.

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

**TUN/Facility Fieldwork Supervision**

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

**Fieldwork Level II Course Completion**

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

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

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

Placements will be made in a timely manner should a student fall out of sequence with their cohort group. The student understands that this may result in a delay of several weeks to secure the Level II Fieldwork placement.

Students who matriculated into the curriculum as scheduled will be given initial priority for fieldwork placements; students that are out of sequence due to a leave of absence are eligible for secondary placement due to their circumstances. All attempts will be made to ensure that students in sequence are placed into OTDV 660 and OTDV 662. All fieldwork experiences must be completed within the time frame parameters set forth by the registrar and cannot cross over a semester.
Situations which may result in a delay of Level II fieldwork and ultimately graduation include a student experiencing injury or illness, a student pregnancy beyond seven months, and a student not securing necessary ADA documentation for the accommodation of a disability.

**Level II Fieldwork Schedule**

Students must complete the equivalent of a full-time twelve-week fieldwork rotation. Students will follow the schedule of their assigned fieldwork educator. If a Level II fieldwork occurs during a holiday, the student is required to work if the assigned fieldwork educator is scheduled to work.

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.

**Grading – Fieldwork Level II**

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

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

Factors include:

- Facility fieldwork educator recommendation based on student evaluation
- Successful completion of assigned learning activities
- Successful completion of required hours
- Academic Fieldwork Coordinator recommendation based on student evaluation

The final determination of the student’s Level II Fieldwork pass/no pass grade is the responsibility of the Academic Fieldwork Coordinators based on the information above as well as discussion with the student. If the recommendation of the Academic Fieldwork Coordinators is “no pass,” the Student Progression Committee will convene to review the student’s academic and fieldwork progress for a recommendation of continuation or dismissal from the program.

**Level II Fieldwork Considerations, Placements and Requirements**

**Fieldwork Considerations**

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

1. The quality of your learning experience is the major priority.
2. Make sure to consider important personal considerations such as:
   a. Can I afford the travel to another state?
b. Can I be away from my significant other for 12 weeks?
c. Can I pay for room/board?

3. Do not select a placement if:
   a. Your relatives work at the facility.
   b. You have ever worked at the facility.

4. Decide upon the type of experiences you wish to encounter in the fieldwork.
   a. Children and adolescent based
   b. Adult-based
   c. Older adult based
   d. Community-based or private practice
   e. Large hospital
   f. High volume environment
   g. Variety of clients served
   h. Potential to interact with other occupational therapy students
   i. Potential employment opportunities

Level II Fieldwork Requirements

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

Level II Fieldwork Interest Worksheet

During the third semester, each student will discuss and answer the questions from the Level II Fieldwork Interest worksheet. This worksheet assists the Academic Fieldwork Coordinators in securing final placements for the fieldwork assignments. (APPENDIX N)

Selection of Level II Fieldwork Placements

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

Out-of-State Fieldwork Placements

If the student seeks a new fieldwork site not currently contracted with Touro University Nevada, a new university legal contract must be completed. This process can take two to 18 months to negotiate and will be made only when the student has provided contact information to the Academic Fieldwork Coordinators. Students may only contact a potential fieldwork placement to obtain contact information;
students, family or friends may not contact clinical sites to discuss or arrange fieldwork experiences. Therefore, Academic Fieldwork Coordinators may only exchange details pertaining to the actual fieldwork experience after the student has provided the initial contact information.

Students may request out-of-state placement or a new fieldwork site that is not currently contracted with Touro University Nevada for Level IIa or Level IIb fieldwork. A written request must be made to the Academic Fieldwork Coordinators, which includes completion of the Fieldwork Request Form. (APPENDIX O)

The student must provide the Fieldwork Request Form(s) no later than the end of 2nd semester. Once this information is submitted, the academic fieldwork coordinators will review this placement information for approval. The student will be notified of the approval of the suggested fieldwork placement and will be monthly of the status of the out of state placement request. Students that are unable to obtain placement out of state by the end of the 3rd semester will take part in the guided lottery for local/regional placements.

Students with documented academic performance or professional behavior challenges will be monitored by an Academic Fieldwork Coordinator and faculty throughout the completion of their Level II fieldwork placements. In this situation, placements may be made within the Las Vegas valley area to allow closer proximity for intervention.

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

**Required Learning Activities and Performance Evaluation**

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

**AOTA Fieldwork Performance Evaluation**

*Note:* Level II fieldwork evaluation forms are deployed to Fieldwork Educators through Exxat. The student should ensure that the facility fieldwork educator access to Exxat in order to complete these evaluation forms. Students are encouraged to maintain a copy of all fieldwork evaluation forms in their personal file.

The AOTA Fieldwork Performance Evaluation (APPENDIX P) is the facility fieldwork educator’s evaluation of the student. This form is deployed through the Exxat. This form should be completed by the facility fieldwork educator and shared orally and in writing between the student and the facility fieldwork educator. Both midterm and final assessment values are maintained on this form. Be sure you and your facility fieldwork educator sign the evaluation after your review and turn it into the Fieldwork Course Director. Students should also make a copy for their records.
Student Evaluation of the Level II Fieldwork Site and Educator

The student’s evaluations of their Level II fieldwork site and fieldwork educator must be completed on Exxat. They should be completed and shared orally and in writing with your fieldwork site fieldwork educator prior to your departure. This is your opportunity to give the fieldwork educator constructive feedback regarding their program and your experience with them. We recommend you share your feelings in the most assertive fashion possible. The site staff will not know it has areas for improvement if you are unwilling to share your views openly with them. If you need assistance with how to present difficult feedback to your fieldwork educator, please contact the Academic Fieldwork Coordinators. Be sure you note whether you discussed the evaluation with your educator (APPENDIX Q) and (APPENDIX R).

Weekly Review Form

A record of weekly meetings between the student and the facility fieldwork educator. (APPENDIX S).

Time Entry

Time entry is logged as you complete time at the facility. This is completed on Exxat and will be reviewed and approved by the fieldwork supervisor.

Diagnoses and Interventions

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

Thank You Note

A thank-you note to your facility fieldwork educator is required upon completion of your Level II experience. The student must provide written proof that you thanked the staff to the Fieldwork Course Director in the form of a copy of the letter or card. This note must be handwritten; electronic cards and e-mails are not acceptable.

Completion of Fieldwork Paperwork

The student must submit ALL original forms along with a copy of their thank-you note to the Fieldwork Course Director by 9:00 pm on the last day of your fieldwork placement. The AOTA Fieldwork Performance Evaluation must be completed via Exxat and submitted by the end of the student’s last day of fieldwork. All electronic signatures and physical signatures must be present or the forms are considered incomplete. Students are strongly encouraged to maintain copies of all forms in their personal files. Students may receive a grade of incomplete if all paperwork is not received prior to the end of the semester.

STUDENT REQUIREMENTS FOR FIELDWORK PLACEMENT
The student is required to maintain fieldwork requirements throughout the program. These include:

- Annual physical examination
- Annual criminal background check
- Annual random drug screen
- Immunizations
- Health Insurance
- CPR/BLS certification

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

PROFESSIONAL BEHAVIORS

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

Professional Conduct in the Clinical Setting

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

Examples of professional misconduct include:

- Conveying confidential patient information outside the confidential space of the preceptor’s practice setting without authorization by an individual faculty member or fieldwork instructor.
- Falsifying or presenting fictional patient information as real to fulfill requirements for work assigned by individual faculty members or Fieldwork instructors.
- Failing to meet mandated attendance requirements in assigned fieldwork/clinical assignments without prior faculty or facility fieldwork instructor authorization.
- Disrupting the clinical pursuits of fellow students, faculty, or facility clinical instructors; or infringing upon the privacy, rights, or privileges of other persons.
- Pushing, striking, physically assaulting, or threatening any member of the student body, faculty, staff, or any patient or their family members while assigned to an affiliated clinical setting.
- Altering, transferring, forging or in any way misusing an identification card, internet address, or other identification of an affiliated clinical facility participating in the education of students of the School of Occupational Therapy.

- Using, possessing or distributing narcotics, amphetamines, barbiturates, marijuana, hallucinogens, other dangerous, controlled drugs or medications requiring a prescription but not prescribed by a licensed provider.

- Possessing or consuming alcoholic beverages or exhibiting drunken behavior in any form on the premises of clinical practice sites affiliated with program activities or consuming alcoholic beverages immediately prior to the clinical study.

- Possessing, storing or discharging firearms or dangerous weapons on clinical premises used by the clinical site.

- Exhibiting conduct which is lewd, indecent, obscene; or which is patently offensive to the prevailing standards of an academic community or clinical practice setting.

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

**Protocol for Contact with TUN-SOT when Problems Occur on Site**

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

**Protocol for Changes to Fieldwork Schedule**

**Level I Fieldwork**

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

**Level II Fieldwork**

Students must complete the equivalent of a full time, 12-week fieldwork rotation. Students will follow the schedule of their assigned fieldwork educator. While some fieldwork sites allow students one-two days for illness, Touro University Nevada does not recognize these days and students are required to make up all missed time at the fieldwork site.
The student must contact the facility fieldwork educator and the Academic Fieldwork Coordinators should the student encounter a situation in which they must be away from the facility due to personal illness, family emergency, or other situations in which the student cannot be at the facility. All time must be rescheduled at the facility during or at the end of the fieldwork rotation. Please note that situations requiring modification of the fieldwork assignment (e.g., surgery, pregnancy) may result in a cancellation of the experience and result in a delay of graduation.

