



School of Occupational Therapy

Student Handbook

Academic Year 2026-2027

Effective July 2026

TABLE OF CONTENTS

INTRODUCTION	6
Degrees Offered	8
Mission Statements.....	8
Educational Philosophy for the School of Occupational Therapy	9
Goals, Outcomes, and Objectives	10
School of Occupational Therapy Program Outcomes	10
Curricular Model and Curricular Threads.....	11
Accreditation.....	12
ACOTE Standards.....	12
ACOTE Preamble	13
Doctorate Degree Completion Requirements	14
Curriculum	15
Faculty and Staff.....	15
Administration Hours	17
Faculty Availability	18
ACADEMIC GRADING POLICIES	18
Final Grade Appeal Procedures.....	19
ACADEMIC PROGRESSION POLICY AND PROCEDURE	19
Academic Progress	20
Academic Success.....	21
Notification of Academic Grades/Course Failure.....	22
Academic Dismissal/Termination of Enrollment	22
Good Standing Status.....	22
Professional Behavior.....	23
ADMISSION POLICIES	23
General Statement on Admission	23
Admission Requirements	24
Application Submission Process and Interview.....	25
Admission Decisions.....	25
Matriculation Dates	25
ATTENDANCE POLICIES	26
General Attendance	26
Tardy Policy	26
Excused Absences	27
Student Absence Related to Professional Organization Sponsored Activity	27
Leaves of Absence	28
Withdrawal from the University	28
ACADEMIC INTEGRITY	28

ACADEMIC TRANSCRIPTS	29
ACADEMIC YEAR	29
ADVISEMENT AND MENTORING	29
ALCOHOL POLICY.....	30
BURSAR	30
CAMPUS SECURITY	30
CAPSTONE EXPERIENCE	31
Introduction	31
Process and Timeline of the Doctoral Capstone within the SOT Curriculum	31
Key Members of the Capstone Team.....	32
Pertinent Definitions - 2023 ACOTE Standards Glossary	33
Capstone Identification Process.....	33
Supervision of the Doctoral Capstone	34
Completion of the Doctoral Capstone	34
Evaluation of Doctoral Capstone	35
Dissemination of the Doctoral Capstone	36
Joint Authorship Related to Shared Scholarship of the Doctoral Capstone	36
CARDIOPULMONARY RESUSCITATION CERTIFICATION (cpr/bls).....	37
CAREER PLACEMENT	37
CODE OF ETHICS	37
COMMUNICATION	38
COMPUTER SERVICES.....	38
CONDUCT CODE/PROFESSIONAL BEHAVIOR EXPECTATIONS.....	39
COURSE POLICIES	39
Assignment Submission Policy	39
Classroom Conduct Expectations.....	39
Engagement Expectations.....	40
Examination Protocol.....	41
CRIMINAL BACKGROUND CHECKS	41
DISABILITIES	42
DRESS CODE POLICIES	42
DRUG AND ALCOHOL USE AND ABUSE	44
DRUG TESTING/SCREENING.....	44
FIELDWORK	45
Introduction	45
Fieldwork Faculty and Staff.....	45
Fieldwork Professional Behavior Standards.....	46
Protocol for Contact when Problems Occur on Site	47
Protocol for Changes to Fieldwork Schedule	47
Documentation Requirements for Fieldwork Placement	48
Experiential Opportunities Release Form	48

Tips for Successful Fieldwork Experience	49
LEVEL I FIELDWORK.....	49
Prerequisites for Fieldwork Level I:.....	49
Level I Fieldwork Course Schedule and Attendance	50
ACOTE Fieldwork Supervision Guidelines	50
Level I Fieldwork Objectives.....	50
Required Learning Activities and Performance Evaluations	50
Level I Fieldwork Grading.....	52
LEVEL II FIELDWORK.....	53
ACOTE Level II Fieldwork Supervision Guidelines	54
Level II Fieldwork Prerequisites	55
Level II Fieldwork Course Schedule and Attendance	55
Level II Fieldwork Placement	55
Required Learning Activities and Performance Evaluations	57
Level II Fieldwork Grading.....	59
Level II Fieldwork Course Completion.....	59
FINANCIAL AID	60
Application Process	60
Types of Financial Aid.....	61
Satisfactory Academic Progress for Financial Aid Eligibility.....	61
Withdrawals – Return of Title IV Federal Financial Aid Funds	62
GRIEVANCES.....	62
Grievances against Faculty Member(s)	62
Grievance against the School of Occupational Therapy	63
Grievance against TUN Administration	63
HAZING.....	63
HEALTH INSURANCE.....	63
HIPAA Training	63
IDENTIFICATION BADGES	63
IMMUNIZATIONS AND HEALTH RECORDS	64
MALPRACTICE/PROFESSIONAL LIABILITY INSURANCE.....	65
MEMBERSHIPS	65
AOTA Membership.....	65
PARKING.....	66
PROGRAM and COURSE EVALUATIONS	66
PUBLICATIONS.....	66
RECOMMENDATIONS OR REFERENCE LETTERS.....	66
REPRESENTATION	67
Student Representation	67
Official Representation	67

SCHOOL SCHEDULE	67
SMOKING	67
STUDENT COUNSELING	68
STUDENT EMPLOYMENT	68
STUDENT ORGANIZATIONS AND ACTIVITIES	68
Student Government Association (SGA)	68
Extra-Curricular Activities.....	70
On-Campus Student Events	70
Alcohol Policy for Student Events	70
Universal Precautions	71
VERIFICATION OF ENROLLMENT	71
APPENDIX A Curriculum Grid.....	73

INTRODUCTION

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

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

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

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

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

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

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

Historical Perspective

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

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

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

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

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

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

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

Degrees Offered

Entry-level Doctorate in Occupational Therapy (OTD)

Mission Statements

Mission Statement of Touro University

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

Mission Statement of the School of Occupational Therapy

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

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

Mission Statement of the Student Occupational Therapy Association

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

Educational Philosophy for the School of Occupational Therapy

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

Four threads are embedded within the occupational therapy curriculum: Occupation-Based practice, Evidence-Based practice, Leadership, and occupational participation. Our philosophy is based in Judaic traditions related to 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 for cohorts graduating prior to 2027. Completion of the course of study within 24-month time frame for cohorts graduation after 2027.