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

**Tips for Successful Fieldwork Experience**

- **✓** Remember that you are a guest while on fieldwork assignments; you are expected to follow the spoken and unspoken rules of the facility you are assigned.
- **✓** Use the fieldwork handbook, fieldwork forms, and timelines to be sure all the requirements are met.
- **✓** To ensure confidentiality of providers (physicians, therapists, etc.) and consumers (your clients), use initials instead of names in your assignments and journal.
- **✓** If you are unable to attend the assigned fieldwork placement for some reason notify the facility fieldwork educator and Academic Fieldwork Coordinators immediately.
- **✓** Contact the Academic Fieldwork Coordinators immediately with any questions or concerns.
- **✓** Advocate for your learning needs/objectives with assertive communication.
- **✓** Initiate additional learning experiences to make the most out of your fieldwork experiences; take responsibility for this learning experience.
- **✓** Be prepared: read assignments ahead of time and obtain needed materials and equipment.
- **✓** Ask questions when you are unsure.
- **✓** Show initiative; seek independence when appropriate.
- **✓** Dress according to the facility dress code.
- **✓** Remember that it is okay to make a mistake. You are a student on fieldwork who is still learning to work as a professional. However, client safety is of utmost importance and must be maintained at all times. Once a mistake has been addressed, you should not continue to make the same errors.

**Resources for a Successful Fieldwork Experience**


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

**Application Process**

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

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


**Types of Financial Aid**

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

- Federal Direct Unsubsidized Stafford Loans
- Federal Graduate PLUS Loans
- Federal Work Study
- Veteran Benefits
- Scholarships
- Private/Alternative Loans

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

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

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

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

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

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

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

A complete description of the Satisfactory Academic Progress standards and requirements are posted on the Office of Financial Aid website at:


You may also visit the Office of Financial Aid for more information regarding Satisfactory Academic Progress for the purposes of determining and maintaining financial aid eligibility.

Withdrawals – Return of Title IV Federal Financial Aid Funds

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

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

For additional information about financial aid, please visit the Office of Financial Aid website at http://tun.touro.edu/current-students/financial-aid/.

GRIEVANCES

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

Grievances against Faculty Member(s)

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

Grievance against the School of Occupational Therapy

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

Grievance against TUN Administration

Should a student have a grievance against the administration (Bursar, Registrar, Financial Aid and Admissions), the student should discuss the problem with the individual administration member. The student should also notify the Program Director to help facilitate communication to the appropriate administrative level.

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

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

HEALTH INSURANCE

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

HIPAA TRAINING

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

IDENTIFICATION BADGES

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

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

IMMUNIZATIONS AND HEALTH RECORDS

Students must adhere to the requirements set forth in the TUN University Catalog for required immunizations as they meet the current recommendations of the Advisory Committee on Immunization Practices of the Federal Centers for Disease Control and Prevention (FCDC). Information provided by students at matriculation (e.g., immunization records, emergency medical form, medical history and physical information) is collected and retained by TUN Student Health Services. These items must be submitted to that office before the student can matriculate into the program, failure to submit the above items may prevent the student from beginning the program. Proof of immunization must be provided to the Director of Student Health Services and also maintained by the student throughout their program. It is the student’s personal responsibility to be aware of all requirements and must maintain a
copy of all documents submitted to Student Health Services. Students must meet all the requirements listed below:

Titers:

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

Immunizations:

- Polio Series (minimum of three doses)
- 6. Td or Tdap (Td or TdaP is good for 10 years. Make sure you receive Td or TdaP within that time frame)

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

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

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

**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 for MSOT and ninth semester for OTD students. Failure to clean locker may require security to remove the lock and all belongings.

MALPRACTICE/PROFESSIONAL LIABILITY INSURANCE

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

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

Mercer Consumer
12421 Meredith Drive
Urbandale, IA 50398
800-503-9230
http://www.proliability.com/professional-liability-insurance/students

MEMBERSHIP

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

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

PARKING

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

PROGRAM & COURSE EVALUATIONS

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

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

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

PUBLICATIONS

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

RECOMMENDATIONS OR REFERENCE LETTERS

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

REPRESENTATION

Student Representation

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

**Official Representation**

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

**SCHOOL SCHEDULE**

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

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

**SMOKING**

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

**STUDENT COUNSELING**

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

**STUDENT EMPLOYMENT**

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

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

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

**STUDENT ORGANIZATIONS AND ACTIVITIES**

**Student Government Association (SGA)**

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

**Recognition of Student Organizations**

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

**Student:**

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

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

Dean of Students:

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

Renewal of Recognition

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

Student Organization Stationery Usage Policy

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

Extra-Curricular Activities

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

**On-Campus Student Events**

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

**Alcohol Policy for Student Events**

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

**UNIVERSAL PRECAUTIONS**

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

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

**VERIFICATION OF ENROLLMENT**

Verification of enrollment or graduation by letter or form may only be requested of the Touro University 
Nevada Registrar. The Registrar must complete all documents requiring the Seal of the University.
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 actions require
coordination of both gross and fine muscular movements, equilibrium, and functional use of proprioceptive, vestibular, and tactile senses.

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

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

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

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

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

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

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

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

**Technical Standards Certification**

Touro University Nevada is committed to ensuring that otherwise qualified 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 effective practice as a professional occupational therapy student.

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

Signature:  
Print Name:  
Date:  


APPENDIX B  

Curriculum Grid

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

OCCUPATIONAL THERAPY ENTRY-LEVEL DOCTORATE PROGRAM
TOTAL: 114 CREDITS

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<th>Course Title</th>
<th>Credits</th>
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<td>Fundamentals and Foundations of Occupational Therapy (3 lecture)</td>
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<td>Introduction to Research &amp; Quantitative Research (1 lecture/1 lab)</td>
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<tr>
<td>OTDV 506</td>
<td>Clinical Reasoning about Occupation (1 lecture/1 lab)</td>
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<tr>
<td>OTDV 508</td>
<td>Introduction to Fieldwork (3 lecture)</td>
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<tr>
<td>OTDV 514</td>
<td>Human Structure and Occupation (4 lecture/1 lab)</td>
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<td>Occupations of Children/Adolescents (4 lecture)</td>
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<td>Level I Fieldwork – Children/Adolescents (1 fieldwork)</td>
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<td>Occupation Skills Lab – Children and Adolescents (1 lecture/1 lab)</td>
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<td>Occupational Analysis and Evaluation I (1 lab)</td>
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<td>Brain, Behavior, and Occupation (3 lecture)</td>
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<td>Special Topics: Emerging Practice (3 lecture)</td>
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<td>Systematic Reviews of the Literature in Occupational Therapy (3 lecture)</td>
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<td>OTDV 644</td>
<td>Preparation for Professional Practice (0 lecture/1 lab)</td>
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<td>OTDV 712</td>
<td>Advanced Clinical Reasoning in Child-Based Occupational Therapy <em>optional elective</em> (0 lecture/1 lab)</td>
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<td>OTDV 657A</td>
<td>Integration of Learning in Occupational Therapy (2 lecture)</td>
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<td>Integration of Learning in Occupational Therapy (1 lecture)</td>
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<td>OTDV 711</td>
<td>Program Development I for Occupational Therapy (2 lecture)</td>
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<td>Advanced Theoretical Applications in Occupational Therapy (3 lecture)</td>
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<td>OTDV 702</td>
<td>Research/Evidence Based Practice I (3 lecture)</td>
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<td>OTDV 703</td>
<td>Program Development II for Occupational Therapy (3 lecture)</td>
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<td>OTDV 705</td>
<td>Teaching and Learning in Occupational Therapy (3 lecture)</td>
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<td>Advanced Leadership in Occupational Therapy (3 lecture)</td>
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<td>Capstone I / Evidence-Based Practice II (3 lecture)</td>
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<td>OTDV 707</td>
<td>Health and Wellness influences on Occupational Therapy Practice (3 lecture)</td>
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IPEV 702 Interprofessional Activities is required for degree conferral

Independent study is available throughout the curriculum
OCTV 681 Independent Study: Special Problems (1-3)
OCTV 682 Independent Field Study (1-6)
# Academic Calendar

## School of Occupational Therapy

### Academic Calendar

#### OTD 2022

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<th>ACADEMIC YEAR 2019 - 2020</th>
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<td><strong>SEMESTER 1 – SUMMER 2019</strong></td>
<td>July 9, 2019 – October 25, 2019</td>
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<td>Semester Break</td>
<td>October 28, 2019 – November 1, 2019</td>
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<td>November 4, 2019 – February 21, 2020</td>
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<td>Winter Break</td>
<td>December 25, 2019 – January 1, 2020</td>
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<td>February 24, 2020- February 28, 2020</td>
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<td>March 2, 2020 – June 26, 2020</td>
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<td>Spring Break</td>
<td>April 8, 2020 (at noon) – April 16, 2020</td>
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<td>June 29, 2020 – July 3, 2020</td>
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<td><strong>SEMESTER 4 – SUMMER 2020</strong></td>
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<td>Semester Break</td>
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<td>November 2, 2020 – January 8, 2021 (14 weeks)</td>
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<td>Semester Break</td>
<td>March 1, 2021 – March 5, 2021</td>
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<td></td>
<td>Level II Fieldwork Placement</td>
<td>March 8, 2021 – March 26, 2021 (3 weeks)</td>
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<td>March 29, 2021 – June 18, 2021 (12 weeks)</td>
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**Schedule is subject to change**

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<table>
<thead>
<tr>
<th>Semester</th>
<th>Start Date</th>
<th>End Date</th>
<th>Break Dates</th>
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**Schedule is subject to change**
APPENDIX D  Final Grade Appeal Procedures

Touro University Nevada
Petition for Final Grade Appeal

Student Name: ___________________________ Student ID: ___________________________
Primary Phone: ___________________________ Alternate Phone: ___________________________
Active Address: ___________________________
Email address: ___________________________

COURSE INFORMATION

Semester/Year: ___________________________ Course Prefix: ___________________________
Course Number: ___________________________
Course Title: ___________________________

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

_________________________________________  ________________________________
Student Signature  Date

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

Only grade appeals based on one or more of the following criteria will be considered for appeal:
1. A discrepancy exists between the syllabus and what or how the grade was actually calculated;
2. The course grade was assigned on a basis other than performance in the class;
3. A perception of bias exists (the instructor used standards that were different from those allowed for other students in the same class)

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

In addition to the letter, please attach copies of:
1. A written, typed description of what occurred during the information resolution process;
2. Copies of disputed course work that are in your possession;
3. A copy of the course syllabus.
First level grade appeal: Appeal to the Course Instructor and/or Lead Instructor
Student must notify the Course Instructor in writing within two business days of final course grade posting that he/she would like to appeal the grade. The Course Instructor will notify the Student in writing within two business days of when the appeal was received regarding the decision and rationale of the appeal. Attach all written documentation (including emails) between Student and Course Instructor regarding the scheduling and resolution of the meeting.

- Original Grade Upheld
- Original Grade Changed

Course Instructor Signature: Date:

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

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

- Original Grade Upheld
- Original Grade Changed

Director/Department Chair Signature: Date:

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

Grade Appeal Committee Chair’s signature: Date:

- Packet submitted to dean

DEAN’S OFFICE USE ONLY

Date Received in Dean’s Office: Received By:

- Student given one copy for records
- Registrar notified Date:
APPENDIX E  Excused Absence Form

Request for Excused Absence
Please submit completed form to the Director of the School

Today’s Date: ______________________

Student’s Name: ____________________________ Program: __________________________

Phone #: (   ) __________________________ E-Mail: __________________________

Date(s) of Absence: ____________________________________________________________

Reason for Absence:

Faculty: __________________________ Approve Disapprove
Signature________________________ Date______________ Course __________________

Faculty: __________________________ Approve Disapprove
Signature________________________ Date______________ Course __________________

Faculty: __________________________ Approve Disapprove
Signature________________________ Date______________ Course __________________

Faculty: __________________________ Approve Disapprove
Signature________________________ Date______________ Course __________________

Plans for missed assignments or field experience:

Please attach additional page if needed

For Office Use Only

Program Director: __________________________ Date______________
APPENDIX F  
Student Advisement Documentation Form

TOURO UNIVERSITY NEVADA
SCHOOL OF OCCUPATIONAL THERAPY
STUDENT ADVISEMENT DOCUMENTATION FORM

STUDENT NAME: ___________________________  COHORT: ________________

ADVISOR NAME: ___________________________  SEMESTER/DATE: ________________

REASON FOR MEETING:
[ ] Midterm  [ ] Early Concern  [ ] Follow up  [ ] Personal/Non-Academic
[ ] Academic Concern  [ ] Professional Behavior

DOCUMENTATION OF MEETING:

STUDENT REPORT:

GPA/ GRADES/ ACADEMIC STANDING:

PROFESSIONAL BEHAVIORS:
STUDENT ADVISEMENT DOCUMENTATION FORM

ACTIONS TAKEN:

RECOMMENDATIONS:

PLAN:

SIGNATURES:

ADVISOR

STUDENT

DATE

DATE
### APPENDIX G  Capstone (Doctoral) Experiential Student Evaluation

**Score Legend:**
(4) Exceeds Standards  
(3) Meets Standards  
(2) Needs Improvement  
(1) Unsatisfactory

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

<table>
<thead>
<tr>
<th>Individualized Learning Objectives</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Midterm:</td>
<td>Final:</td>
</tr>
</tbody>
</table>

| | Midterm: | |
Adapted from the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student

<table>
<thead>
<tr>
<th>Doctoral Student</th>
<th>Faculty Mentor</th>
<th>Community Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
APPENDIX H  Professional Behaviors Checklist
Touro University Nevada
School of Occupational Therapy

PROFESSIONAL BEHAVIOR EVALUATION

Student: ___________________________________  Semester: __________________________

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

Rating Scale for Performance:

- **No Concern (NC)**: Performance is consistent, skilled, and self-initiated. Demonstration of attributes is
developmentally appropriate for where the student is in the program.

- **Potential Concern (PC)**: Performance needs further development and/or requires assistance and direction. Advisor
  should meet with student to provide support and understanding related to how student may
  develop professional behaviors in noted area.

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

<table>
<thead>
<tr>
<th>PROFESSIONAL BEHAVIOR</th>
<th>RATING</th>
<th>COMMENTS / EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respects faculty and classmates by arriving punctually to class and other academic events</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promptly notifies faculty and concerned parties if circumstances prevent attendance and assume initiative to make up missed assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Productive management of time/assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes and productively utilizes knowledge of own strengths and weaknesses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates the ability to problem solve by logically evaluating evidence</td>
<td></td>
<td></td>
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<tr>
<td>Demonstrates the ability to be flexible with unexpected situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks appropriate questions when in doubt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes initiative to direct own learning/competence (i.e. exhausting all resources including textbooks, journal articles, and librarian before seeking faculty assistance)</td>
<td></td>
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<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates professionally and effectively in written classroom assignments and written correspondence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates professionally and effectively in clinical writing (documentation, fieldwork assignments)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates effectively (verbal &amp; nonverbal) with peers, faculty, fieldwork educators, and other health professionals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates confidence and self-assurance</td>
<td></td>
<td></td>
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<tr>
<td>Demonstrates the ability to work collaboratively with faculty, fieldwork educators, other healthcare professionals, peers and peer groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributes fair share to group assignments/tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acts according to profession’s values, principles, and beliefs</td>
<td></td>
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<tr>
<td>Deals maturely with personal emotion (i.e. emotional regulation)</td>
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<td></td>
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<tr>
<td>Assumes responsibility for own actions</td>
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<td></td>
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<tr>
<td>Demonstrates the ability to give and receive constructive feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projects professional image; including clothing, hygiene, appearance, and demeanor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates an overall ability to be a cooperative and contributing member of the cohort and profession</td>
<td></td>
<td></td>
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</tbody>
</table>

**Additional Comments:**

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

AOTA Code of Ethics-2015

Occupational Therapy Code of Ethics (2015)

Preamble

The 2015 Occupational Therapy Code of Ethics (Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving healthcare environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations (AOTA, 2014b).

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

The Code serves two purposes:

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

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. It is a commitment to benefit others, to virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analysis of the complex dynamics of situations, weighing of consequences, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel, including students in occupational therapy programs, are expected to abide by the Principles and Standards of Conduct within this Code. Personnel roles include clinicians (e.g., direct service, consultation, administration); educators; researchers; entrepreneurs; business owners; and those in elected, appointed, or other professional volunteer service.

The process for addressing ethics violations by AOTA members (and associate members, where applicable) is outlined in the Code’s Enforcement Procedures (AOTA, 2014a).

Although the Code can be used in conjunction with licensure board regulations and laws that guide standards of practice, the Code is meant to be a free-standing document, guiding ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist in resolving ethical issues not addressed in this document. Resources can include but are not limited to, ethics committees, ethics officers, the AOTA Ethics Commission or Ethics Program Manager, or an ethics consultant.
Core Values

The profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. *Altruism* involves demonstrating concern for the welfare of others. *Equality* refers to treating all people impartially and free of bias. *Freedom* and personal choice are paramount in a profession in which the values and desires of the client guide our interventions. *Justice* expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugaen, 2009).

Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and *Dignity* of the client, by treating him or her with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (*Truth*). Occupational therapy personnel uses their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (*Prudence*).

The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the Core Values are not themselves enforceable standards, they should be considered when determining the most ethical course of action.

Principles and Standards of Conduct

The Principles and Standards of Conduct that are enforceable for professional behavior include (1) Beneficence, (2) Nonmaleficence, (3) Autonomy, (4) Justice, (5) Veracity, and (6) Fidelity. Reflection on the historical foundations of occupational therapy and related professions resulted in the inclusion of Principles that are consistently referenced as a guideline for ethical decision making.

**Beneficence**

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

Beneficence includes all forms of action intended to benefit other persons. The term *beneficence* connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2013). 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, 2013).

**Related Standards of Conduct**

**Occupational therapy personnel shall**

A. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs.

B. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised.
C. Use, to the extent possible, evaluation, planning, intervention techniques, assessments, and therapeutic equipment that are evidence-based, current, and within the recognized scope of occupational therapy practice.

D. Ensure that all duties delegated to other occupational therapy personnel are congruent with credentials, qualifications, experience, competency, and scope of practice with respect to service delivery, supervision, fieldwork education, and research.

E. Provide occupational therapy services, including education and training, that are within each practitioner’s level of competence and scope of practice.

F. Take steps (e.g., continuing education, research, supervision, training) to ensure proficiency, use careful judgment, and weigh the potential for harm when generally recognized standards do not exist in emerging technology or areas of practice.

G. Maintain competency by ongoing participation in education relevant to one’s practice area.

H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial.

I. Refer to other providers when indicated by the needs of the client.

J. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including determination of potential risks and benefits.

**Nonmaleficence**

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

*Nonmaleficence* “obligates us to abstain from causing harm to others” (Beauchamp & Childress, 2013, p. 150). The Principle of *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. The standard of *due care* “requires that the goals pursued justify the risks that must be imposed to achieve those goals” (Beauchamp & Childress, 2013, p. 154). For example, in occupational therapy practice, this standard applies to situations in which the client might feel pain from a treatment intervention; however, the acute pain is justified by potential longitudinal, evidence-based benefits of the treatment.

**Related Standards of Conduct**

**Occupational therapy personnel shall**

A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.

B. Avoid abandoning the service recipient by facilitating appropriate transitions when unable to provide services for any reason.

C. 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.

D. Avoid any undue influences that may impair practice and compromise the ability to safely and competently provide occupational therapy services, education, or research.

E. Address impaired practice and when necessary report to the appropriate authorities.

F. Avoid dual relationships, conflicts of interest, and situations in which a practitioner, educator, student, researcher, or employer is unable to maintain clear professional boundaries or objectivity.