Curricular Model and Curricular Threads

There are four threads to the curriculum: (1) Evidence-Based Practice; (2) Occupation-Based Practice; (3) Occupational Participation; 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, 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 are 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 to provide the best client outcomes.

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.

Occupational participation: The identity of Toro University Nevada is strongly connected to principles rooted in Judaic traditions of intellectual pursuit and service to humanity. A fundamental role of an occupational therapist is to advocate for individuals and communities to ensure that all people have equitable opportunities to engage in meaningful occupations. Students demonstrate these principles through a variety of volunteer experiences and community-based projects that address barriers and promote the ability of all humans to engage equally in occupations that support health, well-being, and participation in daily life.

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 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. Graduates of the OTD will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT) following the date of degree conferral. After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state license.

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

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

ACOTE Standards

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

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

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

ACOTE Preamble

Doctoral-Degree Level:

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

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

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

- Relate theory to practice and demonstrate the synthesis of advanced knowledge in a practice area through the completion of a culminating project (capstone).

Doctorate Degree Completion Requirements

Occupational Therapy Doctorate (OTD) Degree Requirements

Successful completion of the Occupational Therapy Doctorate degree requires the completion of all required components of the OTD curriculum:

- Completion of all didactic courses with a minimum grade of 73 percent
- No outstanding unsatisfactory (U) grades or Incompletes
- Accumulation of no more than nine-course credits of a grade below 80 percent
- Completion of all fieldwork Level I and Level II and capstone experiences with a grade of "Pass"
- Completion of all semesters and Level II fieldwork placements, which include two separate 12-week sessions within 24 months of completion of the didactic coursework
- Satisfactory completion of all required occupational therapy technical/practical competencies
- Overall satisfactory ratings on professional behavior throughout the student's enrollment in the program including didactic, fieldwork experiences and capstone placements
- Demonstrated ability to fulfill requirements as listed in the Technical Standards for the Occupational Therapy Student throughout the curriculum
- Satisfactory completion of the student's Capstone Experience Presentation
- 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 and 32 hours per week, and an individualized capstone project.
- Completion of Individualized Learning Objectives for the Capstone Experience
- Passing Score on Evaluation of Performance by Faculty and Community Partner Mentors for the Capstone Experience

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

Curriculum

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

Students complete three separate Level I Fieldwork experiences during their coursework in correlation with the developmental sequence in the curriculum: child-based, adult and older adult-based, and psychosocial-based. Students complete two level II fieldwork experiences in the second year of the program.

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

Occupational Therapy Practice Framework

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

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

Faculty and Staff

Peggy Geffinger -- Fieldwork Clerkship Coordinator

Peggy joined the School of Occupational Therapy in July 2013. Peggy assists the Academic Fieldwork Coordinator and Capstone Coordinator in all aspects of student clinical placements. She has 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.

Taylor Lawson -- Administrative Assistant

Taylor joined Touro University in March 2024. She is the front desk administrative assistant for the department and is responsible for the day-to-day administrative and clerical activities for the faculty/department. She has an extensive background in the administrative and customer service fields, supporting multiple non-profit organizations throughout her career, but Touro is her introduction to the education field. In her free time, she enjoys listening to music and spending time with her family.

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

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

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

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

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

Dr. Manalang has vast experience in program development and inter-professional education. She aided in development and implementation of programs such as pre-and post-op orthopedic and joint replacement patient education in acute care, neurologic rehab program in acute rehabilitation, falls

prevention program, adult and pediatric outpatient therapy program, and Level II and Level III neonatal intensive care therapy programs.

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

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

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

Kristin Valdes, OTD, OTR, CHT — Doctoral Capstone Coordinator and Professor

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

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

Basic Science Faculty

David Skyba, PhD

Administration Hours

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

Faculty Availability

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

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

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

ACADEMIC GRADING POLICIES

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

- Level I fieldwork grades are based on performance factors and assignments linked to the didactic course in which the fieldwork assignment coincides.
- Level II fieldwork performance is measured by a standardized form sanctioned by the American Occupational Therapy Association and the grade is calculated from ratings given by the fieldwork educator at the fieldwork site.
- Level I and Level II fieldwork is graded on a pass/fail system. Failure affects overall GPA. Fieldwork is a critical aspect of the program. Students may repeat only one fieldwork experience (Level I or Level II) during the program. Failure of a fieldwork experience may result in the student not being allowed to proceed to the next semester. The School of Occupational Therapy Student Progression Committee will convene to review the student's academic and fieldwork progress for a recommendation of continuation in the program with requirements to support a successful retake of the fieldwork course or a recommendation of dismissal from the program.
- Competencies in each semester must receive the grade of Pass (P) in order for a student to progress to the next semester. Faculty may include classroom participation and attendance in grading criteria.
- Faculty may include assessment of professional behavior in course grading criteria.
- All semester courses are to be completed before progressing onto the next semester. Should a student petition and obtain an Incomplete grade, the Incomplete can remain on the records per

agreement with the course faculty throughout the following semester but cannot remain on the student's record past the end of the subsequent semester in which the Incomplete was earned.

- Receipt of feedback from presentations, assignments, and/or tests from faculty are dependent on the assignment. Faculty review all graded student work diligently and comprehensively. Each faculty member will communicate the anticipated time of graded work with the students.
- Students complete their Individualized Learning Objectives for the Capstone Experience with their faculty mentor and later reviewed by the Capstone Coordinator.
- Students must achieve a passing score on the 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.

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 competence and responsibility in the knowledge, behavior, and skills of an occupational therapist. This includes teaching requisite skills and abilities required for entry-level occupational therapy practice. The School of Occupational Therapy does not guarantee succession through the curriculum as it is the responsibility of the student to successfully progress through the curriculum based on performance factors including grades and professional behaviors. Students participate in advising sessions with faculty to discuss professional behavior development and discuss any academic progression issues. Faculty will assess each student on specific occupational therapy competencies (e.g., transfer competency, specific assessments, etc.) that the student must successfully complete progress in the curriculum.