G. Avoid engaging in sexual activity with a recipient of service, including the client’s family or significant other, student, research participant, or employee, while a professional relationship exists.
H. Avoid compromising rights or well-being of others based on arbitrary directives (e.g., unrealistic productivity expectations, falsification of documentation, inaccurate coding) by exercising professional judgment and critical analysis.
I. Avoid exploiting any relationship established as an occupational therapy clinician, educator, or researcher to further one’s own physical, emotional, financial, political, or business interests at the expense of recipients of services, students, research participants, employees, or colleagues.
J. Avoid bartering for services when there is the potential for exploitation and conflict of interest.

**Autonomy**

**Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.**

The Principle of Autonomy 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, respect for Autonomy is referred to as the self-determination principle. However, respecting a person’s 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 [his or her] values and beliefs” (Beauchamp & Childress, 2013, p. 106). Individuals have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, his or her autonomy should be respected through involvement of an authorized agent or surrogate decision maker.

**Related Standards of Conduct**

**Occupational therapy personnel shall**

A. Respect and honor the expressed wishes of recipients of service.
B. Fully disclose the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention.
C. Obtain consent after disclosing appropriate information and answering any questions posed by the recipient of service or research participant to ensure voluntariness.
D. Establish a collaborative relationship with recipients of service and relevant stakeholders, to promote shared decision making.
E. Respect the client’s right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes.
F. Refrain from threatening, coercing, or deceiving clients to promote compliance with occupational therapy recommendations.
G. Respect a research participant’s right to withdraw from a research study without penalty.
H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications, in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act).
I. Display responsible conduct and discretion when engaging in social networking, including but not limited to refraining from posting protected health information.
J. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, culture) with the recipient of service (or responsible party), student, or research participant.
Justice

Principle 4. Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.

The Principle of Justice relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2013). Occupational therapy personnel should relate in a respectful, fair, and impartial manner to individuals and groups with whom they interact. They should also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent following of rules to generate unbiased decisions and promote fairness. As occupational therapy personnel, we work to uphold a society in which all individuals have an equitable opportunity to achieve occupational engagement as an essential component of their life.

Related Standards of Conduct

Occupational therapy personnel shall

A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.
B. Assist those in need of occupational therapy services to secure access through available means.
C. Address barriers in access to occupational therapy services by offering or referring clients to financial aid, charity care, or pro bono services within the parameters of organizational policies.
D. Advocate for changes to systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy services.
E. Maintain awareness of current laws and AOTA policies and Official Documents that apply to the profession of occupational therapy.
F. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents.
G. Hold requisite credentials for the occupational therapy services they provide in academic, research, physical, or virtual work settings.
H. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines.
I. Obtain all necessary approvals prior to initiating research activities.
J. Refrain from accepting gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts.
K. Report to appropriate authorities any acts in practice, education, and research that are unethical or illegal.
L. Collaborate with employers to formulate policies and procedures in compliance with legal, regulatory, and ethical standards and work to resolve any conflicts or inconsistencies.
M. Bill and collect fees legally and justly in a manner that is fair, reasonable, and commensurate with services delivered.
N. Ensure compliance with relevant laws and promote transparency when participating in a business arrangement as owner, stockholder, partner, or employee.
O. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.
P. Refrain from participating in any action resulting in unauthorized access to educational content or exams (including but not limited to sharing test questions, unauthorized use of or access to content or codes, or selling access or authorization codes).
Veracity

Principle 5. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

Veracity is based on the virtues oftruthfulness, candor, and honesty. The Principle of Veracity refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information (Beauchamp & Childress, 2013). Veracity is based on respect owed to others, including but not limited to recipients of service, colleagues, students, researchers, and research participants.

In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. When entering into a therapeutic or research relationship, the recipient of service or research participant has a right to accurate information. 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 of Veracity also requires thoughtful analysis of how full disclosure of information may affect outcomes.

Related Standards of Conduct

Occupational therapy personnel shall

A. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication.
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 or academic documentation and activities.
D. Identify and fully disclose to all appropriate persons errors or adverse events that compromise the safety of service recipients.
E. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public.
F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.
G. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.
H. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize).
I. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution.
J. Maintain privacy and truthfulness when utilizing telecommunication in delivery of occupational therapy services.
**Fidelity**

**Principle 6.** Occupational therapy personnel shall treat clients, 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 the duty one has to keep a commitment once it is made (Veatch, Haddad, & English, 2010). In the health professions, this commitment refers to promises made between a provider and a client or patient based on an expectation of loyalty, staying with the patient in a time of need, and compliance with a code of ethics. These promises can be implied or explicit. The duty to disclose information that is potentially meaningful in making decisions is one obligation of the moral contract between provider and client or patient (Veatch et al., 2010).

Whereas respecting Fidelity requires occupational therapy personnel to meet the client’s reasonable expectations, the Principle also addresses maintaining respectful collegial and organizational relationships (Purtilo & Doherty, 2011). 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.

**Related Standards of Conduct**

**Occupational therapy personnel shall**

A. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws.
B. Address incompetent, disruptive, unethical, illegal, or impaired practice that jeopardizes the safety or well-being of others and team effectiveness.
C. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.
D. Avoid using one’s position (employee or volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations.
E. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.
F. Refrain from verbal, physical, emotional, or sexual harassment of peers or colleagues.
G. Refrain from communication that is derogatory, intimidating, or disrespectful and that unduly discourages others from participating in professional dialogue.
H. Promote collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients.
I. Respect the practices, competencies, roles, and responsibilities of their own and other professions to promote a collaborative environment reflective of interprofessional teams.
J. Use conflict resolution and internal and alternative dispute resolution resources as needed to resolve organizational and interpersonal conflicts, as well as perceived institutional ethics violations.
K. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization’s official and authorized positions.
L. Refrain from actions that reduce the public’s trust in occupational therapy.
M. Self-identify when personal, cultural, or religious values preclude, or are anticipated to negatively affect, the professional relationship or provision of services, while adhering to organizational policies when requesting an exemption from service to an individual or group on the basis of conflict of conscience.

References


Ethics Commission (EC)
Yvette Hachtel, JD, OTR/L, EC Chair (2013–2014)
Lea Cheyney Brandt, OTD, MA, OTR/L, EC Chair (2014–2015)
Ann Moodey Ashe, MHS, OTR/L (2011–2014)
Joanne Estes, PhD, OTR/L (2012–2015)
Loretta Jean Foster, MS, COTA/L (2011–2014)
Linda Scheirton, PhD, RDH (2012–2015)
Kate Payne, JD, RN (2013–2014)
Margaret R. Moon, MD, MPH, FAAP (2014–2016)
Kimberly S. Erler, MS, OTR/L (2014–2017)
Kathleen McCracken, MHA, COTA/L (2014–2017)
Deborah Yarett Slater, MS, OT/L, FAOTA, AOTA Ethics Program Manager

Adopted by the Representative Assembly 2015AprilC3.

Note. This document replaces the 2010 document Occupational Therapy Code of Ethics and Ethics Standards (2010), previously published and copyrighted in 2010 by the American Occupational Therapy Association in the American Journal of Occupational Therapy, 64, S17–S26. http://dx.doi.org/10.5014/ajot.2010.64S17
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APPENDIX J  

Student Evaluation of Level I Fieldwork Site

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**THIS FORM IS TO PREVIEW AN EVALUATION ONLY!**

**DO NOT ATTEMPT TO COMPLETE THIS FORM!**

---

**Student Evaluation of Level I Fieldwork**

**Purpose:** This form is important feedback for your fieldwork educator, your faculty, and other students at your school.

**Directions:** Complete this Student Evaluation of Level I Fieldwork Experience form prior to your final meeting with your fieldwork educator. Your fieldwork educator, too, will have completed your student performance evaluation for review at this meeting. Share the completed student evaluation with your fieldwork educator.

(Question 1 of 15 - Mandatory)

- **Facility Address:**
- **Facility Phone:**
- **Total number of hours completed:**

(Question 2 of 15 - Mandatory)

**Type of Fieldwork:** [Specialty/Practice Area]

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<thead>
<tr>
<th>Selection</th>
<th>Option</th>
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<tbody>
<tr>
<td>1.1 In-Patient Acute</td>
<td></td>
</tr>
<tr>
<td>1.2 In-Patient Rehab</td>
<td></td>
</tr>
<tr>
<td>1.3 SNF/Sub-Acute/Acute Long-Term Care</td>
<td></td>
</tr>
<tr>
<td>1.4 General Rehab Outpatient</td>
<td></td>
</tr>
<tr>
<td>1.5 Outpatient Hands</td>
<td></td>
</tr>
<tr>
<td>1.6 Pediatric Hospital/Unit</td>
<td></td>
</tr>
<tr>
<td>1.7 Pediatric Hospital Outpatient</td>
<td></td>
</tr>
<tr>
<td>1.8 In-Patient Psych</td>
<td></td>
</tr>
<tr>
<td>2.1 Pediatric Community</td>
<td></td>
</tr>
<tr>
<td>2.2 Behavioral Health Community</td>
<td></td>
</tr>
<tr>
<td>2.3 Older Adult Community Living</td>
<td></td>
</tr>
<tr>
<td>2.4 Older Adult Day Program</td>
<td></td>
</tr>
<tr>
<td>2.5 Outpatient/Hand/private practice</td>
<td></td>
</tr>
<tr>
<td>2.6 Adult Day Program for DD</td>
<td></td>
</tr>
<tr>
<td>2.7 Home Health</td>
<td></td>
</tr>
<tr>
<td>2.8 Pediatric Outpatient Clinic</td>
<td></td>
</tr>
<tr>
<td>3.1 Early Intervention</td>
<td></td>
</tr>
<tr>
<td>3.2 School</td>
<td></td>
</tr>
<tr>
<td>Other (see below)</td>
<td></td>
</tr>
</tbody>
</table>
**Other**  *(Question 3 of 15)*

If Other was selected for Type of Fieldwork, please specify:

---

**Age Range of Population:** *(Question 4 of 15 - Mandatory)*

---

**Overall rating of your Level I Fieldwork experience (select one):** *(Question 5 of 15 - Mandatory)*

<table>
<thead>
<tr>
<th>I do not recommend</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>I strongly Recommend</th>
</tr>
</thead>
</table>

**Overall rating of facility as a learning environment (select one):** *(Question 6 of 15 - Mandatory)*

<table>
<thead>
<tr>
<th>I do not recommend</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>I strongly Recommend</th>
</tr>
</thead>
</table>

**My experience was (select one):** *(Question 7 of 15 - Mandatory)*

<table>
<thead>
<tr>
<th>No hands on/All observation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>50/50 hands on/observation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All hands on</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Therapeutic interventions you observed and/or participated in:** *(Question 8 of 15 - Mandatory)*

**Assessments you observed and/or participated in:** *(Question 9 of 15 - Mandatory)*

---

**(Question 10 of 15 - Mandatory)**

<table>
<thead>
<tr>
<th>Rank the time spent in each category on a 1 to 5 scale</th>
<th>(1=Least Time Spent; 5=Most Time Spent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation-based activity- engage in occupations that are part of the client's context (i.e. dressing, shopping for groceries, play on playground)</td>
<td></td>
</tr>
<tr>
<td>Purposeful activity- therapeutic context leading to occupation (i.e. practice slicing vegetables, drawing, role playing)</td>
<td></td>
</tr>
<tr>
<td>Preparatory methods- preparation for purposeful and occupation-based activity (i.e. sensory input, physical agent modalities (US, e-stim, etc.), splinting/orthotics, exercise)</td>
<td></td>
</tr>
<tr>
<td>Consultation process- collaboration with client</td>
<td></td>
</tr>
<tr>
<td>Education process- imparting knowledge re. occupation and activities that affect occupational performance</td>
<td></td>
</tr>
</tbody>
</table>

**Educational experiences I found to be most beneficial:** *(Question 11 of 15 - Mandatory)*

---
Educational resources of value in this fieldwork (people, books, etc.):  (Question 12 of 15 - Mandatory)

Courses in school which were the most relevant and valuable for this fieldwork:  (Question 13 of 15 - Mandatory)

Changes I would recommend to Touro University Nevada fieldwork and/or academic program relative to this Level I fieldwork experience:  (Question 14 of 15 - Mandatory)

Changes I would recommend to this site relative to this Level I fieldwork to enhance the learning experience:  
(Question 15 of 15 - Mandatory)

Review your answers in this evaluation. If you are satisfied with the evaluation, click the Submit button below. Once submitted, evaluations are no longer available for you to make further changes.

Save For Later  Submit
APPENDIX K  Student Evaluation of Level I Fieldwork Educator

THIS FORM IS TO PREVIEW AN EVALUATION ONLY!
DO NOT ATTEMPT TO COMPLETE THIS FORM!

Purpose: This form is important feedback for your fieldwork educator, your faculty, and other students at your school.

Directions: Complete this Student Evaluation of Level I Fieldwork Experience form prior to your final meeting with your fieldwork educator. Your fieldwork educator, too, will have completed your student performance evaluation for review at this meeting. Share the completed student evaluation with your fieldwork educator.

(Question 1 of 7 - Mandatory)
Facility Fieldwork Educator Phone: 
Facility Fieldwork Educator E-Mail: 

Type of Fieldwork: (Specialty/Practice Area)  (Question 2 of 7 - Mandatory)

<table>
<thead>
<tr>
<th>Selection</th>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.1 In-Patient Acute</td>
</tr>
<tr>
<td></td>
<td>1.2 In-Patient Rehab</td>
</tr>
<tr>
<td></td>
<td>1.3 SNF/ Sub-Acute/ Acute Long-Term Care</td>
</tr>
<tr>
<td></td>
<td>1.4 General Rehab Outpatient</td>
</tr>
<tr>
<td></td>
<td>1.5 Outpatient Hands</td>
</tr>
<tr>
<td></td>
<td>1.6 Pediatric Hospital/Unit</td>
</tr>
<tr>
<td></td>
<td>1.7 Pediatric Hospital Outpatient</td>
</tr>
<tr>
<td></td>
<td>1.8 In-Patient Psych</td>
</tr>
<tr>
<td></td>
<td>2.1 Pediatric Community</td>
</tr>
<tr>
<td></td>
<td>2.2 Behavioral Health Community</td>
</tr>
<tr>
<td></td>
<td>2.3 Older Adult Community Living</td>
</tr>
<tr>
<td></td>
<td>2.4 Older Adult Day Program</td>
</tr>
<tr>
<td></td>
<td>2.5 Outpatient/and private practice</td>
</tr>
<tr>
<td></td>
<td>2.6 Adult Day Program for DD</td>
</tr>
<tr>
<td></td>
<td>2.7 Home Health</td>
</tr>
<tr>
<td></td>
<td>2.8 Pediatric Outpatient Clinic</td>
</tr>
<tr>
<td></td>
<td>3.1 Early Intervention</td>
</tr>
<tr>
<td></td>
<td>3.2 School</td>
</tr>
<tr>
<td></td>
<td>Other (see below)</td>
</tr>
</tbody>
</table>

Other  (Question 3 of 7)
If Other was selected for Type of Fieldwork, please specify.
### Overall rating of your Level I Fieldwork experience (select one):  (Question 4 of 7 - Mandatory)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not recommend</td>
<td>I strongly recommend</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Overall rating of your Fieldwork Educator (select one):  (Question 5 of 7 - Mandatory)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not recommend</td>
<td>I strongly recommend</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Overall rating of supervision/staff meeting your needs as a Level I student (circle one):  (Question 6 of 7 - Mandatory)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not recommend</td>
<td>I strongly recommend</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Changes I would recommend to this Fieldwork Educator relative to this Level I fieldwork to enhance the learning experience:  (Question 7 of 7)

[Type your suggestions here]

Review your answers in this evaluation. If you are satisfied with the evaluation, click the **Submit** button below. Once submitted, evaluations are no longer available for you to make further changes.
**APPENDIX L**  
**Level I Student Fieldwork Evaluation Form**

**THIS FORM IS TO PREVIEW AN EVALUATION ONLY!**  
**DO NOT ATTEMPT TO COMPLETE THIS FORM!**

<table>
<thead>
<tr>
<th>Fieldwork Educator:</th>
<th>(Question 1 of 7)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Type of Fieldwork: (Specialty/Practice Area) (Question 2 of 7 - Mandatory)**

<table>
<thead>
<tr>
<th>Selection</th>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.1 In-Patient Acute</td>
</tr>
<tr>
<td></td>
<td>1.2 In-Patient Rehab</td>
</tr>
<tr>
<td></td>
<td>1.3 SNF/ Sub-Acute/ Acute Long-Term Care</td>
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<td></td>
<td>1.4 General Rehab Outpatient</td>
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<tr>
<td></td>
<td>1.5 Outpatient Hands</td>
</tr>
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<td></td>
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<td>1.7 Pediatric Hospital Outpatient</td>
</tr>
<tr>
<td></td>
<td>1.8 In-Patient Psych</td>
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<tr>
<td></td>
<td>2.1 Pediatric Community</td>
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<tr>
<td></td>
<td>2.2 Behavioral Health Community</td>
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<tr>
<td></td>
<td>2.5 Outpatient/Inpatient private practice</td>
</tr>
<tr>
<td></td>
<td>2.6 Adult Day Program for DD</td>
</tr>
<tr>
<td></td>
<td>2.7 Home Health</td>
</tr>
<tr>
<td></td>
<td>2.8 Pediatric Outpatient Clinic</td>
</tr>
<tr>
<td></td>
<td>3.1 Early Intervention</td>
</tr>
<tr>
<td></td>
<td>3.2 School</td>
</tr>
<tr>
<td></td>
<td>Other (see below)</td>
</tr>
</tbody>
</table>

**Other (Question 3 of 7)**

If Other was selected for Type of Fieldwork, please specify:

<table>
<thead>
<tr>
<th>Indicate the student’s level of performance using the scale provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 - Exceeds Standards: Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.</td>
</tr>
<tr>
<td>3 - Meets Standards: Carries out required tasks and activities. This rating represents good, solid performance and is typically used more than all the other ratings.</td>
</tr>
<tr>
<td>Question 4 of 7 - Mandatory</td>
</tr>
<tr>
<td>----------------------------</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>Consider ability to set priorities, be dependable, be organized, follow through with responsibilities</td>
</tr>
<tr>
<td><strong>Engagement in the Fieldwork Experience</strong></td>
</tr>
<tr>
<td>Consider the student's apparent level of interest, level of active participation while on site, investment in individuals and treatment outcomes; seeks ways to improve self-performance; follows safety precautions</td>
</tr>
<tr>
<td><strong>Self-Directed Learning</strong></td>
</tr>
<tr>
<td>Consider ability to take responsibility for own learning, demonstrate motivation; aware of own strengths and areas for improvement</td>
</tr>
<tr>
<td><strong>Reasoning/Problem Solving</strong></td>
</tr>
<tr>
<td>Consider ability to use self-reflection, willingness to ask questions; ability to analyze, synthesize and interpret information; understand the OT process; demonstrates inquiry skills appropriate to the student's stage of education and training</td>
</tr>
<tr>
<td><strong>Written Communication</strong></td>
</tr>
<tr>
<td>Consider grammar, spelling, legibility, successful completion of written assignments, documentation skills</td>
</tr>
<tr>
<td><strong>Initiative</strong></td>
</tr>
<tr>
<td>Consider initiative, ability to seek and acquire information from a variety of sources</td>
</tr>
<tr>
<td><strong>Observation Skills</strong></td>
</tr>
<tr>
<td>Consider ability to observe relevant behaviors for performance areas and performance components and to verbalize perceptions and observations</td>
</tr>
<tr>
<td><strong>Verbal Communication and Interpersonal Skills</strong></td>
</tr>
<tr>
<td>Consider ability to interact appropriately with individuals (patients/clients/staff/caregivers) such as eye contact, empathy, limit setting, respectfulness, use of authority; degree/quality of verbal interactions; use of body language and non-verbal communication; exhibits confidence</td>
</tr>
<tr>
<td><strong>Professional and Personal Boundaries</strong></td>
</tr>
<tr>
<td>Consider ability to recognize/handle personal/professional frustrations; balance personal/professional obligations; handle responsibilities; work with others cooperatively, considerately, effectively; responsiveness to social cues; adheres to AOTA Code of Ethics</td>
</tr>
<tr>
<td><strong>Use of Professional Terminology</strong></td>
</tr>
<tr>
<td>Consider ability to respect confidentiality; appropriately apply professional</td>
</tr>
<tr>
<td>Attitude and Professional</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>Appearance</td>
</tr>
<tr>
<td>Consider ability to manage stressors in constructive ways; demonstrates flexibility as required; follow program guidelines for dress and hygiene</td>
</tr>
<tr>
<td>Time Management Skills</td>
</tr>
<tr>
<td>Consider ability to be prompt, arrive on time, complete assignments on time</td>
</tr>
<tr>
<td>Participation in the Supervisory Process</td>
</tr>
<tr>
<td>Consider ability to give, receive and respond to feedback, seek guidance when necessary; follow proper channels</td>
</tr>
</tbody>
</table>