To support students with academic progress and success in the OTD program, a proactive plan may be initiated with students demonstrating concerns in good academic standing, professional behaviors, and/or fieldwork or capstone performance. The proactive plan will be initiated and managed by the student's faculty advisor, the Academic Fieldwork Coordinator, or the Doctoral Capstone Coordinator depending on the timing and nature of the concern. The proactive plan will identify the academic or professional behavior concerns and is intended to be supportive and proactive in helping the student to initiate strategies to be more successful in the program. The proactive plan will be developed

collaboratively with the student to address specific concerns and identify solutions that will directly benefit the student. The proactive plan will include recommendations to support success in the program. At the conclusion of the proactive plan, if the student continues to demonstrate concerns with good academic standing, professional behaviors, and/or fieldwork or capstone performance a referral to the School of Occupational Therapy Student Progression Committee may be made by the academic advisor, Academic Fieldwork Coordinator, or Doctoral Capstone Coordinator. The Student Progression Committee can recommend dismissal from the program when standards and stipulations for academic progress or professional behaviors are not met. The School of Occupational Therapy adheres to the stipulations and guidelines for Academic Progression as described in the Touro University Nevada Catalog. Students should be aware of the policies listed in the Catalog related to Academic Probation, Remediation, and the Academic Appeal processes.

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

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

Academic Progress

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

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

1. Cumulative grade point average
2. Grade of Pass (P) on all competencies in the curriculum
3. Completion rate based on total credit hours completed compared to total credit hours attempted
4. Maximum time frame for program completion (54 months- OTD graduating in 2027 or prior; 42 months-OTD graduating after 2027)

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

Academic Success

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

- The student is expected to earn 80 percent or higher in course grades.
- A procedure for notification of academic jeopardy after the first-course grade below 80 percent is outlined elsewhere in the Student Handbook.
- The student will not progress in the program if they accumulate more than nine-course credits of a grade below 80 percent.
- The student must pass all competencies within the curriculum.
- The student will successfully pass Level I and Level II fieldwork experiences.
- The student may repeat a failed course one time. Progression in the curriculum will be suspended until that course is offered again in the following year and the student successfully repeats the course. The student must seek permission in writing to retake the course through the School of Occupational Therapy Student Progression Committee.
- The student will not be allowed to progress following a second semester of a failed course grade. The grade will be reviewed by the Student Progression Committee for termination from the academic program.
- The student will be placed on extended probation if their semester GPA falls lower than 3.0 (80 percent).
- "Extended Probation" lasts throughout the rest of the curriculum.

- The student will successfully complete the Capstone Experience and Capstone project.

Notification of Academic Grades/Course Failure

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

Academic Dismissal/Termination of Enrollment

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

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

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

Good Standing Status

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

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

Professional Behavior

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

- Consistent attendance and punctuality to class, fieldwork assignments, and professional functions
- Attentiveness and appropriate interaction in class, fieldwork assignments, and professional functions
- Proper use of electronic technology (e.g., during class and fieldwork)
- Appropriate dress and hygiene
- Non-conflictual interpersonal relations
- Submission of work in accordance with style guidelines
- Work submission prior to or at deadlines
- Adequate preparation 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 a 2.7 overall grade point average (4.0 scale)
- Student must have completed all of the following coursework and earned a C or better prior to applying:
 - Writing/Composition—3 credits
 - Humanities –3 credits (e.g., anthropology, philosophy, religion, fine arts, logic, ethics, foreign language, cultural studies and/or group dynamics)
 - Applied Statistics or Research Methods –3 credits (course must cover research, qualitative, quantitative, methodology, correlation)
 - Human Anatomy & Physiology with labs – 6 credits
 - Human Development or Lifespan – 3 credits (course must cover human development from birth to death)
 - Abnormal Psychology – 3 credits
 - Psychology – 6 credits (preferred courses are developmental or cognitive psychology, behavioral psychology and/or theories of personality)
 - 3 credits general psychology
 - 3 credits developmental psychology
 - Medical Terminology—1 credit
- Have basic computer literacy and be able to use Microsoft Word and PowerPoint software.
- Have knowledge of American Psychological Association (APA) writing style.
- Submit two letters of recommendation. One letter must be from a professor or supervisor. One letter must be from a practicing occupational therapist.
- The Occupational Therapy program does not accept transfer students (from other Occupational therapy programs) or transfer credits.

- Have the ability to perform the essential functions of an occupational therapist as detailed in the *Occupational Therapy Technical Standards*.
- 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.

Application Submission Process and Interview

Applications are accepted from the beginning of the OTCAS application cycle. Applications are considered on a rolling basis when both OTCAS and TUN Supplemental Applications and accompanying materials are received and verified by Touro University Nevada. Selection of students for the cohort will include consideration of the following criteria:

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

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 on an annual basis.

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 program director in advance of the planned absence by filling out the SOT excused absence form. Requesting an excused absence is required and does not indicate an approval. Students who fail to notify the program director of any absences 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 case of an unexpected absence such as an illness, family emergency or other unexpected event, the student is expected to notify the program director and the faculty course instructor in a timely manner. Students will be asked to complete the excused absence form following the unexpected event to have it excused.

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

Tardy Policy

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

Excused Absences

An excused absence may be requested when circumstances require a student to miss a scheduled class session. An excused absence will be given by the School of Occupational Therapy for attendance at professional, community, or institutional events considered beneficial to the student's education or for extenuating personal circumstances. Excused absences will not be considered as a reason for lowering a final course grade for professional behavior or other punitive grading actions if missed work is submitted based on the procedure established by the faculty course director and student. Students are to complete the Excused Absence Form and submit to the program director for consideration. 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 program director.

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 faculty 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 of retaking the course one time is provided. Due to the nature of course sequencing, each course is only provided once per year. As a result, the student would have the opportunity to retake the course at the next offering and pass the course. Two failures of a course result in the student being academically removed from the School of Occupational Therapy.

Withdrawal from the University

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

ACADEMIC INTEGRITY

Faculty and students are expected to uphold the integrity of Touro University Nevada and the profession of occupational therapy in their academic and professional standards. Therefore, violations of academic or professional integrity are of grave concern and will be addressed. In order to assure an understanding between students, faculty and staff concerning what types of actions constitute violations of academic and professional integrity the University has published a Code of Responsibilities and Rights of Students in the Touro University Nevada Catalog. Students will be required to review and sign a statement of

understanding and acceptance of this code during New Student Orientation that will continue throughout the student's program of study.

ACADEMIC TRANSCRIPTS

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

ACADEMIC YEAR

The Academic Year begins in July of each year. Summer terms occur July through October; Fall terms occur November through February, Spring terms 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 Academic Calendar.

ADVISEMENT AND MENTORING

Students enrolled in the School of Occupational Therapy will be guided throughout their educational program by faculty advisors who monitor and advise on academic progress, professional behaviors, and coping with the stresses of graduate school. Advising also includes a review of all curriculum requirements for the School of Occupational Therapy. Students are encouraged to contact their faculty advisor for advice or suggestions on any type of school or life challenge. Faculty advisors will meet with their assigned students throughout the curriculum. Documentation of each meeting will be reported by the faculty member in the student communication log in Exxat. 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 each trimester to review professional behavior expectations within the program. At any time within the program, the student may be asked to complete a proactive plan to support their academic success.

The Program Director will assign each student a faculty advisor prior to the orientation process. Students may be assigned a new faculty advisor once he or she has been paired with a community partner for their capstone experience. The new assignment will be based upon the area of interest desired for the Capstone Experience and the faculty members' area of expertise. If the student is

assigned to the Program Director (PD) as their faculty advisor, the student may be temporarily reassigned to another faculty advisor to avoid a conflict of interest should a situation occur that requires decision making or actions at the PD level.

ALCOHOL POLICY

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

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

BURSAR

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

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

CAMPUS SECURITY

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

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

CAPSTONE EXPERIENCE

Introduction

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

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

Process and Timeline of the Doctoral Capstone within the SOT Curriculum

As previously mentioned, the doctoral capstone is an integral part of the curriculum and is immersed throughout the program. Once accepted into the program, the OTD student will be assigned a faculty Academic Advisor. The faculty academic advisor will guide students during the first year of the program in academic progression, professional behaviors, and exploring interests related to the profession of OT. Students will be oriented to the doctoral capstone in OTDV 508- Introduction to Fieldwork & Capstone. Students should begin to explore community partner sites and personal and professional interests and goals, through various class assignments, Level I fieldwork, and participation in activities outside of the curriculum. Learning activities throughout the OTD program is intended to help students develop experiences with diverse populations and promote understanding of the various roles of occupational therapists. Students will explore population health needs and opportunities for capstone development through various coursework and class projects. Students will be partnered with a faculty advisor and will determine a community partner site to complete their capstone experience. The selection process will take into consideration the student's interests for capstone experience along with the interests, qualifications, and workload of the OTD faculty advisors. With guidance from their faculty advisors, students will identify a targeted research question related to their potential capstone site or project to begin reviewing the literature to inform occupational therapy practice and their capstone projects. Students will complete two Level II Fieldwork experiences in varied settings prior to beginning the doctoral capstone.

Ideas for specific capstone projects will be developed based on the community partner needs and ideas that will be mutually beneficial to the site as well as meeting the student's individualized learning objectives. Students will complete a needs assessment, develop goals and objectives for their capstone

project and develop a capstone project evaluation plan prior to commencement of the capstone experience. In the final trimester of the program, students will complete their capstone projects and capstone experiences at their community partner sites. The student will also participate in coursework in OTDV 710 designed to disseminate results from their capstone project to demonstrate synthesis and application of advanced knowledge in their area of interest.

Key Members of the Capstone Team

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

Student

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

- Develop individualized, specific learning objectives to complete at their CE.
- Obey all procedures and policies of the University, School of Occupational Therapy, and the Community Partner Site.
- Fulfill all duties and assignments required for the Occupational Therapy doctorate.
- Complete 14-weeks full time (minimum of 32 hours) at the Community Partner site.
- Appropriately report absences to Faculty Mentor, Community Partner, and Doctoral Capstone Coordinator.
- Maintains evidence to support achievement of individualized student learning objectives and meets the standards set for professional behavior at a CE site.

Peer Mentors

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

OTD Faculty Advisor

This individual will demonstrate expertise in the student's areas of focus for the CE. After the capstone match process, the faculty advisor will assume mentorship and advisement of the OTD student for the third year of the program. This individual will advise the student on the development of the Capstone Project, the students' performance during the CE, and provide guidance in completion of activities in preparation for the CP. Throughout the program, this individual meets with the student and monitors /

evaluates the student on the completion of the individualized learning objectives for the CP. This individual is also responsible for verifying student hours for mentorship.

Community Partner Mentor

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

Occupational Therapy Doctoral Capstone Coordinator

The Doctoral Capstone Coordinator individual coordinates the aspects of curriculum directly related to the Occupational Therapy Doctorate including the CE and the CP. This individual provides the “big picture” perspective of the experience and monitors all students completing this portion of the curriculum. The Capstone Coordinator oversees each phase of the doctoral capstone and assists the faculty advisor and community partner mentor through the planning and execution of the capstone experiences. This individual ensures that all necessary coursework is completed (including preparatory assignments) and affiliation agreement addendums are in place for the CE. This individual also maintains relationships with the Community Partners; this individual also facilitates the pairing of OTD faculty advisor and student. This individual works in conjunction with the Academic Fieldwork Coordinator and the Program Director to ensure compliance with the ACOTE Standards.

Pertinent Definitions - 2023 ACOTE Standards Glossary

Capstone Experience: An in-depth exposure in a concentrated area that includes activities in a mentored practice setting and may also include activities in non-mentored practice setting that meets developed goals/objectives of the doctoral capstone. The mentored practice setting may be in person, virtual, or hybrid and includes learning experiences.