**Student Learning Objectives for This Fieldwork Experience:**

(Question 5 of 7 - Mandatory)

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Student Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Fieldwork Educator Comments:**  (Question 6 of 7)

We have both reviewed the Educator Evaluation of Student, Student Evaluation of Educator, and Student Evaluation of Facility.  (Question 7 of 7 - Mandatory)

- Yes
- No

The purpose of a Level I Fieldwork experience is to provide an opportunity for exposure to occupational therapy intervention and programming or, in the cases where no OT services are currently provided, exposure to potential growth areas for OT. We encourage as much “hands on” as possible and appropriate within each experience. It is expected that professional behaviors are upheld in all settings.

Thank you for your participation in our program and your assistance in the educational process of our occupational therapy students.

Please notify the Academic Clinical Coordinator immediately if this student is not performing to the facilities expectations for Level I Fieldwork.

Julie Honan  
Academic Clinical Coordinator & Assistant Professor  
702-777-4762 (Work)  
702-370-1328 (Cell)  
Julie.honan@tun.touro.edu

(Adapted from Colorado State University Level I Student Performance Evaluation, Philadelphia Region Fieldwork Consortium, Washington University School of Medicine Program in Occupational Therapy)

Review your answers in this evaluation. If you are satisfied with the evaluation, click the **Submit** button below. Once submitted, evaluations are no longer available for you to make further changes.
APPENDIX M  Level II Fieldwork Objectives

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

Learning Objectives

The student will:

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

Fieldwork Interest Worksheet

Level IIa Fieldwork Setting Interests:
*Please specify age group/population, setting, or specialized practice area. Please do not request a specific facility.*

Learning Style:

Communication Style:

Personality Traits:

Preferred Supervision Model:

Preferred method of Feedback:

Preferred Work Culture:

Level IIb Fieldwork Setting Interests:

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

School of Occupational Therapy
Fieldwork Request Form

Person Requesting Agreement:

_____ Student  _____ Faculty  _____ Facility Representative
_____ Other: ____________________________

Date Submitted: ________________________________

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

Site Full Name: __________________________________________

Occupational Therapy Contact: __________________________________

Address: ________________________________________________

City: ___________________________ State: ___________ Zip: ____________

Phone: ( ) ___________________ FAX: ( ) ______________________

Email: _________________________________________________

Describe the reason for requesting this agreement:

For office use only below line.
APPENDIX P    AOTA Level II Student Fieldwork Performance Evaluation

E*Value Form Preview

Page 1 of 10

THIS FORM IS A PREVIEW ONLY!

AOTA
Fieldwork Performance Evaluation for the Occupational Therapy Student
Touro University Nevada, School of Occupational Therapy

FINAL EVALUATION

Student Name: (Last, First, Middle) (Question 1 of 39 - Mandatory)

College or University: (Question 2 of 39)
Touro University Nevada, School of Occupational Therapy

Name of Organization/Facility: (Question 3 of 39 - Mandatory)
Achievement Therapy Center
Adaptive Driving Rehab
Adaptive Occupational Therapy Services
Advanced Health Care of Colorado Springs
Advanced Health Care of Las Vegas

Address (Street or PO Box): (Question 4 of 39 - Mandatory)

City, State, Zip: (Question 5 of 39 - Mandatory)

Type of Fieldwork: (Question 6 of 39 - Mandatory)
1-1 In-Patient Acute

If "Other" please explain: (Question 7 of 39)

https://www.e-value.net/admin/evalsetup/dsp_evaltest_preview.cfm?thisact=207430&mod...
5/18/2015
<table>
<thead>
<tr>
<th><strong>Order of Placement:</strong></th>
<th>(At Touro University Nevada's School of OT there are two possible placements at this level. Answer should be 1 of 2 or 2 of 2) (Question 8 of 39)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>○ IIA (1 of 2) ○ IIB (2 of 2)</td>
</tr>
<tr>
<td><strong>Start Date:</strong></td>
<td>(Dates of Placement) (Question 9 of 39 - Mandatory)</td>
</tr>
<tr>
<td></td>
<td>05/18/2015</td>
</tr>
<tr>
<td><strong>End Date:</strong></td>
<td>(Question 10 of 39 - Mandatory)</td>
</tr>
<tr>
<td></td>
<td>05/18/2015</td>
</tr>
<tr>
<td><strong>Number of Weeks Completed:</strong></td>
<td>(Question 11 of 39 - Mandatory)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pass / No Pass:</strong></td>
<td>(Question 12 of 39)</td>
</tr>
<tr>
<td></td>
<td>------ ✔</td>
</tr>
<tr>
<td><strong>Final Passing Score:</strong></td>
<td>122 points and above</td>
</tr>
<tr>
<td><strong>Final Not Passing Score:</strong></td>
<td>121 points and below</td>
</tr>
<tr>
<td><strong>Final Score:</strong></td>
<td>(Question 13 of 39)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUMMARY COMMENTS:</strong></td>
<td>(Addresses student's clinical competence) (Question 14 of 39)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SIGNATURES</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Digital Signature of Student:</strong></td>
<td>(Question 15 of 39)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I understand that be checking this box I am certifying that I have read this report.</strong></td>
<td>(Question 16 of 39)</td>
</tr>
<tr>
<td></td>
<td>○ I confirm I have read this report</td>
</tr>
</tbody>
</table>

https://www.e-value.net/admin/evalsetup/dsp_evaltest_preview.cfm?thisact=207430&mod... 5/18/2015
**FIELDWORK EDUCATOR(S):**

Number of Persons Contributing to this Report:   (Question 17 of 39)


Digital Signature of Rater #1:   (Question 18 of 39 - Mandatory)


I understand that by checking this box, I am certifying the authenticity of this evaluation.
(Question 19 of 39 - Mandatory)

- [ ] I hereby certify the authenticity of this evaluation


Credentials/Position:   (Question 20 of 39)


Digital Signature of Rater #2 (if applicable):   (Question 21 of 39)


I understand that by checking this box, I am certifying the authenticity of this evaluation.
(Question 22 of 39)

- [ ] I hereby certify the authenticity of this evaluation


Credentials/Position:   (Question 23 of 39)


**RATING SCALE FOR STUDENT PERFORMANCE**

4 - Exceeds Standards  is highly skilled and self-initiated. This rating is rarely given and would represent the top five percent of all the students you have supervised.

3 - Meets Standards  Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.

2 - Needs improvement  Performance is progressing but still needs improvement for entry-level practice. This is a realistic rating of performance at midterm, and some ratings of two may be reasonable at the final.

1 - Unsatisfactory:  Performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance

Accepted:   (Question 24 of 39)

- [ ] I have read and understand this information


https://www.e-value.net/admin/evalsetup/dsp_evaltest_preview.cfm?thisact=207430&mod...  5/18/2015
## I. FUNDAMENTALS OF PRACTICE

(Question 25 of 39 - Mandatory)

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adheres to ethics: Adheres consistently to the American Occupational Therapy Association Code of Ethics (4) and site’s policies and procedures including, when relevant, those related to human subject research.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Adheres to safety regulations: Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Uses judgment in safety: Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments on strengths and areas of improvement: (Question 26 of 39)

## II. BASIC TENETS

(Question 27 of 39 - Mandatory)

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clearly and confidently articulates the values and beliefs of the occupational therapy profession to clients, families, significant others, colleagues, service providers and the public.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Clearly, confidently and accurately articulates the value of occupation as a method and desired outcome of occupational therapy to clients, families, significant others, colleagues, service providers and the public.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Clearly, confidentiality and accurately communicates the roles of the occupational therapist and occupation therapy assistant to clients, families, significant others, colleagues, service providers and the public.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Collaborates with client, family and significant others throughout the occupational therapy process.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

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III. EVALUATION AND SCREENINGS

(Question 29 of 39 - Mandatory)

<table>
<thead>
<tr>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

1. Articulates a clear and logical rationale for the evaluation process.

2. Selects relevant screening and assessment methods while considering such factors as client's priorities, context(s), theories and evidence-based practice.

3. Determines client's occupational profile and performance through appropriate assessment methods.

4. Assesses Client Factors and contexts(s) that support or hinder occupational performance.

5. Obtains sufficient and necessary information from relevant resources such as client, families, significant others, service providers and records prior to and during the evaluation process.

6. Administers assessments in a uniform manner to ensure findings are valid and reliable.

7. Adjusts/modifies the assessment procedures based on client's needs, behaviors and culture.

8. Interprets evaluation results to determine client's occupational performance strengths and challenges.

9. Establishes an accurate and appropriate plan based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories and evidence-based practice.

10. Documents the results of the evaluation process that demonstrates objective measurement of client's occupational performance.

Comments on strengths and areas for improvement: (Question 30 of 39)
### IV. INTERVENTION

(Question 31 of 39 - Mandatory)

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Articulates a clear and logical rationale for the intervention process.</td>
<td>○ 4</td>
<td>○ 3</td>
<td>○ 2</td>
<td>○ 1</td>
</tr>
<tr>
<td>2. Utilizes evidence from published research and relevant resources to make informed intervention decisions.</td>
<td>○ 4</td>
<td>○ 3</td>
<td>○ 2</td>
<td>○ 1</td>
</tr>
<tr>
<td>3. Chooses occupations that motivate and challenge clients.</td>
<td>○ 4</td>
<td>○ 3</td>
<td>○ 2</td>
<td>○ 1</td>
</tr>
<tr>
<td>4. Selects relevant occupations to facilitate clients meeting established goals.</td>
<td>○ 4</td>
<td>○ 3</td>
<td>○ 2</td>
<td>○ 1</td>
</tr>
<tr>
<td>5. Implements intervention plans that are client-centered.</td>
<td>○ 4</td>
<td>○ 3</td>
<td>○ 2</td>
<td>○ 1</td>
</tr>
<tr>
<td>6. Implements intervention plans that are occupation-based.</td>
<td>○ 4</td>
<td>○ 3</td>
<td>○ 2</td>
<td>○ 1</td>
</tr>
<tr>
<td>7. Modifies task approach, occupations and the environment to maximize client performance.</td>
<td>○ 4</td>
<td>○ 3</td>
<td>○ 2</td>
<td>○ 1</td>
</tr>
<tr>
<td>8. Updates, modifies or terminates the intervention plan based upon careful monitoring of the client’s status.</td>
<td>○ 4</td>
<td>○ 3</td>
<td>○ 2</td>
<td>○ 1</td>
</tr>
<tr>
<td>9. Documents client’s response to services in a manner that demonstrates the efficacy of interventions.</td>
<td>○ 4</td>
<td>○ 3</td>
<td>○ 2</td>
<td>○ 1</td>
</tr>
</tbody>
</table>

Comments on strengths and areas for improvement:  
(Question 32 of 39)

https://www.e-value.net/admin/evalsetup/dsp_evaltest_preview.cfm?thisact=207430&mod...  5/18/2015
V. MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES:

(Question 33 of 39 - Mandatory)

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates through practice or discussion the ability to assign appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Demonstrates through practice or discussion the ability to actively collaborate with the occupational therapy assistant.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Demonstrates understanding of the costs and funding related to occupational therapy services at this site.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Accomplishes organizational goals by establishing priorities, developing strategies and meeting deadlines.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Produces the volume of work required in the expected timeframe.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments on strengths and areas for improvement: (Question 34 of 39)

VI. Communication:

(Question 35 of 39 - Mandatory)

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers and the public.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Produces clear an accurate documentation according to site requirements.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. All written communication is legible, using proper spelling, punctuation and grammar.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Uses language appropriate to the recipient of the information, including but not limited to funding agencies and regulatory agencies.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

https://www.e-value.net/admin/evalsetup/dsp_evaltest_preview.cfm?thisact=207430&mod... 5/18/2015
Comments on strengths and areas for improvement: (Question 36 of 39)

VII. PROFESSIONAL BEHAVIORS:
(Question 37 of 39 - Mandatory)

<table>
<thead>
<tr>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

1. Collaborates with supervisor(s) to maximize the learning experience.
   - 4
   - 3
   - 2
   - 1

2. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.
   - 4
   - 3
   - 2
   - 1

3. Responds constructively to feedback.
   - 4
   - 3
   - 2
   - 1

4. Demonstrates consistent work behaviors including initiative, preparedness, dependability and worksite maintenance.
   - 4
   - 3
   - 2
   - 1

5. Demonstrates effective time management.
   - 4
   - 3
   - 2
   - 1

6. Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact and empathy.
   - 4
   - 3
   - 2
   - 1

7. Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socio-economic, spiritual and lifestyle choices.
   - 4
   - 3
   - 2
   - 1

Comments on strengths and areas of improvement: (Question 38 of 39)

https://www.e-value.net/admin/evalsetup/dsp_evaltest_preview.cfm?thisact=207430&mod...  5/18/2015
REFERENCES


GLOSSARY

Client Factors: Those factors that reside within the client and that may affect performance in areas of occupation. Client factors include body functions and body structures.

- Body functions (a client factor, including physical, cognitive, psychosocial aspects)—“the physiological function of body systems (including psychological functions)” (WHO, 2001, p. 10)
- Body structures—“anatomical parts of the body such as organs, limbs and their components [that support body function]” (WHO, 2001, p. 10)

(Occupational therapy practice framework: Domain and process. American Journal of Occupational Therapy, 56, 606-639.)

Code of Ethics: Refer to:


Collaborate: To work together with a mutual sharing of thoughts and ideas. (ACOTE Glossary)

Competency: Adequate skills and abilities to practice as an entry-level occupational therapist or occupation therapy assistant.

Context: Refers to a variety of interrelated conditions within and surrounding the client that influence performance. Contexts include cultural, physical, social, personal, spiritual, temporal and virtual. (Occupational therapy practice framework: Domain and process. American Journal of Occupational Therapy, 56, 606-639.)


Entry-level Practice: Refer to:

http://www.aota.org/-/media/Corporate/Files/Practice/OTAs/ScopeandStandards/Standards%20of%20Practice%20for%20Occupational%20Therapy%20FINAL.aspx

Evidenced-based Practice: “Conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual patients. The practice of evidence-based [health care] means integrating individual clinical expertise with the best available external clinical evidence from systematic research.”

Occupation: Groups of activities and tasks of everyday life, named organized and given value and

https://www.e-value.net/admin/evalsetup/dsp_evaltest_preview.cfm?thisact=207430&mod...

5/18/2015
meaning by individuals and a culture; occupation is everything people do to occupy themselves, including looking after themselves (self-care), enjoying life (leisure), and contributing to the social and economic fabric of their communities (productivity); the domain of concern and the therapeutic medium of occupational therapy. (Townsend, editor, 1997, Enabling Occupation: An Occupational Therapy Perspective, p. 181)

Occupational Performance: The result of a dynamic, interwoven relationship between persons, environment and occupation over a person's lifespan; the ability to choose, organize, and satisfactorily perform meaningful occupations that are culturally defined and age appropriate for looking after oneself, enjoying life, and contributing to the social and economic fabric of a community. (Townsend, editor, 1997, Enabling Occupation: An Occupational Therapy Perspective, p.181)

Occupational Profile: A profile that describes the client's occupational history, patterns of daily living, interests, values and needs. (Occupational therapy practice framework: Domain and process, American Journal of Occupational Therapy, 56, 606-639.) (5)

Spiritual: (a context)—The fundamental orientation of a person's life; that which inspires and motivates that individual. (Occupational therapy practice framework: Domain and process. American Journal of Occupational Therapy, 56, 606-639.) (5)

Theory: "An organized way of thinking about given phenomena. In occupational therapy the phenomenon of concern is occupational endeavor. Theory attempts to (1) define and explain the relationships between concepts or ideas related to the phenomenon of interest, (2) explain how these relationships can predict behavior or events, and (3) suggest ways that the phenomenon can be changed or controlled. Occupational therapy theory is concerned with four major concepts related to occupational endeavor: person, environment, health, and occupation." (Neistadt and Crepeau, Eds. Willard & Spackman's Occupational Therapy, 9th edition, 1998, p. 521)

Accepted: (Question 39 of 39)

☐ I have read and understand this information

Review your answers in this evaluation. If you are satisfied with the evaluation, click the SUBMIT button below. Once submitted, evaluations are no longer available for you to make further changes.

Save For Later  Submit

https://www.e-value.net/admin/evalsetup/dsp_evaltest_preview.cfm?thisact=207430&mod...  5/18/2015
APPENDIX Q  Student Evaluation of the Level II Fieldwork Site

THIS FORM IS TO PREVIEW AN EVALUATION ONLY!
DO NOT ATTEMPT TO COMPLETE THIS FORM!

STUDENT EVALUATION OF FIELDWORK EXPERIENCE
THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION, INC.

Purpose: This form is important feedback for your fieldwork educator, your faculty, and other students at your school.

Directions: Complete this Student Evaluation of Fieldwork Experience (SEFWE) form prior to your final meeting with your fieldwork supervisor. Your supervisor, too, will have completed your student performance evaluation for review at this meeting. Share the completed SEFWE with your supervisor.

IDENTIFYING INFORMATION

(Question 1 of 26)
Academic Program
Agency Name
Agency Address

Type of Fieldwork: (Specialty/Practice Area)  (Question 2 of 26 - Mandatory)

Selection  Option
1.1 In-Patient Acute
1.2 In-Patient Rehab
1.3 SNF/ Sub-Acute/Acute Long-Term Care
1.4 General Rehab Outpatient
1.5 Outpatient Hands
1.6 Pediatric Hospital/Unit
1.7 Pediatric Hospital Outpatient
1.8 In-Patient Psych
2.1 Pediatric Community
2.2 Behavioral Health Community
2.3 Older Adult Community Living
2.4 Older Adult Day Program
2.5 Outpatient/Hand Private Practice
2.6 Adult Day Program for DD
2.7 Home Health
2.8 Pediatric Outpatient Clinic
3.1 Early Intervention
3.2 School
Other  
(Question 3 of 26)
If Other was selected for Type of Fieldwork, please specify:

Living Accommodations:  
(Question 4 of 26)
(include type, cost, location, condition)

---

**STRUCTURE OF FIELDWORK EDUCATION PROGRAM**

A. Student Orientation

**Was a formal orientation provided?**  
(Question 5 of 26 - Mandatory)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If yes, indicate your view of the orientation by selecting "satisfactory" (S) or "Needs Improvement" (I) regarding the three factors of adequacy, organization, and timeliness.