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

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

Capstone Identification Process

Students will complete a Capstone Experience Interest form demonstrating their interest, professional goals, and desired focus of their capstone experience. Assignment of all Capstone Experience sites and

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

Supervision of the Doctoral Capstone

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

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

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

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

Completion of the Doctoral Capstone

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

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

In order to successfully complete the doctoral capstone, students must document completion of the capstone experience; a minimum of 14 weeks full-time and a minimum of 32 hours per week; demonstrate completion of the identified capstone project including meeting all identified individualized learning objectives, achieve a passing grade on the Capstone Evaluation and achieve a passing grade in OTDV 710 which includes dissemination of the doctoral capstone. Failure of the doctoral capstone for any of the above reasons will result in the student not being deemed eligible to graduate. Students may be offered a second opportunity to remediate the doctoral capstone which includes completion of the capstone experience, capstone project and retaking OTDV 710 if student was unable to achieve passing grade. Students who do not pass the doctoral capstone on the first attempt will be required to meet with the Capstone Coordinator, the Program Director, and the Student Progression Committee in order to determine an appropriate remediation plan. The location and expectation of the new doctoral capstone will be dependent on availability of placement sites, potential site mentors, workload of the faculty advisor and the student's needs for successful remediation. Students are allowed to repeat only one failed doctoral capstone. A student who fails the second attempt at the doctoral capstone will not be allowed to graduate according to the academic policy of the School of Occupational Therapy.

Evaluation of Doctoral Capstone

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

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

Dissemination of the Doctoral Capstone

In alignment with the ACOTE 2023 standards, each student is required to disseminate their individual doctoral capstone in a manner that demonstrates synthesis of in-depth knowledge in the focused area of study (ACOTE D.1.6). As part of OTDV 710: Capstone II, all students will disseminate their projects through a community presentation at the annual SOT Capstone Night and through a scholarly paper. Furthermore, students will have additional deliverables that are individualized and unique to the type of project and area of focus that encompassed the doctoral capstone.

Joint Authorship Related to Shared Scholarship of the Doctoral Capstone

Many OTD capstone projects generate knowledge of distinct value to the profession of occupational therapy and merit dissemination to the profession. Dissemination through peer-reviewed scholarly presentations and publications is not a requirement of the OTD program but students are encouraged to disseminate the results of their projects in appropriate venues. The final product of the capstone project is typically the result of efforts and ideas of several people including the student, faculty advisor, community partner site mentor, and additional faculty. Therefore, dissemination of capstone projects should include joint authorship as appropriate. Joint authorship indicates that one made a significant contribution to the development of ideas, writing, findings, synthesis and conclusions of the work. Everyone whose name is included in the presentation or published article should have the opportunity and responsibility to view, edit and approve the final disseminated work. Should the student elect not to submit a presentation or paper that the faculty deems worthy of publication, then that faculty member can assume the responsibilities of submission and become first author.

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

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

CARDIOPULMONARY RESUSCITATION CERTIFICATION (CPR/BLS)

Students must successfully complete a healthcare provider CPR training approved by the American Heart Association prior to Level I fieldwork placement. CPR training is initially completed during OTDV 508 – Introduction to Fieldwork and Capstone. The certification is valid for two years. This information is sent to the clinical sites for both fieldwork and capstone requirements.

CAREER PLACEMENT

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

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

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

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

CODE OF ETHICS

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

COMMUNICATION

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

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

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

COMPUTER SERVICES

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

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

The University-provided email address is the principal, official means of communication between the University and the student. Students are responsible for checking their email and maintaining their mailboxes. Students should respond to emails within 24-48 hours including when on clinical rotations.

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

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

CONDUCT CODE/PROFESSIONAL BEHAVIOR EXPECTATIONS

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

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

COURSE POLICIES

Assignment Submission Policy

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

Classroom Conduct Expectations

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

- *Devices:* The use of cell phones and non-course related computers during class is strongly discouraged as it is distracting to peers and faculty. Students should utilize break periods for cell phone and non-course related computer use. Coursework-related computer work includes in-class assignments pertinent to class discussions or lectures. HIPAA and FERPA rules also apply when using technology in the classroom and during fieldwork experience. Students should not use class time to work on assignments for other courses or personal tasks.
- *Excessive Discussion:* Students should not participate in discussions or side conversations in class as it is disruptive and disrespectful to faculty and fellow students.
- *Presentations:* Students should respect and be mindful of their peers during presentations. Students should also be aware of non-verbal communication may elicit unintended messages.
- *Preparation and Ready to Initiate:* Course periods are dedicated times to provide students opportunity to understand and apply given concepts. To provide a rich learning environment, being prepared with the necessary work and/or reading assignments prior to class is essential. Also, it is recommended students make efforts to initiate participation in class with questions and comments, as a strategy to assist with processing new content.

- *Timeliness:* Be aware of the inherent expectation of being prompt: assignments, quiz/test limits, break periods, class start times, etc. All students are expected to make the necessary time allowances to attend class for the full duration of the posted scheduled times. The Course Director may impose point deductions for tardiness and/or late return of quizzes/tests/assignments.
- *Safety:* To ensure your safety in the classroom setting, each student is required to follow the course instructor and/or lab manager set guidelines for all lab/classroom environments.
- *Ethical and Sound Judgment:* In addition to the expectation all students will follow TUN's Student Conduct Code, all students are expected to follow AOTA's Code of Ethics.
- *Respect for Others:* In addition to the Code of Ethics, all students are expected to be respectful of their learning environment including in-classroom equipment, peers, guests, and faculty. Such expectations allow others to enjoy the space and reduce the opportunity for an uninviting environment.
- *Video Recordings:* Recordings are available to all students for later review. Additional video or audiotaping of a faculty member must be pre-approved and can only be for personal use for study. No classroom video or audiotaping is authorized for uploading to social media websites even for the intent of study.

Engagement Expectations

Lecture and lab times should be viewed as protected time to learn and solidify information with the support of the instructor and classmates. Instructors prepare specific lectures and learning activities with the expectation of student engagement. Distracted attendance in lectures and labs results in decreased student learning, unnecessary repetition of information, which is unfair to classmates who are fully attending, and decreased student retention of information for fieldwork, NBCOT exam, and practice.

Students are expected to remove distractions during lectures and exams by silencing phones and having phones out of view, turning email off during class, and using electronic devices only for note taking and in class assignments. Students should not be completing outside work during lectures/labs, engaging in unrelated social media, or visiting unrelated websites during class. Students found to be engaging in such behaviors will be spoken to and may have their grade reduced by an amount designated in the syllabus per lecture/lab.

Students will be given a break approximately once per hour, during which time they may use the restroom, attend to a quick email or text, or view non-course-related materials. Students are expected to refrain from exiting the room or engaging in outside activities at other times unless an emergency occurs.

Examination Protocol

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

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

The following procedures are followed during examinations:

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

CRIMINAL BACKGROUND CHECKS

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

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

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

DISABILITIES

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

DRESS CODE POLICIES

The School of Occupational Therapy adheres to the dress code policy contained in the Catalog. Students must maintain a neat and clean appearance befitting students attending a professional school. Therefore, attire should convey a professional appearance whenever the student is at fieldwork or field experience setting. For on-campus safety needs, students must always wear their TUN Student identification name badge. The faculty may require different levels of dress depending 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 where students will be required to wear abbreviated clothing. T-shirts with designs may be worn, without offensive or vulgar language. Sandals may be worn except in the cadaver lab or during classes where closed shoes are required. Solid color scrubs are to be worn in the cadaver lab. A separate pair of tennis shoes for the cadaver lab is recommended. Please refer to course syllabi for details on lab attire.

Dress Code for Field Experiences, Fieldwork and Capstone

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

Fieldwork Dress Code:

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

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

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

Dress Code Terminology

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

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

Hygiene

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

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

DRUG AND ALCOHOL USE AND ABUSE

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

DRUG TESTING/SCREENING

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

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

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

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

FIELDWORK

Introduction

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

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

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

1. **Level I Fieldwork**
2. **Level II Fieldwork**

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

Fieldwork Faculty and Staff

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

Contact Information:

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

Email: kcapistr@touro.edu

Phone: (702) 777-3243 (office)

Fax: (702) 777-3981

Clerkship Coordinator

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

Contact Information:

Address: Peggy Geffinger
Fieldwork Clerkship Coordinator
Touro University Nevada
School of Occupational Therapy
874 American Pacific Drive
Henderson, Nevada 89014
Email: mgeffing@touro.edu
Phone: (702) 777-3132 (office)
Fax: (702) 777-4837

Fieldwork Professional Behavior Standards

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

Professional Conduct in the Clinical Setting

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

Examples of professional misconduct include:

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

- Altering, transferring, forging or in any way misusing an identification card, internet address, or other identification of an affiliated clinical facility participating in the education of students of the School of Occupational Therapy.
- Using, possessing or distributing narcotics, amphetamines, barbiturates, marijuana, hallucinogens, other dangerous, controlled drugs or medications requiring a prescription but not prescribed by a licensed provider.
- Possessing or consuming alcoholic beverages or exhibiting drunken behavior in any form on the premises of clinical practice sites affiliated with program activities or consuming alcoholic beverages immediately prior to the clinical study.
- Possessing, storing or discharging firearms or dangerous weapons on clinical premises used by the clinical site.
- Exhibiting conduct which is lewd, indecent, obscene; or which is patently offensive to the prevailing standards of an academic community or clinical practice setting.

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

Protocol for Contact when Problems Occur on Site

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

Protocol for Changes to Fieldwork Schedule

Level I Fieldwork

The student must notify the Academic Fieldwork Coordinator (AFWC) of ANY planned absences or schedule conflicts for Level I fieldwork through written documentation. Students should follow department protocol for requesting excused absences and then work with the AFWC to make up or reschedule (if able) any missed fieldwork experiences. The nature of Level I fieldwork experiences does not allow students to reschedule any missed experiences, and all requests for schedule change must go through the AFWC. In the event of illness or emergency, the student should contact the AFWC via phone at the earliest possible time to report the absence and work with the AFWC for scheduling a make-up (if possible). Even in the event an absence is excused, it is not guaranteed that fieldwork experience will be able to be made up.

Level II Fieldwork

Students must complete the equivalent of a full-time, 12-week fieldwork rotation. Students will follow the schedule of their assigned fieldwork educator. While some fieldwork sites allow students one-two days for illness, Touro University Nevada does not recognize these days and students are required to

make up **all** missed time at the fieldwork site. This policy also applies to any approved days off or holidays. Standard full-time fieldwork experiences normally equate to 480 hours but not less than 384 for the fieldwork experience. Students must contact their Academic Fieldwork Coordinator if they are not reaching full-time equivalency.

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

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

Documentation Requirements for Fieldwork Placement

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

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

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

Experiential Opportunities Release Form

All students must sign the Experiential Opportunities Release Form found in the TO DO list under Forms and Evaluations in Exxat prior to beginning their fieldwork placements. Students are not permitted to begin their fieldwork placement until this form has been signed and submitted in Exxat. In addition,

students may be asked to sign a site-specific release form by their fieldwork site prior to accepting their assignment.

Tips for Successful Fieldwork Experience

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

Resources for a Successful Fieldwork Experience

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

LEVEL I FIELDWORK

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

Prerequisites for Fieldwork Level I:

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

Level I Fieldwork Course Schedule and Attendance

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

ACOTE Fieldwork Supervision Guidelines

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

Level I Fieldwork Objectives

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

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

Each Level I fieldwork experience provides an opportunity for the student to develop individualized personal and professional goals to facilitate their own growth through the clinical experiences. Fieldwork objectives are in place to encourage the student to focus on the holistic nature of the clients in each setting, focusing on not just physical needs, but social, emotional, and psychologic needs of the client. Per ACOTE standards, Level I fieldwork can include simulated experiences. One of the four learning objectives must have a psychosocial emphasis in accordance with the ACOTE standard. These objectives are established prior to the fieldwork experience. As required by ACOTE, all fieldwork experiences must include one psychosocial objective.