(Question 6 of 26 - Mandatory)

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Adequate</th>
<th>Organized</th>
<th>Timely</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S I N/A</td>
<td>S I N/A</td>
<td>S I N/A</td>
</tr>
<tr>
<td>Staff introductions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agency/Department mission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational structure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agency services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agency/Department policies and procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role of Occupational Therapy services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role of other team members</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentation procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety and emergency procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidentiality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student fieldwork objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student supervision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community resources for service recipients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department model of practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality management program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requirements/assignments for students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OSHA - Standard precautions</td>
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</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Comments or suggestions regarding your orientation to this fieldwork placement:  

B. Written and Oral Assignments

1. Indicate whether the following assignments were required by selecting "Yes" or "No".

If required, indicate the approximate number you did; also indicate their value to your learning experience by selecting the appropriate number with #1 being least valuable and #5 being the most valuable.

(Question 8 of 26 - Mandatory)

<table>
<thead>
<tr>
<th>REQUIRED</th>
<th>HOW MANY</th>
<th>EDUCATIONAL VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Client/patient screening

(Question 9 of 26 - Mandatory)

<table>
<thead>
<tr>
<th>REQUIRED</th>
<th>HOW MANY</th>
<th>EDUCATIONAL VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Question 10 of 26 - Mandatory)

<table>
<thead>
<tr>
<th>REQUIRED</th>
<th>HOW MANY</th>
<th>EDUCATIONAL VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Written treatment/care plans
Discharge summary
Team meeting presentation
Inservice presentation
Case study
Quality/Outcome/Efficacy study

Activity analysis

Supervision of aides, OTAs, Level I students, and volunteers

Other

Comments or suggestions regarding assignments:  (Question 11 of 26 - Mandatory)

Suggestions for change that would improve your learning experience.  (Question 12 of 26 - Mandatory)

Ending student caseload expectation:

Ending student productivity expectation:

Professional Relationships

Select categories which were available during your experience, referring to the code.

Scale: 1 = rarely; 2 = occasionally; 3 = frequently; 4 = consistently.

Additional educational opportunities (specify below):

Describe how any of the above professional relationships affected your learning experience.  (Question 16 of 26 - Mandatory)
ACADEMIC PREPARATION

Rate the relevance and adequacy of your academic coursework relative to the needs of **THIS** fieldwork placement, circling the appropriate number. (Note: may attach own course number)

(Question 17 of 26 - Mandatory)

<table>
<thead>
<tr>
<th>Adequacy for Placement</th>
<th>Relevance for Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>General Education/Basic Science Coursework</td>
<td></td>
</tr>
<tr>
<td>Media/Skills Coursework</td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy Theory and Concepts Coursework</td>
<td></td>
</tr>
<tr>
<td>Level I Fieldwork</td>
<td></td>
</tr>
</tbody>
</table>

What are the strongest aspects of your academic program relative to the needs of **THIS** Level II Fieldwork Experience? Be specific and include course references as appropriate.  
(Question 18 of 26 - Mandatory)

Please give examples of how you were able to apply academic knowledge, such as theories or concepts, and/or skills to the practical application in this fieldwork setting.  
(Question 19 of 26 - Mandatory)

What changes would you recommend in your academic program relative to the needs of **THIS** Level II Fieldwork Experience?  
(Question 20 of 26 - Mandatory)

SUMMARY

(Question 21 of 26 - Mandatory)

<table>
<thead>
<tr>
<th></th>
<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations of fieldwork experience were clearly defined</td>
<td></td>
</tr>
<tr>
<td>Expectations were challenging but not overwhelming</td>
<td></td>
</tr>
<tr>
<td>Experiences supported student's professional development</td>
<td></td>
</tr>
<tr>
<td>Experiences matched student's expectations</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>What particular qualities or personal performance skills do you feel a student should have to function successfully on this fieldwork placement? (Question 22 of 26 - Mandatory)</td>
<td></td>
</tr>
<tr>
<td>Overall, what changes would you recommend in this Level II Fieldwork Experience? (Question 23 of 26 - Mandatory)</td>
<td></td>
</tr>
<tr>
<td>Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this center. (Question 24 of 26)</td>
<td></td>
</tr>
<tr>
<td>Did you discuss this evaluation with the fieldwork educator? (Question 25 of 26 - Mandatory)</td>
<td>Yes/No</td>
</tr>
<tr>
<td>We have mutually shared and clarified this Student Evaluation of Fieldwork Experience report. (Question 26 of 26 - Mandatory)</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>

Review your answers in this evaluation. If you are satisfied with the evaluation, click the **Submit** button below. Once submitted, evaluations are no longer available for you to make further changes.
APPENDIX R  

Student Evaluation of the Level II Fieldwork Educator

THIS FORM IS TO PREVIEW AN EVALUATION ONLY!
DO NOT ATTEMPT TO COMPLETE THIS FORM!

STUDENT EVALUATION OF FIELDWORK EXPERIENCE
THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION, INC.

Purpose: This form is important feedback for your fieldwork educator, your faculty, and other students at your school.

Directions: Complete this Student Evaluation of Fieldwork Experience (SEFWE) form prior to your final meeting with your fieldwork supervisor. Your supervisor, too, will have completed your student performance evaluation for review at this meeting. Share the completed SEFWE with your supervisor.

IDENTIFYING INFORMATION

Type of Fieldwork: (Specialty/Practice Area)  (Question 1 of 9 - Mandatory)

<table>
<thead>
<tr>
<th>Selection</th>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.1 In-Patient Acute</td>
</tr>
<tr>
<td></td>
<td>1.2 In-Patient Rehab</td>
</tr>
<tr>
<td></td>
<td>1.3 SNF/ Sub-Acute/ Acute Long-Term Care</td>
</tr>
<tr>
<td></td>
<td>1.4 General Rehab Outpatient</td>
</tr>
<tr>
<td></td>
<td>1.5 Outpatient Hands</td>
</tr>
<tr>
<td></td>
<td>1.6 Pediatric Hospital/Unit</td>
</tr>
<tr>
<td></td>
<td>1.7 Pediatric Hospital Outpatient</td>
</tr>
<tr>
<td></td>
<td>1.8 In-Patient Psych</td>
</tr>
<tr>
<td></td>
<td>2.1 Pediatric Community</td>
</tr>
<tr>
<td></td>
<td>2.2 Behavioral Health Community</td>
</tr>
<tr>
<td></td>
<td>2.3 Older Adult Community Living</td>
</tr>
<tr>
<td></td>
<td>2.4 Older Adult Day Program</td>
</tr>
<tr>
<td></td>
<td>2.5 Outpatient/and private practice</td>
</tr>
<tr>
<td></td>
<td>2.6 Adult Day Program for DD</td>
</tr>
<tr>
<td></td>
<td>2.7 Home Health</td>
</tr>
<tr>
<td></td>
<td>2.8 Pediatric Outpatient Clinic</td>
</tr>
<tr>
<td></td>
<td>3.1 Early Intervention</td>
</tr>
<tr>
<td></td>
<td>3.2 School</td>
</tr>
<tr>
<td></td>
<td>Other (see below)</td>
</tr>
</tbody>
</table>

Other  (Question 2 of 9)
If Other was selected for Type of Fieldwork, please specify:  

[Enter your specific fieldwork type here]
### SUPERVISION

*Indicate the number which seems descriptive of your fieldwork educator.*

(Question 3 of 9 - Mandatory)

<table>
<thead>
<tr>
<th>FIELDWORK EDUCATOR:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approachable and interested in students</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Made student feel comfortable and part of the department</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Provided a positive role model of professional behavior in practice</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Taught knowledge and skills to facilitate learning process</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Presented clear explanations and expectations</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Encouraged student self-directed learning</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Facilitated student’s clinical reasoning</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Reviewed written work in a timely manner</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Provided feedback in a timely manner</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Provided positive feedback regarding student’s strengths</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Used constructive feedback to promote student development</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Adjusted responsibilities to facilitate student’s growth</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Supervision changed as fieldwork progressed</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Encouraged student to provide feedback to fieldwork educator</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Model occupation-centered practice</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

*General comments on supervision: (Question 4 of 9)*

*SUMMARY*

(Question 5 of 9 - Mandatory)

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations of fieldwork experience were clearly defined</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Expectations were challenging but not overwhelming</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Experiences supported student’s professional development</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Experiences matched student’s expectations</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Supervisor supported student’s professional development</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Supervisor explained clinical applications of knowledge</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

*What particular qualities or personal performance skills do you feel a student should have to function successfully working with this Fieldwork Educator? (Question 6 of 9 - Mandatory)*
<table>
<thead>
<tr>
<th>Overall, what changes would you recommend for this Fieldwork Educator? (Question 7 of 9 - Mandatory)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**ADDITIONAL COMMENTS**

Please feel free to add any further comments, descriptions, or information concerning your fieldwork educator at this center. (Question 8 of 9)

<table>
<thead>
<tr>
<th>Did you discuss this evaluation with the fieldwork educator? (Question 9 of 9 - Mandatory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☐ No</td>
</tr>
</tbody>
</table>

Review your answers in this evaluation. If you are satisfied with the evaluation, click the **Submit** button below. Once submitted, evaluations are no longer available for you to make further changes.

[Save For Later] [Submit]
APPENDIX S

Weekly Review Form

Student/Fieldwork Educator
Weekly Review Form

Student: ______________________________

DATE: ______________

Areas of Strength:

Areas for Growth:

Objectives/Goals for Next Week:

Assigned Meetings and Projects:

Progress towards Facility Assignments/Projects:

___________________________________________  _______________________________________

Student Signature  Facility Fieldwork Educator Signature