Required Learning Activities and Performance Evaluations

Each fieldwork experience takes place as a course in Canvas, with its own associated assignments/timelines. Performance evaluations of each fieldwork site and fieldwork educator are required for all FW experiences. Students should refer to the associated course in Canvas and the course syllabus for specific details of each fieldwork experience.

Fieldwork Educator Introductions

As directed in CANVAS, the student must contact their facility fieldwork educator by phone to confirm placement details provided by the fieldwork office. Prior to reporting to the site, the student and fieldwork educator must discuss and accept the fieldwork course learning objectives. Both the student and the fieldwork educator will be asked to sign off on their acceptance of the learning objectives. Additional site-specific learning objectives may be received from the fieldwork site.

Fieldwork Evaluations

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

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

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

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

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

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

The fieldwork educator will complete this evaluation of the student's competency for the Level I fieldwork at the conclusion of the placement. The fieldwork educator will then review and discuss

the evaluation with the student prior to the completion of the student's fieldwork experience. The student and fieldwork educator will review the forms together and electronically sign off in Exxat. The Fieldwork Course Director will review the documents, which will remain in the student's record in Exxat.

Time Entry

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

Thank You Note

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

Completion of Fieldwork Paperwork

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

Level I Fieldwork Grading

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

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

Factors include:

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

- Violations of ethics, safety, and professional behavior will result in the failure of a Level I Fieldwork

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

LEVEL II FIELDWORK

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

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

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

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

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

Relationship between Level II Fieldwork and the Curriculum Design

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

ACOTE Level II Fieldwork Supervision Guidelines

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

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

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

Medicare Part B (outpatient services coverage) does not allow for students to provide services, even under the guidance of a licensed clinician, so students may not be allowed to be placed in certain

outpatient clinics whose clientele is primarily Medicare patients. Placement decisions are made at the discretion of the facility and the Academic Fieldwork Coordinator(s).

Level II Fieldwork Prerequisites

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

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

Level II Fieldwork Course Schedule and Attendance

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

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

Level II Fieldwork Placement

Fieldwork Considerations

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

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

- a. Child/Adolescent-based
- b. Adult-based
- c. Older Adult-based
- d. Community-based or private practice
- e. Large hospital
- f. High-volume environment
- g. Variety of clients served
- h. Potential to interact with other occupational therapy students
- i. Potential employment opportunities

Level II Fieldwork Site Requirements

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

Level II Fieldwork Interest Worksheet

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

Selection of Level II Fieldwork Placements

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

Out-of-State Fieldwork Placements

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

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

The student must provide the Fieldwork Request Form(s) no later than the end of second semester. Once this information is submitted, the Academic Fieldwork Coordinator will review this placement information for approval. The student will be notified of the approval of the suggested fieldwork

placement and will be monthly of the status of the out-of-state placement request. Students that are unable to obtain placement out of state by the end of the third semester will take part in the guided lottery for local/regional placements.

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

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

TUN/Facility Level II Fieldwork Supervision

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

Required Learning Activities and Performance Evaluations

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

Introductions

As directed in CANVAS, the student must contact their facility fieldwork educator by phone to confirm placement details provided by the fieldwork office. Prior to reporting to the site, the student and fieldwork educator must discuss and accept the fieldwork course learning objectives. Both the student and the fieldwork educator will be asked to sign off on their acceptance of the learning objectives. Additional site-specific learning objectives may be received from the fieldwork site.

AOTA Fieldwork Performance Evaluation of the Occupational Therapy Student

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

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

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

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

Weekly Review Form

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

Time Entry

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

Diagnoses and Interventions

Diagnoses and interventions should be recorded on a weekly basis on the diagnosis tracking log in Exxat. Students should continue to update interventions each week, even if the clients remain the same.

Thank You Note

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

Completion of Fieldwork Paperwork

The student must submit all required evaluations, assignments, paperwork, and time sheets to the Fieldwork Course Director by 11:59 pm on the last day of your fieldwork placement. The AOTA Fieldwork Performance Evaluation must be completed via Exxat and submitted by the end of the student's last day of fieldwork and all electronic signatures must be present or the forms will be considered incomplete. Students are strongly encouraged to maintain copies of all forms in their personal files. Students may receive a grade of incomplete if all paperwork is not received prior to the end of the semester.

Level II Fieldwork Grading

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

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

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

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

Level II Fieldwork Course Completion

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

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

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

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

Students who matriculated into the curriculum as scheduled will be given initial priority for fieldwork placements; students that are out of sequence due to a leave of absence are eligible for secondary placement due to their circumstances. All attempts will be made to ensure that students in sequence are placed into OTDV 660 and OTDV 662. All fieldwork experiences must be completed within the time frame parameters set forth by the registrar and cannot cross over a semester.

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

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

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 of if they plan to request federal aid or not. By completing the financial aid, process students are in a position to be prepared for unexpected emergencies, to be considered for non-federal financial aid funding from internal and external sources, including scholarships opportunities that become available to TUN students throughout the academic year, and to participate in various work-study opportunities that may complement their academic studies and career goals.

Application Process

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

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

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

Types of Financial Aid

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

Federal Direct Unsubsidized Stafford Loans

Federal Graduate PLUS Loans

Federal Work Study

Veteran Benefits

Scholarships

Private/Alternative Loans

Information regarding the types of financial aid available to TUN students and the awarding policies (Policies and/or Procedures) is located on the Office of Financial Aid website at

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

Satisfactory Academic Progress for Financial Aid Eligibility

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

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

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

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

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

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

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

Withdrawals – Return of Title IV Federal Financial Aid Funds

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

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

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

GRIEVANCES

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

Grievances against Faculty Member(s)

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

Grievance against the School of Occupational Therapy

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

Grievance against TUN Administration

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

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

HAZING

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

HEALTH INSURANCE

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

HIPAA TRAINING

Students will receive HIPAA training in OTDV 508 – Introduction to Fieldwork and Capstone. 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 to maintain a copy of all documents submitted to Student Health Services. Students must meet all the requirements listed below:

Titers:

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

Immunizations

- Polio Series (minimum of three doses)
- Td or Tdap (Td or Tdap is good for 10 years then must be renewed).
- Students will follow University policies regarding Covid vaccination. Students must also adhere to all immunization policies and requirements of their fieldwork sites.

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

Failure to meet these requirements in a timely manner will result in the student **not being allowed to progress in the occupational therapy curriculum**. Students will not be allowed to enter the fieldwork phase of their coursework without evidence of the above immunization requirements. Proof of immunizations, TB skin testing, and any X-rays or counseling is kept on file for all students at in the Student Health Director's office at TUN. The student must have a copy of the immunization records,

including notation of TB testing, *in their possession* during Level I and II fieldwork experiences and may be asked for a copy during the clinical rotation. This information can also be accessed through the student portal on Exxat at any time. It is not the responsibility of Touro University Nevada to provide this information to the fieldwork sites.

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

MALPRACTICE/PROFESSIONAL LIABILITY INSURANCE

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

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

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

MEMBERSHIPS

AOTA Membership

The School of Occupational Therapy values professional identity and engagement with our national organization AOTA. All students are required to hold an active student membership status with American Occupational Therapy Association (AOTA). This membership allows specific access to tools and resources necessary to complete assignments and/or specific learning activities within the curriculum. Membership will be provided by the department during the years the student is enrolled in the program.

NOTA Membership

All students are encouraged to hold an active student membership status with Nevada Occupational Therapy Association (NOTA). The following guideline for supplementing costs for student membership will be used: the department will subsidize 50% enrollment for all students with a NOTA student membership.

PARKING

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

PROGRAM AND COURSE EVALUATIONS

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

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

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

SMOKING

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

STUDENT COUNSELING

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

STUDENT EMPLOYMENT

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

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

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

STUDENT ORGANIZATIONS AND ACTIVITIES

Student Government Association (SGA)

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

Recognition of Student Organizations

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

Student:

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

Student Government Association:

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

Dean of Students:

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

Renewal of Recognition

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

Student Organization Stationery Usage Policy

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

Extra-Curricular Activities

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

On-Campus Student Events

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

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

Alcohol Policy for Student Events

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

UNIVERSAL PRECAUTIONS

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

Students will receive training regarding blood-borne pathogens and infectious disease control in OTDV 508 – Introduction to Fieldwork and Capstone. 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.

TUN SCHOOL OF OCCUPATIONAL THERAPY
ENTRY-LEVEL DOCTORAL DEGREE PROGRAM
CURRICULUM GRID
STUDENTS MATRICULATING IN 2024 OR PRIOR

OCCUPATIONAL THERAPY ENTRY-LEVEL DOCTORATE PROGRAM TOTAL: 106 CREDITS

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

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

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

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

Independent study is available throughout the curriculum

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

OTDV 682 Independent Field Study (1-6)

TUN SCHOOL OF OCCUPATIONAL THERAPY
ENTRY-LEVEL DOCTORAL DEGREE PROGRAM
CURRICULUM GRID
STUDENTS MATRICULATING IN 2026 OR AFTER

**OCCUPATIONAL THERAPY ENTRY-LEVEL DOCTORATE PROGRAM TOTAL:
109 CREDITS**

Course #	Course Title	Credits
Year One		
Semester 1- Session 1		12
OTDV 500	Fundamentals and Foundations of Occupational Therapy	4
OTDV 504	Research I: Introduction to Quantitative and Qualitative Research	2
OTDV 506	Clinical Reasoning about Occupation	2
OTDV 508	Introduction to Fieldwork and Capstone	4
Semester 1- Session 2		13
OTDV 514	Human Structure and Occupation	4
OTDV 523	Research II: Applications for the Research Process	3
OTDV 537	*Health and Wellness Influences on Occupational Therapy Practice	3
OTDV 536	*Emerging Practice Areas in Occupational Therapy	3
Semester 2- Session 1		11
OTDV 526	*Occupations of Children and Adolescents	4
OTDV 529	Level I Fieldwork for Children and Adolescents	1
OTDV 520	Occupation Skills Lab – Children and Adolescents	2
OTDV 525	Occupational Analysis and Evaluation I	2
OTDV 528A	Brain, Behavior, and Occupation	2

IPEV 701	Interprofessional Competencies	0
	Semester 2- Session 2	10
OTDV 630	*Occupations of Adults	4
OTDV 629	Level I Fieldwork for the Adults and Older Adults	1
OTDV 637	Occupation Skills Lab - Adults	2
OTDV 645	Occupational Analysis and Evaluation II	2
OTDV 528B	Brain, Behavior, and Occupation	1
	Semester 3-Session 1	12
OTDV 651	*Occupations of the Older Adult	4
OTDV 639	Level I Fieldwork – Psychosocial	1
OTDV 640	Occupation Skills Lab – Older Adults	2
OTDV 647	Psychosocial Approach to Occupation	2
OTDV 703	*Program Development for Occupational Therapy	3
IPEV 702	Inter-professional Competencies II	0
	Semester 3- Session 2	15
OTDV 705	Teaching and Learning in Occupational Therapy	3
OTDV 704	Advanced Leadership in Occupational Therapy	3
OTDV 652	Management in Occupational Therapy	3
OTDV 706	*Capstone I	3
OTDV 649	Fieldwork Preparation course	3
	Year Two	
	Semester 4- Session 1	7
OTDV 660A	Fieldwork IIA	5

OTDV 644	*Preparation for Professional Practice	2
	Semester 4- Session 2	5
OTDV 660B	Fieldwork IIA	5
	Semester 5- Session 1	5
OTDV 662A	Fieldwork IIB	5
	Semester 5- Session 2	6
OTDV 662B	Fieldwork IIB	5
OTDV 680	*Professional Competencies	1
	Semester 6- Session 1	6
OTDV 709A	Doctoral Capstone Experience	5
OTDV 710A	*Capstone II	1
	Semester 6- Session 2	7
OTDV 709B	Doctoral Capstone Experience	5
OTDV 710B	*Capstone II	2